

Art History Graduate Handbook



THE UNIVERSITY OF
CHICAGO

2024-2025



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GRADUATE PROGRAM, GETTING STARTED

1. Getting Started: Take time before school begins to absorb the information in this handbook, which is designed to walk you through the PhD program and its requirements. Once you arrive on campus, you can ask for help with matters you don't understand from the faculty member serving as Director of Graduate Studies (DGS) and from the Academic Support Administrator (ASA).

1.1 Advising and Registration: In late summer, the ASA will send the student program worksheet, language contract form, and information concerning course offerings and online registration procedures to help you begin planning your program of study for the first year. Annually, the ASA will also send out an advising and mentoring document. You will meet with the DGS in mid- to late September to go over questions about the program requirements, and for course planning prior to registration. You should bring your tentative plans filled in on the student program worksheet to this meeting. Graduate registration occurs during Orientation week (the week prior to the start of autumn quarter), and you should plan to register for your courses on Monday that week. During orientation week, you'll also be invited to attend additional social and practical orientation meetings organized by the Department, Humanities Division, and University.

You will repeat this process of advisement and registration before each quarter of coursework. You should also consult with your advisor or potential advisor on your course selections. You are able to add and drop courses freely until the third week of the quarter. Courses dropped after the third week will remain on your transcript and will be graded with a “W,” indicating that you have withdrawn. Should you wish to have co-advisors, you must discuss this arrangement with both of the potential advisors and the DGS. The DGS will confirm in writing the expectations and responsibilities of each advisor.

1.2 Time Schedules: The Time Schedules (aka Schedule of Courses), found at <http://coursesearch.uchicago.edu>, are the most up-to-date listing of course meeting times and locations. Schedules are typically released on this site in 6th week of the preceding quarter. Course descriptions for the entire year are available on the department website, and updated periodically each quarter.

1.3 Departmental Communication: Official departmental announcements and important deadlines are sent by email. Information regarding events can be found on the department website. It is important that you check your email regularly and respond to messages from staff and faculty in a timely manner.

1.4 Registration Status: The University requires full-time continuous registration. Please see <https://studentmanual.uchicago.edu/administrative-policies/student-enrollment-status/> for detailed information on the residence system and policies.

1.5 Leaves of Absence: Leaves of absence may be granted to help students with exceptional personal circumstances, medical conditions, parental leaves, or to allow them to take advantage of opportunities for intellectual development elsewhere.

Talk to the DGS, ASA, and Dean of Students if you are considering a leave. For more information, please see <https://studentmanual.uchicago.edu/academic-policies/voluntary-leaves-of-absence/> and <https://humanities.uchicago.edu/students/manual/leave-absence-and-withdrawal-university>. After consultation with the Department and Dean of Students, leave of absence petitions must be submitted in writing to the Division of the Humanities for approval via this webform: https://cm.maxient.com/reportingform.php?UnivofChicago&layout_id=20

1.6 Tracks: The Department has two tracks, or schedules of deadlines for meeting requirements. The basic requirements for the PhD degree are the same for both tracks; Track II allows students to pace their courses differently because of their need to study languages. Track I will serve many students, including all those specializing in the study of modern Western Europe and North America. Track II is for those students who must begin one or more non-modern or non-Western European languages during their coursework. They take these language classes as part of a normal three-course load per quarter. Because the three quarters of an introductory language sequence cannot count toward graduate course credit, this will push the student's completion of coursework into the third year, when three additional courses must be taken to make up for the language sequence. The qualifying paper must be completed at the same time as for Track I students. Intermediate- or higher-level language courses in non-modern/non-Western European languages will count as graduate classes (see 1.15).

1.7 Faculty Advisor: All entering students should identify a preliminary faculty advisor in their primary area of interest as early as possible and consult with that person about their program of study, minor area, and languages needed for their projects. It is understood that occasionally students may change advisors later in their studies. In winter quarter of their second year at the latest, students need to determine a primary advisor. Students should consult the DGS as needed and notify the DGS of any changes to their faculty advisor. In spring quarter of their second year, students enroll in the Preliminary Exam Reading Course (ARTH 49820) with their advisor.

1.8 List of Departmental Requirements:

- Eighteen courses, including the Art History Proseminar (ARTH 40200), the COSI Objects and Materials Seminar (ARTH 44002), the Preliminary Exam Reading Course (ARTH 49820), and at least seven other Art History courses
- One qualifying paper, approved by two readers, for which most students will enroll in two QP reading courses (ARTH 49808 and 49809), one of which may be with a second reader, who may be outside Art History
- Language proficiency as outlined in sections 1.11–1.15
- Completion of the Teaching Colloquium (ARTH 50100) during the third year (see 2.8)
- Completion of the Dissertation Proposal Workshop (ARTH 50200) typically in the spring of the third year (see 1.45)
- Preliminary exams passed
- Dissertation proposal approved by three readers
- Dissertation approved by three readers

- Dissertation defense approved by those committee members present and the Chair

1.9 Charting the Program

Year	Quarter	Coursework	Other
Year 1	Autumn	3 courses, including Proseminar (ARTH 40200) or COSI Objects & Materials Seminar (ARTH 44002)	Orientation Week: Register for language exam and courses, including Proseminar or COSI Objects & Materials Seminar Registration can be changed until the end of Week 3 without fee (same schedule holds for every following quarter) Week 7: Advising meetings for winter registration Week 8: Registration
	Winter	3 courses	Week 7: Advising meetings for spring registration Week 8: Register for courses, including language course if language exam was not passed
	Spring	3 courses	
	Summer	Language study	Reading lists Exploratory travel using departmental discretionary research and travel funds
Year 2	Autumn	3 courses including Qualifying Paper Course I (ARTH 49808); Proseminar (ARTH 40200) or <u>COSI Objects and Materials Seminar (ARTH 44002) if not taken in Year 1 [in 2024-2025, COSI will be offered in Winter]</u>	Week 1: Register for language exams as needed Week 1 or 2: Meet with faculty advisor to discuss summer reading
	Winter	3 courses including Qualifying Paper Course II (ARTH 49809)	Submit qualifying paper to readers by Friday of 7 th week; QP approval due to department by last day of exam week

Year	Quarter	Coursework	Other
	Spring	4 courses including Preliminary Exam Reading Course (ARTH 49820)	Apply for two teaching assistant (TA) positions for the following year (refer to the PTP for teaching responsibilities) Finish putting together fields and reading lists for prelims
	Summer	Language study	Study for preliminary exams Pre-dissertation exploratory travel using departmental discretionary research and travel funds
Year 3	Autumn	Teaching Colloquium (ARTH 50100) Complete any outstanding coursework	Weeks 1 and 2: Meet with faculty advisor to discuss summer reading Study for preliminary exams Begin formulating dissertation ideas Serve as teaching assistant for two courses this year Take prelims in December or January
	Winter		Take prelims Begin formulating dissertation proposal
	Spring	Dissertation Proposal Workshop (ARTH 50200)	Submit draft dissertation proposal for faculty committee feedback; submit revised proposal for approval Apply for lecturer positions for fourth year (depending on travel and research plans)

Year	Quarter	Coursework	Other
	Summer		<p>Final pre-dissertation research trip if necessary</p> <p>Complete dissertation proposal if not already approved</p> <p>Work on grant applications</p> <p>Advancing to candidacy by the end of the summer is strongly encouraged and puts students in a strong position to apply for grants in autumn of fourth year</p>

Year	Expectations
Year 4	<p>Dissertation research and writing, abroad as necessary</p> <p>Hold a third TAship or Preceptorship; could also hold a lectureship this year depending on ABD status and travel and research plans</p> <p>Apply for grants: research travel grants, writing fellowships, museum fellowships, etc.</p> <p>Apply for teaching positions for fifth year if PTP requirements were not completed this year (depending on travel and research plans)</p> <p>Must be ABD by the end of your fourth year in the program to remain in good standing, although we sincerely hope that you will go ABD sooner! Ensure that all ABD requirements are met two weeks prior to the end of the quarter. See Section 1.49 for consequences if you are not ABD by this deadline.</p>
Years 5-6 7-8	<p>Dissertation research and writing</p> <p>Complete remaining PTP requirements and compile teaching portfolio</p> <p>Apply for grants: research travel grants, writing fellowships, museum fellowships, and external or University of Chicago Divisional Dissertation Completion Fellowship (DCF)*, as applicable</p> <p>*Y7 is the last year of eligibility to apply for a DCF, to be held in Y8</p>

Year	Expectations
	<p>Apply for the postdoctoral Teaching Fellowship in the Humanities (TFH) and external jobs and postdocs</p> <p>Dissertation defense</p> <p>Submit final copies of dissertation to the Dissertation Office in quarter of graduation</p>

DEGREE REQUIREMENTS

Description of Departmental Degree Requirements

Students are expected to maintain good academic standing. Individual student progress is reviewed at the annual spring progress review and a summary is sent to each student by the Director of Graduate Studies. Students will also assess their own progress annually through self-evaluation and in a meeting with their advisor prior to spring review. Satisfactory progress is based both on timely completion of degree requirements as outlined in this handbook and on the quality of coursework, qualifying paper, preliminary exams, dissertation prospectus, teaching performance, and dissertation. It is expected that most PhD students will be able to graduate by or in Year 7.

More information about good academic standing can be found in section 1.24 and here: <https://humanities.uchicago.edu/students/manual/academic-policies/good-academic-standing>.

Pre-ABD students track their progress on their program worksheet. In order to track their progress and articulate long-term goals, students who have advanced to candidacy are required to complete the Post-ABD Degree Completion Plan and revise it once per year. The plan must be discussed and agreed upon by both you and your faculty advisor and submitted at the beginning of the Autumn quarter, and as part of your spring review materials to the department.

LANGUAGE REQUIREMENTS

1.11 Which Languages?: Becoming proficient in the languages other than English that have been and continue to be important for art history and for the particular culture that you study is essential for graduate-level scholarship. Before beginning graduate school, you should brush up on your research languages and begin to acquire the new ones that you will need for your graduate work. Being behind on research languages may make your first year much more difficult than it needs to be, and may prevent you from doing the type and quality of work that you would like to do. All incoming students are eligible to enroll in an intensive language course at the University in the summer prior to their first year (see 1.13).

All students must be certified in at least two research languages and are encouraged to meet this requirement in the first year.

For all students, except specialists in African, Islamic, and Latin American art, one of these must be one of the following modern research languages: Chinese, French, Italian, or Spanish. African art specialists must be certified in French. Islamic art specialists must be certified in German, French, or Italian. Latin American art specialists must be certified in Spanish. The language selected for proficiency examination must correspond to the student's research plans and the student must achieve a grade of high pass on the language exam. Students whose secondary and/or college/university education was primarily conducted in a required language may petition the Director of Graduate Studies for exemption from the language exam.

All students, except specialists in African, East Asian, Islamic, or Latin American art, must also be certified in German by achieving a grade of pass or better on the German language exam. Students studying East Asian art must be certified in Japanese by achieving a grade of pass or better on the Japanese language exam. Students studying African art must be certified in an indigenous language. Students studying Latin American art must be certified in Portuguese or an indigenous language. Students whose field of study requires them to learn one or more languages that are not modern or not Western European may opt for Track II.

The final exams given in the university's language courses for reading knowledge are sometimes the same as the university's exam for that language. Whenever this is the case, students may alternately pass their requirement in that language by earning the grade specified above on the final exam taken within the context of the course.

In addition to the requirements listed above, each field will have its own expectations for languages. The level of proficiency for these additional languages should be determined by the faculty advisor (see 1.12) and noted on the supplemental language contract. Below is a list of what fields typically require:

African:

- French and one Indigenous language; depending on area of specialization, one or more additional European and/or African languages

Asian:

- Chinese Pre-modern: modern Japanese, classical Chinese, modern Chinese
- Chinese Modern: modern Japanese, modern Chinese
- Japanese Pre-modern: modern research language and classical Chinese, modern Japanese, classical Japanese
- Japanese Modern: modern research language, classical Japanese, modern Japanese

European and North American: German and a modern research language (generally French or Italian), plus:

- Ancient: Greek and Latin
- Baroque: Latin and modern language of country of specialization
- Medieval: Depending on the area, medieval Latin and/or Greek and modern language of the country of specialization
- Renaissance: Latin and modern language of the country of specialization

Islamic:

- German, French, or Italian, and, depending on area of specialization, Arabic, Persian, and/or Ottoman Turkish

Latin American:

- Pre-Columbian: Spanish, and, depending on area of specialization, one or more Indigenous languages and/or modern languages of the country of research
- Colonial: Spanish, and, depending on area of specialization, Portuguese and/or one or more Indigenous languages, and/or Latin, and/or Italian, Dutch, or German
- Modern: Portuguese and Spanish

South Asian:

- The two most relevant languages depend on the project.
- Early Medieval: One of the required languages is Sanskrit.
- Late Medieval and Early Modern: One of the required languages is Persian.
- Modern and Contemporary: Knowledge of relevant colonial language is necessary (French, Dutch, or Portuguese; knowledge of English is assumed).
- The other major South Asian languages that could be relevant for research include Prakrit, Tamil, Telugu, Malayalam, Arabic, Hindi, Braj, Urdu, Marathi, Gujarati, Punjabi, Nepali, Assamese, Bengali, Afghani, Sinhalese, etc. Knowledge of French and German is useful for accessing secondary scholarship, but priority should be given to acquiring South Asian languages, both for research and for the candidate's ability to conduct fieldwork in South Asia.

1.12 Supplemental Language Contract: Each student schedules a meeting with their preliminary faculty advisor shortly after admission to the program (these meetings can occur virtually), and no later than two weeks before the first quarter, to discuss which, if any, supplemental languages are necessary for the student's academic plans and the level of proficiency needed. This language plan must be recorded on a Supplemental Language Contract. Complete the form with your faculty advisor, co-sign and date it, and return it to the Department Assistant, who will place it in your department file. If you later change advisors, you must submit a new contract signed by your advisor. This form will help the Director of Graduate Studies work with you to fit language study into your program. The language plan recorded on the supplemental language contract is usually completed by the end of the third year and must be completed for the student to advance to ABD status. If the language contract includes language study after the third year, this should be stated explicitly. Language study beyond the third year will not be required to obtain formal admission to candidacy.

1.13 Pre-First Year Summer Language Study: All students, but especially those working in premodern fields and fields outside Europe and North America, are encouraged to work intensively on language study the summer before their first year. Students may register to take a condensed year-long language course in the University's summer session. The Department will make available what funds it can to support students in fields with extensive language study requirements engaged in pre-first year summer language study. For international students, this will entail early planning in collaboration with the University in order to allow sufficient time to obtain a student visa. Information will be given to students early in the acceptance process.

Please also note that pre-first year summer language study starts a student's matriculation clock, so that their maximum final quarter of matriculation will be in spring, not summer, of their ninth year.

1.14 How to Meet the Language Requirement: [The Academic Reading Comprehension Assessment \(ARCA\)](#) is administered by the [Office of Language Assessment \(OLA\)](#) in the Chicago Language Center. Students should register to take the appropriate University language exams (listed in course search) when they register for courses. More information about the ARCA and samples of university language exams can be found [here](#). The language requirement in modern European research languages (described in Section 1.11) may be met through the University's language exam as specified above or by successfully completing the third quarter of the introductory language sequence. The final exams given in the university's language courses for reading knowledge are sometimes the same as the university's exam for that language. Whenever this is the case, students may alternately pass their requirement in that language by earning the grade specified above on the final exam taken within the context of the course.

Students may also enroll in a University language sequence beginning in the autumn quarter or matriculate early to begin language study in Summer quarter before the first year. If a student does not achieve the necessary "High Pass" or "Pass" on the exams for their research languages as specified in Section 1.11, they will be expected to enroll in a University-directed language course. Students are encouraged to take languages via University courses wherever possible: neither an independent course nor a language exam other than the University's can serve as a substitute without advisor recommendation and DGS approval. An introductory course in any language or an intermediate-level language course in one of the modern European research languages cannot be counted towards the degree and is expected to be a fourth course, on top of the usual three-course load.

For the language in which you need a High Pass, you'll be expected to continue enrolling in language courses each subsequent quarter until the exam is passed with a High Pass or the substitute (a grade of B+ or better in the third quarter of the introductory sequence) is achieved. For the language in which you need a Pass, you'll be expected to continue enrolling in language courses each subsequent quarter until the exam is completed with a Pass or the substitute (a grade of B or better in the third quarter of the introductory sequence) is achieved. For the modern Western European research languages, the introductory one-year sequence is appropriate. For additional languages you may need for your field, one year of study is often not sufficient. Consult your faculty advisor about the number of years you'll need and record your individual requirements on the supplemental language contract.

Certain language requirements may involve different means of satisfaction. For example, in place of an exam, the Classical Chinese requirement may be met by taking the University's three-course Elementary Literary Chinese sequence, by taking one quarter of Advanced Literary Chinese, or by taking one upper-level Chinese literature course that engages in the intensive reading and interpretation of texts written in Classical Chinese. The Classical Japanese requirement may be met by taking one quarter of Premodern Japanese or Kindai Bungo, or by

taking an approved course off campus. In all cases, students must attain a B or better in the course. Please consult with your advisor soon after your acceptance into the program.

1.15 Course Credit for Language Courses: The University does not allow graduate students to receive course credit for beginning-level language courses. Credit is given only for intermediate- or higher-level language courses. Track II students are allowed to take one beginning-level language course sequence (in a non-modern or non-Western language) as part of their three-course load during their first year, but these language courses are not counted towards the 18 courses required for the degree. During their second year, Track II students may wish to count three intermediate or higher-level language courses in non-modern or non-Western European languages towards the course requirements for the degree. Any student who wishes to take additional intermediate or higher-level languages may include them among the non-departmental courses that count toward the required total of 18, with the exception that intermediate-level modern Western European language courses cannot be counted towards the 18 courses required for the degree.

COURSES

1.16 Required Number of Courses and Distribution: Eighteen courses are required for the PhD degree. Usually students take 3 per quarter, which typically constitutes full-time enrollment. In the first year, students take the Art History Proseminar (ARTH 40200) or the COSI Objects & Materials Seminar (ARTH 44002). In the second year, students take either the Proseminar or the COSI Seminar, enroll in two qualifying paper courses (ARTH 49808 and 49809) and the Preliminary Exam Reading Course (ARTH 49820) with their advisor to begin study for their preliminary exams. In total, a maximum of 8 of the 18 courses may be taken outside the Art History Department.

Students must define a minor field, in which they take at least 2 courses. Students must also meet a distribution requirement by taking 2 courses outside of their primary field (these must be selected in consultation with the advisor). One of the courses in the minor field may also count toward the distribution requirement.

1.17 Art History Proseminar (ARTH 40200): How do we do art history? What is it? What are its premises and where does it come from? This seminar will explore the historical foundations, formulations and applications of current art historical methods, as well as the foundations of the art historical discipline as it emerged from the late 19th and early 20th centuries. Both theory and practice will be considered through select texts, with special focus on art history as a distinct scholarly discipline today. Starting in 2024, the Proseminar will be taught every other year: students will take it in either their first or second year of coursework, and the course will bring first and second year students together in the classroom.

1.18 COSI Objects & Materials Seminar (ARTH 44002): Team-taught between Northwestern, the Art Institute of Chicago, and University of Chicago, this course focuses on sustained, close engagement with art objects in the AIC collection and the methods and questions such inquiry raises. Students will be introduced to basic techniques of stylistic and scientific analysis as well as recent theoretical debates that resituate art history as a study of physical

things as well as their disembodied images. Required for all first- or second-year art history graduate students.

1.19 Types of Courses within the Department: The Department offers several types of courses: introductory seminars (which have ARTH 30000 numbers); advanced seminars (ARTH 40000 and above); and graduate independent research courses (ARTH 49800). Some courses in the department require faculty permission for registration. Students should always make arrangements with the specific faculty member before attempting to register for an independent study course with them, as registration for these courses is by consent only. Once consent is obtained, the ASA can assist with registration for these courses.

Lecture courses and introductory seminars may include advanced undergraduates and are ordinarily combinations of lecture and discussion. Often they cover a larger body of material in a more survey-like fashion than do advanced seminars. Requirements in lecture courses and introductory seminars vary widely from one faculty member to another and may include papers and/or exams. Advanced seminar courses are more intense, research-oriented classes. Students typically make seminar presentations and write in-depth papers for these classes. Some graduate seminars rely heavily on non-English language reading and research, so be sure of the requirements before enrolling.

Most students balance their courseload between 300- and 400-level courses during each quarter. There is no requirement regarding the number of 300- or 400-level courses that must be counted toward the 18 courses needed for the PhD degree, but it is expected that students will want to take at least one 400-level course each quarter so as to develop the skills in critical analysis, independent research, group discussion, and public presentation that this format encourages.

1.20 Research Courses: These courses are "independent studies" and will vary widely in format and requirements depending on the individual faculty and student. At the beginning, you should establish with the faculty member how often and when you will meet, what materials you will cover and how they are to be covered (joint discussion, written report, etc.) and what you will be expected to produce by the end of the quarter (a paper, annotated bibliography, etc.). Students may only take two of these independent study courses in addition to the QP and prelims reading courses.

1.21 Courses Outside of the Department: Because 8 courses may be taken outside the Department, you are encouraged to investigate the offerings in history, literature, religion, anthropology, music, philosophy, and other disciplines that might complement your art historical studies. Advanced language courses (300-level and above) that are used to count toward the 18-course requirement also fall under this category (see Section 1.15). Other departments often have descriptions of courses like the ones prepared by our Department. Visit their websites for this information, or check the University's Course Search website (see Section 1.2). You may also want to consider taking courses at other area universities (see 1.23 for more information).

Note that DoVA courses must be graduate-level (300-level) in order to count among the 18 required courses.

1.22 Taking or Auditing Additional Courses: Eighteen is the typical and minimum number of courses required for the PhD. You and your advisor may decide that you should enroll in more courses during your second or third year, or that you should audit courses of special relevance to your dissertation work.

Students are encouraged to officially audit an undergraduate survey course in their primary field, registering for the course for audit or "R" credit. Auditing or serving as a teaching assistant in a particular survey is strongly encouraged before teaching a version of that survey as a lecturer in the Department. While auditing a survey, students may wish to take an independent study course to enlarge their knowledge of the material.

1.23 Courses outside the University: In choosing courses, you may wish to consider supplementing the University offerings through study at other Chicago-area graduate colleges and universities, such as Northwestern University. Contact [UChicagoGRAD](#) for information on how to register for courses at other schools. Be aware that university calendars do not always coincide and that registration deadlines may be earlier than ours.

1.24 Advanced Studies Course: Students taking fewer than three courses per quarter or who have completed coursework are automatically enrolled in an "Advanced Studies" course (ARTH 70000) each quarter. These courses are graded "satisfactory" (S) or "unsatisfactory" (U). Students who receive a grade of "U" will be placed on academic probation; the DGS will explain in writing what they need to do to recover good academic standing. If a student does not meet those expectations provided to them in their academic probation communication, the student may be withdrawn from the program.

This course will show up on students' transcripts and is used by the Student Loan Administration to make sure students are eligible for federal loans. More information on the Humanities Division's enrollment and satisfactory academic progress policy can be found here: <https://studentmanual.uchicago.edu/academic-policies/registration-for-students-in-phd-programs/>.

More information about the good academic standing and probation policies can be found here: <https://humanities.uchicago.edu/students/manual/academic-policies/good-academic-standing>.

MAJOR/MINOR AREAS

1.25 Defining the Major Field: Normally, you'll define a major and minor field in accord with the following list.

African:

- The art, architecture, and material culture of Africa and the African diaspora

Chinese:

- Pre-Imperial Period: The art, architecture, and material culture of pre-historic to Qin dynasty, ca. 5000 to 221 BCE

- Early Imperial Period: The art, architecture, and material culture of Qin to Tang dynasty, 221 BCE to 907 CE
- Middle Imperial Period: The art, architecture, and material culture of five Dynasties to Yuan dynasty, 907 to 1368
- Late Imperial and Modern Period: The art, architecture, and material culture of Ming dynasty to the present, 1368 to present

European and North American:

- Ancient: The art, architecture, and material culture of Greece and Rome, Bronze Age to 330 CE
- Medieval: The art, architecture, and material culture of Europe and the Mediterranean, 300 C.E. to 1500 CE
- Early Modern: Art, architecture, and material culture with primary focus on Europe from 1300 to 1750 CE
- Modern/Contemporary: The art, architecture, and material culture of Europe from 1750 to the present
- American: The art, architecture, and material culture of North America

Historiography, Theory, and Criticism:

- Literature on art and representation, its philosophical traditions and historical contexts

Islamic:

- Early Islamic: The art, architecture, and material culture of the Islamic lands, 632 to 1100 CE
- Middle Islamic: The art, architecture, and material culture of the Islamic lands, 1100 to 1500 CE
- Early Modern Islamic: The art, architecture, and material culture of the Islamic lands, 1500 to 1900 CE
- Modern Islamic: The art, architecture, and material culture of the Islamic lands, and of artists from those lands in global diaspora, 1900 to the present

Japanese:

- Early Japanese: The art, architecture, and material culture of Japan, to 1200 CE
- Medieval Japanese: The art, architecture, and material culture of Japan, 1200 to 1600 CE
- Later Japanese: The art, architecture, and material culture of Japan, 1600 to present

Latin American:

- Ancient: The art, architecture, and material culture of the Americas, to ca. 1500 CE
- Colonial: The art, architecture, and material culture of Latin America and the Caribbean, ca. 1500 to the 1820s CE
- Modern: The art, architecture, and material culture of Latin America and the Caribbean, and of artists from those lands in global diaspora, 1820s to present

South Asian:

- Prehistoric South Asia: ca. 10,000 BCE to ca. 1800 BCE (Bhimbetka cave paintings until Indus Valley)

- Ancient South Asia: ca. 1800 BCE to ca. 300 CE (Rig Veda to the beginning of the Gupta Empire)
- Early Medieval South Asia: ca. 300 CE to ca. 1190 (Gupta empire to the beginning of the Delhi Sultanate)
- Late Medieval South Asia: ca. 1190 to ca. 1550 (Delhi Sultanate until the consolidation of the Mughals)
- Early Modern South Asia: ca. 1550 to ca. 1850 (Mughals and the Deccan Sultanates until the rise of the colonial empires)
- Modern and Contemporary South Asia: ca. 1850 to today (Colonial period until now)

1.26 Defining the Minor Field: Students should give careful thought to the selection of a minor field and discuss it with their faculty advisor. Ideally, it should intersect with the interests they pursue in the major field, but also provide breadth in perspectives. It may be important, too, for establishing an attractive profile as a job candidate.

The minor field may be drawn from the list of major fields or may be a subsection of a large major field. For example, someone majoring in modern painting might minor in photography and film or in architecture; someone majoring in Buddhist art might minor in European medieval art.

For the minor field of study, a student may elect to do an outside minor, that is, a minor in another department or departments. Normally, the outside minor complements the major by providing additional study in the period, area, and civilization of choice. Careful attention should be given to the composition of an outside minor in consultation with the advisor. Students must take two courses in their minor field, one of which may also count toward the distribution requirement.

DISTRIBUTION REQUIREMENT

1.27 Distribution Requirement: The distribution requirement is designed to ensure that students become familiar with different methods and areas of art history. All students are required to take two courses outside of their primary field (these must be selected in consultation with the advisor). One of the courses in the minor field may also count toward the distribution requirement.

If you want to meet a distribution requirement with a course that spans multiple fields (i.e. temporally, geographically, culturally, etc.), you may do so by writing a paper within that course on a topic that is clearly outside your primary field (or art historical “comfort zone”). The point is to gain familiarity and experience with material outside your area.

FIRST AND SECOND YEARS

1.28 Qualifying Paper: During autumn and winter quarters of second year, students will research and write a qualifying paper under the guidance of a principal advisor, who must be a faculty member in the Art History Department. Students will arrange for a second reader at the University, who need not be in Art History, no later than the beginning of winter quarter. Students will typically enroll in the qualifying paper courses (ARTH 49808 and 49809) with the

primary advisor, or with the primary and secondary advisors, in both autumn and winter quarters, to accommodate the research and writing within the course load. These two courses count toward the 18 required for the degree. The complete draft is due to both readers by Friday of the seventh week of winter quarter. The form approving the final version must be filled out by the student and submitted along with the final version of the QP to the Department Assistant via email. Both readers must send their written approval of the paper and for the Department to affix their signature to the form to the ASA by Friday of exam week in winter quarter. The approval form is available for download on the [Forms and Checklists](#) page of the departmental graduate student handbook.

If a student does not receive a passing grade on the Qualifying Paper, they may resubmit a revised Qualifying Paper to the same committee (with appropriate substitutions for any readers who may be unavailable) within approximately four weeks of receiving the grade on the initial Qualifying Paper submission. The student will be placed on academic probation until the revised Qualifying Paper is accepted by the committee; a student who does not submit a revised Qualifying Paper before the appropriate deadline or whose revised Qualifying Paper is not approved may be withdrawn from the program.

1.29 Summer Expectations: The first priority for summer experiences is to take care of language skills, whether acquiring or improving them. The University offers the equivalent of one-year introductory and more advanced courses in many languages in a condensed format during summer quarter, without tuition charge for graduate students. The Department requires students to take these courses for a letter grade. The one-quarter research-for-reading courses culminate with the ARCA exam that can, depending on the stipulations of your Supplemental Language Contract, be used to assess language competency. That said, these one-quarter courses are not appropriate for students who have never studied the language in question. The goal is to acquire solid language training that will stay with you.

First- and second-year students are also expected to develop a summer reading list of several books and/or substantial articles, with the help of your faculty advisor. You should make an appointment to discuss your list by the middle of spring quarter and should have agreed on the list by the end of exam week. The first summer list should be directed toward identifying the qualifying paper topic. The second summer list may be directed toward the preliminary exam fields or the dissertation topic. You should make an appointment with your advisor to discuss the reading list at the start of autumn quarter.

First- and second-year students in good academic standing may also use their departmental discretionary research and travel funding to conduct brief research trips at any time during their first two years in the program, including during the summers. These funds can be used to visit museums, special exhibitions, archives, and sites as students begin to explore potential dissertation topics.

In the third summer, students may continue language study, revise dissertation proposals, and/or take a pre-dissertation research trip if they have not yet defended the dissertation prospectus. See Section 1.46 describing pre-dissertation grants.

All students should include, in the academic plan filed early each spring for the upcoming year of study, a description of plans for the upcoming summer (language study, summer reading plans, research/travel plans, etc.).

1.30 Grades, Incomplete Coursework, and Completion Deadline: The official grading scale used by the Department is A, B, C, D, and F, including pluses and minuses. In general, however, graduate student grades range from A to B-, and grades of B or B- indicate seriously inadequate work and a student may be placed on academic probation. A+ is not an official grade in the University, but may be used within the Department. The University's grading policies can be found at: <http://registrar.uchicago.edu/page/university-grading-policies>

By the second year, it is expected that grades for art history courses should be mostly, if not entirely, in the A range. Graduate research courses may be graded Pass/Fail. The Qualifying Paper courses, ARTH 49808 and 49809 (first and second quarter) will be graded after the final paper is submitted to the faculty advisor. Both courses will receive the same letter grade, which will be the same as the grade for the paper.

A blank grade indicates that the student has completed the coursework but for some reason the instructor has not yet filed the grade. (For example, the grade for the first quarter of the Qualifying Paper course will remain blank until the paper is completed later in the year.) A grade of I (Incomplete) indicates that the student hasn't yet completed requirements for the course but will do so in the future. The Department strongly discourages Incompletes except in a medical or personal emergency. If a student cannot complete course work by the end-of-quarter deadline, it is their obligation to promptly contact the instructor and the Director of Graduate Studies with an explanation and request an incomplete via the following form:

https://humanities.uchicago.edu/sites/humanities.uchicago.edu/files/Incomplete%20Request%20Form_0.pdf

If the instructor grants an Incomplete, they will file a grade of "I," confirm with the student what assignments need completion, and set a timeline for completion.

When requirements for the course are completed, the student should ask the faculty member to send in a grade. A grade of "I" cannot be carried over from one academic year to the next. If no timeline is set for the course work to be completed, the default deadline is the start of the autumn quarter of the next academic year. After the work has been completed, and when a quality grade is submitted with the Office of the Registrar before the start of the autumn quarter of the next academic year, no intervening "I" will remain on the transcript.

In autumn of the academic year, any blank grades or Incompletes on a student's transcript will automatically be changed to UW (Unofficial Withdrawal). A UW bears no point value and confers no credit. If a student completes the work subsequent to the UW being entered, it will require faculty permission to change the grade to a quality grade, up to eight quarters after.

The Incompletes policy conforms to other divisional and university requirements. Of particular note: All full-time students must maintain satisfactory academic progress in their program of study. Satisfactory academic progress is determined annually by the department in the spring

quarter. For more information see the Enrollment and Satisfactory Progress policy at <https://humanities.uchicago.edu/students/manual/academic-policies/satisfactory-academic-progress>.

The Divisional policy can be found here:

<http://humanities.uchicago.edu/students/manual/incomplete-coursework>

1.31 Academic Disputes and Formal Grievances: The Humanities Division's academic disputes and formal grievance procedures can be found here:

<https://humanities.uchicago.edu/students/manual/academic-policies/information-academic-disputes-and-formal-grievance-policy>

Students who encounter problems with their research project, their advisor, or the responses of their dissertation committee to their work should approach the chair of their dissertation committee to discuss how to resolve the situation. If they feel uncomfortable approaching the committee chair, then they should first contact the DGS, and second (if needed) chair of the department— such conversations will always be regarded as private. Similarly, the Dean of Students is available to help resolve academic problems, and can help direct students to appropriate academic and non-academic support services provided by the Division and University.

Students may also contact the [Office of the Student Ombudsperson](#) to assist in providing impartial advice and assistance with navigating the grievance procedures or related matters. The Ombudsperson can also help where the existing channels of communication or dispute resolution have proven unsatisfactory.

1.32 Exceptions and Petitions: If a student wishes to have the Department consider other options for completing requirements, a student may petition the faculty by addressing a letter to the Director of Graduate Studies describing, explaining and justifying the changes requested. It will be presented to the faculty and voted upon by them.

1.33 Policy on Working during the PhD Program: Graduate students are expected to devote their time primarily to their studies. University policy prohibits students from working more than a nominal 20 hours per week during an academic quarter, including teaching and research appointments. Students will teach at the University to meet the teaching requirements associated with their Pedagogical Training Plan starting in their third year (see Section 2).

1.34 Joint Degrees: Select students may pursue joint PhD degrees with art history and another department or program. Joint PhD programs at the University of Chicago are of two types: "standing" and "ad hoc."

A standing joint degree program has been established between the Department of Art History and the Committee on Theater and Performance Studies (TAPS). It allows students to complement their doctoral studies in art history with a program of study in TAPS that reflects their particular training and interests, encompassing both academic and artistic work. Students apply to this standing program at the time of their application to the University, which is

submitted to the Art History Department. Subsequently, art history is these students' "home" department for financial and administrative purposes. Students meet all of the regular program requirements for art history, summarized on the [PhD program page](#). In addition, they meet all of the program requirements for TAPS, summarized on their [website](#). When a student is admitted to the TAPS program, the two departments will collaborate to determine a detailed ABD and pedagogical training schedule, and whether any similar requirements may be counted jointly toward both programs. For example, when it makes sense to do so, TAPS/Art History students may be able to merge their preliminary exams so that they can have 3 exam lists total, at least 1 of which should be in art history. See Section 2 for additional information about pedagogical training requirements for joint degree students.

Students may petition for an ad-hoc joint PhD program with another department or program according to [guidelines](#) set by the Humanities Division. Generally, admitted students must separately meet the requirements of both programs, but any overlapping requirement need only be met once if each department would otherwise consider it met were that student not in the joint degree program. The primary advisor in Art History should meet with the DGS as soon as possible to review milestones in both degree-granting programs and to ensure that there is a clear understanding of how the joint degree program, including doctoral advising, will function. Typically, joint degree students take separate examinations in each program, but in cases where there is disciplinary overlap between the two programs, relevant examinations may be counted jointly toward both programs' exam requirements, with approval of the DGSs in both departments. Joint degree students are also expected to meet the pedagogical training requirements of both programs (see Section 2 for additional information). As part of the application review process, both programs will determine whether any similar requirements may be considered to overlap. Recent art history students have completed joint PhDs with Cinema and Media Studies and with Social Thought. In recent experience, successful applications for a joint degree program with Art History have come specifically from students who have taken several classes that were cross-listed between art history and the other program. In practical terms, the number of courses that are cross-listed between two different programs can often be important in determining whether or not charting out a dual PhD program is logistically viable.

For TAPS/Art History and ad-hoc joint degree students, the two departments or programs will work collaboratively to support students pursuing a joint degree. They will share spring review data and correspondence about the student's progress and standing in the program. Where relevant, the two departments will also facilitate a discussion among the student's examiners to ensure that the holistic aims of the preliminary examinations are being met.

Under a new [initiative](#), some students may simultaneously pursue PhD studies at the University of Chicago and at a degree-granting institution of higher learning in France, leading to two PhD degrees – one from each of the two institutions. Students approved for this initiative pursue a specific course of study depending on their research and professional interests, must satisfy all requirements of both doctoral programs, and must write and defend a single dissertation that meets the requirements for each degree. Please connect with the Dean of Students Office at humdos@uchicago.edu if this is something the student would like to pursue.

1.35 MA Degree: The objective of the program is the PhD degree. However, students may apply for the MA degree along the way to achieving the PhD, or in the rare event that they choose or are advised to leave the PhD program after the second-year review. Any student is eligible for the MA degree after completing the following requirements: one research language required for the student's field, nine one-quarter courses at the University of Chicago (including the Art History Proseminar and COSI Objects & Materials Seminar), and approval of the qualifying paper by both readers.

1.36 Students Entering with an MA from Another Art History Program: Students entering the program with an MA in art history in a subfield other than the one in which they anticipate writing a dissertation, or with an MA in another discipline, or with an MA from an art history program based outside North America or Britain will follow the regular program, taking 18 courses.

Special provisions apply to students entering the program with an MA from an art history program in North America or Britain in the subfield in which they anticipate writing a dissertation:

- 1) In the spring of their first year, these students have the option of petitioning the Department to grant course credit toward the departmental requirements for courses taken in their previous program. The Department considers petitions on a case-by-case basis, and may approve anywhere from one to five credits. If the courses in question were taken at the University of Chicago, however, it may consider a larger number. The student should give the Director of Graduate Studies a brief cover letter requesting the credits, including the course titles, descriptions, and instructors, accompanied by: a transcript, the course syllabi, and a copy of the paper or other major written assignment for each course. The Director of Graduate Studies will present the petition at a faculty meeting for discussion and vote, and will report the decision to the student.
- 2) These students write the qualifying paper on the same schedule as other students. If, however, they and their faculty advisor feel they have written a course paper during the first year that is suitable for the qualifying paper, they have the option of expanding that paper over the summer and completing it in autumn quarter of the second year.

PRELIMS

The Preliminary Examinations (Prelims) are an important turning point in the graduate career. They simultaneously bring to a close the formal coursework (they are, quite possibly, the last exam a student will ever have to take), and they help to prepare the student for work on the dissertation and for a career of teaching and research. In order to prepare for the exams, students will read broadly and deeply in their chosen fields for a period of four to six months.

1.37 Form of the Preliminary PhD Exam: The exam is a written, closed-book exam, paced over the course of three days spread over a time period of no more than one week. Students should decide on a time with their examiners, who may or may not be identical to their dissertation committee members, after they have completed the courses required for the PhD

degree. The exam consists of three "areas of concentration," each assigned to a separate exam day. The exams are administered at the Department. Students should decide on the exact three days no less than four weeks prior, consulting with the examiners and scheduling an examination room with the Department Assistant. It is the student's responsibility to remind examiners to email questions to the Department Assistant by 4:00 pm the day prior to the exam. The exam period on each day should not be longer than three hours. The essays are written on a computer provided by the department. The grading system is pass/fail. Other details, such as the number and kinds of questions to be asked, will be decided by your faculty examiners. Students in joint degree programs work in consultation with the DGSs of both programs to determine the number and format of exams.

1.38 Content and Scope: Students will take the exam in one of the "fields of study" defined by the Department (see 1.25). Students will not be examined on the entirety of this field, but rather on three "areas of concentration" within it. Some students choose to do two areas within their major field, and one within their minor.

An "area of concentration" is defined according to two criteria:

- It should be a subject broad enough to be the topic for an upper-level undergraduate lecture course (thus, for example, "Modern Landscape Painting," but not "American Landscape Painting 1850-1900").
- It should be a subject that has already generated a substantial body of scholarly literature so that preparing for the prelims is not a research project, but rather a process of mastering a readily available body of literature and key art works.

For most students, the three areas of concentration will fall within the chronological and geographical bounds of their field of study, but this need not be the case. For instance, students might want to pursue an area that does not begin or end neatly within a field; or they might want to develop an area that is principally defined around a methodological approach that has not been widely developed in your field of study and will thus require reading in depth in another field.

1.39 The Need for Breadth and Diversity in Defining Areas: In defining the three areas of concentration, students should keep in mind that studying for the prelims is a process through which they should begin to make a transition from the highly structured and fast-paced coursework of the quarter system to the different sorts of intellectual demands that lie ahead. Thus, in developing areas of concentration, students should look forward to what they expect will form the subject of the dissertation, and aim to prepare a broad intellectual foundation to support that more specialized work. Students should also aim to develop a range of expertise that will provide a foundation for teaching. The three areas of concentration are ones that they should expect to list on their C.V. as subjects that they'll feel prepared to teach.

These two goals—preparing a broad foundation for the dissertation and developing diverse areas of expertise for teaching—are not identical and require that the student and their committee discuss carefully how to strike a productive balance between the two.

1.40 How to Select a Committee and Define the Areas of Concentration: The prelims committee will consist of three or four faculty members, two of whom must be in the

Department. One faculty member in a different department of the university may be included without special permission. Alternatively, one member may be at another university if the student hopes to include that person on their dissertation committee and their advisor supports the intellectual rationale for including them. In this case, the advisor should explain at the outset that the Department cannot offer any compensation to outside examiners. The faculty advisor serves as the committee chair and is responsible for coordinating the committee, the areas of concentration and their bibliographies, and the exam questions, and for arranging a meeting with the student and, whenever possible, the entire committee to review the results of the exam. Students and their advisor should put together the committee during the second year, subject to the approval of the Director of Graduate Studies. Often the prelims and dissertation committees have the same members but that is not required and students should have explicit conversations with committee members about their roles. If a student has a four-person committee, make clear arrangements for how the fourth person will participate in one of the three areas of concentration. Expanding the exam to four areas could undesirably delay completion. If any of the committee members are on leave while the student is preparing and/or taking exams, or if that time falls in summer, be sure to ask in advance when and how the student will be able to reach them.

Students should arrive at the definition of the three areas in consultation with the committee. Ordinarily, each committee member will have expertise specific to one of the areas, and will work especially closely with the student in developing that; however, the possibilities for this sort of correlation may vary widely from one field to another in the Department, owing both to the limited number of faculty in some fields and to the special needs of individual students.

The length of the bibliographies varies by student, depending on the field, the student's needs and previous familiarity with the area, and other factors. Normally they should be of a length that allows the student to complete preparation in the equivalent of about four months of full-time work.

Students should prepare an extensive bibliography for each area, which the faculty will help to condense, ensuring that the list has both historical depth and methodological breadth. No publication should appear on more than one of the three bibliographies. Some faculty may prefer to give the student a pre-established bibliography, with the goal of making sure they are familiar with the fundamental texts. In some areas, the committee may also help the student to develop a body of visual material to be studied. It should be clearly understood that the bibliography (and accompanying compilations of visual materials) will be the basis for the exam.

The student gives a copy of all three bibliographies to the committee chair at an early stage in their development and in final form, so the chair may review them and help ensure that they are complementary and avoid overlap among them. The student should also give preliminary and final copies of all three lists to the other committee members. While studying, the student should discuss their reading with the committee members several times during the preparation period to ensure that the faculty remains in touch with their developing interests. Some faculty will ask the student to draw up a list of issues and themes they have considered while working through the list or to suggest exam questions. These will not necessarily be the questions the student is asked to answer in the exam, but preparing and discussing them will help the student to prepare for the exam.

1.41 Evaluation and Grading: The committee will usually meet together to evaluate the exam. Each area will be graded "P" or "F." Please discuss in advance with each examiner their expectations for a successful exam. In the case of an excellent exam, a special note may be written and placed in the student's file.

If the student should fail any part of the exam, they may retake those portions of the exam for the full committee within approximately four weeks of the previous exam date (the same committee, with appropriate substitutions for any examiners who may be unavailable). Students who have failed part or all of the exam will be placed on academic probation until passing the retake by the aforementioned deadline. Failing any area a second time may result in withdrawal from the program.

1.42 Preliminary Exam Reading Course (ARTH 49820): Students begin studying for their preliminary exams in the spring quarter of their second year in the Preliminary Exam Reading course (ARTH 49820) with their advisor. In this course, students develop – and make significant progress in reading – the preliminary exams bibliography in their primary area of research, with regular guidance from the advisor.

1.43 How Long Should Students Prepare for Exams?: Students continue to study for their exams during the summer following their second year and into their third year. While the length of time a student will need to study for the exam will vary with the individual, four months of full-time work should, on average, be sufficient preparation. Thus, December or January of the third year is the ideal time for students to sit for the exams, assuming that they have taken any leaves of absence. Students should have completed their exams by autumn quarter of the fourth year, leaving sufficient time for producing the dissertation proposal since failure to advance to candidacy (ABD status) by the end of the fourth year jeopardizes a student's satisfactory standing in the program. Students continue to hold TA positions concurrent with studying and sitting for preliminary exams (see Section 2).

THE DISSERTATION PROPOSAL

1.44 Defining the Dissertation Topic: Over the course of the third year, students should define the area of their dissertation and the intellectual problems with which they'll be engaged. Students should, of course, stay in close touch with their principal advisors during this year about their thoughts concerning the dissertation. By winter quarter students ideally will be ready to engage in sustained research directed towards establishing their dissertation topic. Such research would then be continued over the course of the spring quarter, and, if needed, over the course of the summer of the third year. Track II students may be on this same schedule or one that is roughly one quarter later.

1.45 Dissertation Proposal Workshop (ARTH 50200): The Dissertation Proposal Workshop (ARTH 50200) is conducted by a faculty member every spring to introduce third-year students to the tasks of preparing grant proposals and applications. Grant proposals are typically much shorter than the departmental proposal. Here students will read and critique each other's proposals. The aim of the workshop is to help the students produce a finished proposal by early

autumn of their fourth year and to prepare them to apply for grants at that time (most grants require reaching ABD status in order to apply). Second year students who have room in their schedule and have a dissertation topic defined may enroll in their second year, with permission of their advisor and Director of Graduate Studies. Students should register for the workshop for course credit. Grading is Pass/Fail. The time demands of the workshop will depend on how far along the student is in developing their departmental proposal. If students are early in that process, working on a short grant proposal will help the student define what they need to develop in both versions over the summer. Failure to satisfactorily complete the teaching colloquium and/or proposal workshop on schedule will result in an "U" and the requirement of retaking the class the next time it is offered.

1.46 Pre-Dissertation Research Travel: Students in good academic standing are encouraged to use their departmental discretionary research and travel funds (see Section 1.52) to support pre-dissertation research travel. In addition to short exploratory trips to see relevant sites, museum collections, or special exhibitions, students may wish to plan for a more sustained trip, two to six weeks in length, as they are beginning to refine a dissertation topic. On such a trip, a student might canvass archives and works of art, and build relationships with local scholars, who they might ask to support them as sponsors or mentors when they return to work on the dissertation. The primary purposes of a pre-dissertation trip are to help students identify dissertation questions, draft a compelling prospectus, and prepare more specific, and thus stronger, grant applications for dissertation research.

Endowments within the department may be used to support graduate student travel, including pre-dissertation trips. Refer to section 1.52 for further information. Students should also look for other sources for pre-dissertation funding. Students are encouraged to consult with their advisors about pre-dissertation research travel and sources of funding.

1.47 Dissertation Committee: The dissertation committee normally consists of three faculty members but may include up to five. It is chaired by the faculty advisor, who must be a member of the Department. The other readers may be based in other University departments or at other institutions. The majority of the committee members must be University of Chicago faculty; any exception has to be approved by the Director of Graduate Studies or Department Chair, or in some cases, the Division.

Before considering non-departmental and extra-University committee members, study the requirements regarding readers' attendance of dissertation defenses, see Section 1.58. Consult with the advisor on the constitution of the committee and be sure to make explicit invitations to potential members to serve on the committee, including the role the student would like them to fill (e.g., second reader, third, etc.) and their mutual expectations for the level of involvement. At a minimum, second and third readers provide feedback on work approved by the advisor. The committee is officially appointed by the Department Chair.

The committee is usually constituted during the third year, but at the latest, it should be formalized just after the student passes the preliminary exams and before serious work begins on the departmental proposal. If, at a later date, one of the committee members needs to be replaced for any reason, committee changes require Chair and DGS approval.

1.48 Dissertation Proposal: Students are encouraged to complete their departmental dissertation proposal within four months of completing the preliminary exams. They should prepare the proposal in close consultation with all of the committee members, especially the advisor. The entire committee will review and approve it following a required meeting with the student (see below for additional details). Ask in advance whether any members will be on leave or away for the summer during the time the proposal is drafted and consult them about their availability to give advice or read drafts during that time.

The proposal should be presented in a concise, clearly written form that begins with a definition of the topic. Length varies considerably according to project but a good guideline is around twenty pages. Although proposals vary according to topic, most proposals contain sections on the current state of the question, the contribution to scholarship that the dissertation will make, the specific questions and problems to be considered and the expected results, both immediate and far-reaching. Writing the proposal should also help plan the materials the student will need to consult and in what order, so the discussion of the topic may be followed by a schedule of future travel, research, and writing. If appropriate, any restrictions in the scope of the topic should be noted and explained. If the research is sufficiently advanced, students may sketch or describe the organization of the dissertation. An extensive bibliography should always be included.

Circulate the proposal among committee members and convene a meeting of the committee members to discuss its merits and any need for revisions. This meeting should take place during the academic year. If the need arises and if the entire committee agrees to a meeting outside the normal academic year, that is allowable. Please notify the ASA and Department Assistant once the meeting has been scheduled so they can record this in the file. Students must submit the final revised version of the proposal no more than three weeks following this meeting. When the committee members agree that revisions are sufficient, fill out the PhD Dissertation Proposal Form (available to download on the [Forms and Checklists](#) page of the departmental graduate student handbook) and ask committee members to email their approval to the Department Assistant, who will give the form, emailed signatures, and proposal to the Chair for final approval.

The faculty strongly encourages students to present their proposal at one of the University's graduate student workshops. Here students can often get very useful interdisciplinary feedback and can begin to establish a local community of students and faculty that will be interested in and supportive of the work over the coming years.

1.49 Admission to Candidacy: When students have completed coursework, paper requirements, language requirements, and prelims, and the dissertation proposal has been approved, and after an administrative review of the file, the student is admitted to candidacy and become what is called ABD, "all but the dissertation." Use the ABD and Prospectus Checklist (downloadable on the [Forms and Checklists](#) page of the departmental graduate student handbook) for the steps to prepare the final review of ABD requirements. ABD status is frequently required to apply for fellowships, and the department strongly encourages students to be ABD prior to the beginning

of autumn quarter of their fourth year in order to be eligible for major external fellowships with internal October application deadlines.

Students are encouraged to reach candidacy during their third year. Per departmental requirements, students must be admitted to candidacy by the end of their fourth year in residence. Students who matriculated early for summer language study before the first year of coursework have one extra quarter to complete this requirement, meaning that their deadline, like that of students who matriculated in fall quarter, will fall at the end of their fourth year, if there have been no leaves or other external factors changing the timeline. Departmental exceptions are made only with the approval of the faculty. If a student does not reach ABD status by this deadline and does not petition for an exception, they will be placed on probationary status and will not be considered to be in good standing. Students will be given written expectations for how to return to good academic standing, including candidacy requirements. Please review Section 1.24 and the divisional policy on [good academic standing and probation](#) for further details.

When a student is ready to be admitted to candidacy, contact the Academic Support Administrator to check that all requirements have been fulfilled and that all necessary forms have been signed and filed. If everything is in order, the Academic Support Administrator will circulate the official paperwork admitting the student to candidacy. Once the form has been signed by all necessary people, the student will receive a letter from the Dean of Students approving the new status. Official copies of the transcript will also include the date of admission to candidacy. Note that the department's administrative review can take up to two weeks, and the student will need to plan accordingly if they are up against the departmental deadline.

After receiving ABD confirmation, students should download the department's Post-ABD Completion Plan form (from the [Forms and Checklists](#) page of the departmental graduate student handbook) and begin to discuss it with the advisor. Students are required to complete this form in full and to update it every spring in accordance with progress and with advisor feedback.

Under no circumstances should a student draft or complete a chapter of the dissertation before advancing to ABD status.

DISSERTATION WRITING

1.50 Applying for Dissertation Research Grants: In the autumn of their third year, students are encouraged to begin applying for outside grants to support their dissertation research, particularly those grants that do not require ABD status (such as the François Furet Travel Grant or Getty Library Research Grant). In the autumn of their fourth year and beyond, students are encouraged to apply for as many as possible. Many grants do require ABD status at the time of application, and many have early autumn deadlines. Students are therefore advised that reaching ABD status before the start of the fourth year is highly desirable because it qualifies them to apply for more grants during the cycle that starts in the autumn of their fourth year.

Grant applications take a lot of time to prepare and they fall at a very busy time of year for the faculty. Thus, students want to plan well in advance. It is especially important that the student

keeps in close touch with their advisor, so they know the plans, and the student has the benefit of their advice. Work carefully with the advisor on project description, by far the most important part of any grant application. Strongly consider writing a brief note to the advisor outlining the grants for which the student plans to apply.

1.51 Grant Opportunities:

The Director of Graduate Studies and Academic Support Administrator hold an annual grant information meeting for third-year students and others interested during the spring quarter. Staff send frequent announcements about fellowships over the student listserv throughout the year. Information about Divisional grants and fellowships is available on their [website](#), along with information about external fellowships. Students who receive a competitively awarded external fellowship should contact the Dean of Students office at humdos@uchicago.edu.

Each year, the department holds internal competitions for the following art history specific external fellowships that require departmental nomination. Information about each competition is circulated via the graduate student listserv.

Art History specific external fellowships that may require department nomination include:

- [Getty Pre-Doctoral Fellowship](#)
- [Center for Advanced Study in the Visual Arts \(CASVA\)](#)
- [CIC Smithsonian Institution Fellowship](#)
- [Luce/ACLS Dissertation Fellowship](#)
- [Metropolitan Museum of Art Fellowships](#)
- [Kress Fellowship for Language Study in European Art History](#)
- [Deutsches Forum für Kunstgeschichte Fellowships](#)
- [Joan and Stanford Alexander Award at The Museum of Fine Arts, Houston](#)

Other non-art history specific fellowships that our students have been successful in receiving include:

- [Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship](#)
- [Fulbright U.S. Student Program Fellowship](#)
- [CLIR/Mellon Fellowships for Dissertation Research in Original Sources](#)
- [Mellon/ACLS Dissertation Completion Fellowship](#)
- [Mellon-CES Dissertation Completion Fellowship](#)
- [SSRC/Mellon International Dissertation Research Fellowship \(IDRF\)](#)
- [DAAD \(German Academic Exchange Service\) Research Grants](#)
- [American Academy in Rome Pre-Doctoral Rome Prizes](#)
- [American Association of University Women Dissertation Fellowship](#)
- [American Association of University Women International Fellowship](#)
- [Ford Foundation Pre-Doctoral Fellowship](#)
- [Ford Foundation Dissertation Fellowship](#)
- [Medieval Academy of America Birgit Baldwin Fellowship](#)
- [American Philosophical Society Library and Museum Research Fellowship](#)

These lists are not exhaustive; students should not expect them to include every grant for which they should consider applying. Additional resources include colleagues in Art History and other departments; the [Office of International Affairs](#); the [Office of Career Advancement](#); [UChicagoGRAD](#), which has a [database of fellowships](#), as well as additional information and models of successful applications; the [College Art Association](#) and other websites. The department also has examples of previous successful applications for a variety of grants and fellowships; contact the Academic Support Administrator for more details. Don't be passive when it comes to finding grants—no one person or place will have all the information needed!

Grants vary in the documents required. These may include transcripts, curricula vitae, budgets, itineraries, autobiographies, proposals, statements of progress, and letters of reference. No application will ask for all of these, but the list is a fair representation of what the student may be called upon to provide.

Endowments within the department may be used to support graduate student research travel, including pre-dissertation trips. Refer to section 1.52 for further information.

Refer to sections 4, 4.1, and 4.2 for information about fellowships and internships at the Smart Museum and Art Institute of Chicago.

1.52 Department Funding Opportunities: The department has set aside a discretionary research and travel research fund for each student in the program who are in good academic standing. We have allocated \$5,000 for pre-dissertation research travel and other research expenses and \$10,000 for post-ABD dissertation research travel and other research expenses. Funds do not roll over from pre-ABD to post-ABD research accounts. Students may use these funds for any research-related expenses, including travel expenses such as airfare, lodging, and food; to visit museums, collections, archives, special exhibitions, and sites; museum entrance fees; language study; art-making classes; professional organization memberships; conference registration fees and conference-related travel; copies or scans of images for research; and image permissions or other publication fees. These funds **may not** be used for living expenses in Chicago, equipment such as laptops, phones, or cameras; personal items including books; or any non-research-related expenses. If students have a question about whether an expense is eligible, please consult the DGS, ASA, and/or Financial and Academic Affairs Administrator. Students should consult with their advisors about travel plans before submitting a funding request.

Students may use their discretionary research and travel funds at any time during the year. Eligible expenditures under \$1000 do not require pre-approval; students may simply submit their receipts for reimbursement or work with department staff to have items purchased for them using departmental credit cards. Expenses over \$1000 require pre-approval from the DGS in order to be eligible for reimbursement, and will be reviewed by the DGS, with advice from the Grad Affairs committee when necessary. Students should plan to allow 2-3 weeks for DGS review of proposals and 2-3 weeks for staff to process reimbursements. Summer funding requests must be submitted by May 1 to allow time for processing. Students must be in good standing, without outstanding incompletes on their record, in order to receive these funds. Students must be ABD before the date of travel to use their post-ABD research funds.

In addition to students' discretionary research and travel funding, endowments within the department offer additional support for graduate student research travel, summer language study, and other research expenses. The amount available varies from year to year, depending on the applications we receive. Preference is given to students who have applied for outside funding, including other sources of funding at the University, but were not successful. In general, the Department's priorities are ranked as follows:

- Funds for summer language study: Student stipends are normally sufficient to cover summer language courses at the University of Chicago. If there is significant academic or programmatic reason, students may also apply for funding for language courses at other institutions. In such cases students with stipends are expected to apply these toward their living expenses. Students should apply for external funding whenever possible. Courses must be taken for letter grades and a copy of the transcript submitted to the Department Assistant at the end of the summer. If the cost of summer language study exceeds \$1000, students should apply for department support rather than using their discretionary research and travel funds.
- The support of primary dissertation research travel for students who have exhausted their discretionary research and travel funds, not succeeded in securing outside grants, or who are not adequately supported by the grants they obtained.
- The support of pre-dissertation research trips of two to six weeks that are essential to preparing a dissertation prospectus and/or external grant proposal. Students should expect to use their pre-ABD discretionary research and travel funds for most exploratory pre-dissertation travel. Students should also apply for external funding whenever possible.
- After these needs have been met funds may be available to support small trips for dissertation writers who need to do a final round of follow-up research.
- Should a student need additional funds for conference travel or pre-dissertation research trips, they may seek funding from other funding bodies within the University, such as the [Humanities Division Conference Travel Grants](#) or from outside sources: some libraries and archives, for example, offer travel funds for researchers using their collections. If a student is uncertain as to what constitutes an appropriate request, check with the advisor and/or the Director of Graduate Studies.

Note that the Department does take into account how much travel money it has given to a student in previous years, and it expects and appreciates frugality in the calculation of living expenses. Students are expected to indicate in their applications how their university stipend is being used toward the proposed activity. Although students may use their discretionary research and travel funds at any time of the year, in order to receive funds by the summer, students must turn in applications for summer funding by May 1; the faculty reviews them and the Director of Graduate Studies notifies students of the results in late May.

1.53 Writing the Dissertation: Different topics, students, and advisors require different strategies for the submission of part, or all, of the dissertation for approval; students should therefore consult often with their committee and devise a plan and a schedule for the work. It is typical that the first chapter takes the longest time to write, and it is generally advisable to make sure that the entire committee weighs in on it before proceeding further. This way the student will know that they are on the right track with each faculty member. Be sure also to consult, early in the research, sections 1.59 and 1.60 below, as well as the University-wide formatting

requirements for finished dissertations (available on the Dissertation Office's [website](#)), especially those regarding images.

In order to track their progress and articulate long-term goals, students who have advanced to candidacy are required to complete the **Post-ABD Degree Completion Plan** and revise it once per year. The plan must be discussed and agreed upon by both the student and their faculty advisor, and should be submitted at the beginning of the Autumn quarter and as part of the spring review materials to the department.

Advanced students shoulder various considerations when looking ahead to graduation. In addition to gaining access to research material and interview subjects and composing chapters, they are applying for competitive outside grants, preparing text for conferences and publication, and building portfolios of teaching and curatorial work, all while learning about their own work habits and scholarly passions, mentoring undergraduates and supporting classmates, and forging the academic and professional connections that will sustain them for years beyond graduation. Academic and personal setbacks, scholarly or professional windfalls, and other unforeseen circumstances will undoubtedly occur, and it is important to maintain a writing schedule that will support productivity through good and bad times, even if things rarely unfold exactly as planned. It is important to be honest with oneself and with the dissertation committee. Students should set and meet writing deadlines. If a student feels that their drafts are incomplete or require further work, they should communicate with the advisor in order to establish an updated timeline for feedback.

There are postdoctoral opportunities available. Many of the goals that students initially hope to accomplish by graduation, such as the fine-tuning of the dissertation's conceptual framework, the expansion of chapter research, collaboration with other scholars or institutions, the publication of articles, or the organization of conferences and exhibitions are well-suited to the postdoctoral fellowship period. Please consult the DGS and ASA for further details.

1.54 Help for Dissertation Writers, including Workshops: Working on a dissertation is often a long and lonely experience. To alleviate the pressures of this situation, the University sponsors graduate workshops, one of the primary purposes of which is to provide a supportive intellectual environment for the dissertation writer. Graduate students often present chapters of their dissertations here for constructive criticism. Students are strongly encouraged to begin participating in one or more of these workshops even before starting the dissertation. Through the process, students will become acquainted with the forms of PhD proposals and chapters. The University also sponsors dissertation-writing support groups. For information on these, ask the Academic Support Administrator or the Dean of Students Office.

1.55 Dissertation Completion Fellowships: Also referred to as DCFs, these fellowships for completing the dissertation are designed to support students in their final year and usually do not permit any teaching. Indeed, evaluation of applicants for such grants usually includes some careful assessment of whether the student can truly finish their dissertation within a year. Students will be asked to submit a letter of application, an abstract, and one completed chapter of the dissertation.

Most divisional dissertation completion fellowships require departmental nomination. Students should submit letters of application, abstracts, and completed chapters to the Academic Support Administrator by the posted deadline, which usually falls in the middle of February. Departmental nominations are usually made by early March. Information about DCFs will be sent by the Dean of Students Office to all students.

Divisional and departmental dissertation completion fellowships are subject to University terms and conditions. Most notably, fellowship recipients who do not defend, complete the dissertation, and graduate during the fellowship year will be withdrawn from their program at the end of the summer quarter. The full list of terms, conditions, and eligibility requirements is available on the Division's [website](#).

Look for other grants beyond those offered at the University. The AAUP, ACLS and other organizations offer dissertation completion fellowships for which no nomination is required.

1.56 Time Limitations on the PhD Program: The University requires students on the new funding model to complete all requirements for the PhD degree within a maximum of nine years of beginning the program (or twelve years for students who matriculated prior to Summer 2016 and chose funding Option B). This means that a student must plan on defending their dissertation, filing the fully formatted copy at the dissertation office, and graduating before the end of the ninth (or twelfth) year. This is a firm University deadline to which the Department cannot grant exceptions. Students who do not meet this deadline will be administratively withdrawn from the program, but may still graduate post-withdrawal when their dissertations are submitted, with departmental approval.

Students who entered the program in the summer have a spring final matriculation quarter; students who entered the program in autumn have a summer final matriculation quarter. If there are questions about matriculation limits, please contact the Academic Support Administrator.

Although the maximum time to degree is nine years (or twelve years for those on Option B) since matriculation, the Department expects students to graduate within 6-7 years. Students who graduate in Year 6 or Year 7 are eligible to apply for a [Teaching Fellowship in the Humanities \(TFH\)](#). This is a two-year postdoctoral position at the University of Chicago. These are competitive positions, and thus students should still consider applying for outside jobs and other postdoctoral fellowships. Students who graduate in Year 8 are not eligible for University of Chicago Teaching Fellowships and should apply for outside jobs and postdoctoral fellowships. Only in the rarest of cases should students on the new funding model graduate in Year 9.

In order to incentivize students completing their dissertations in a timely fashion, the department will award a \$2000 bonus to all students who graduate within seven years of entering the program to assist with post-graduation moving and professional development expenses.

We expect students to remain in good academic standing and to be making progress toward completing degree requirements. This is determined in the faculty's annual spring review of each student. For pre-ABD students, making "good progress" means reaching all milestones according to the timeline as planned in the worksheet and language contract that have been

approved by the advisor and DGS. For ABD students, making “good progress” will be determined by what each student accomplishes in any given year measured against the Post-ABD Degree Completion Plan approved by the advisor. The schedule can be adjusted in consultation with the advisor once per year, but students are expected to accomplish goals and milestones as planned toward the degree completion.

In particular, to ensure that students are making consistent progress towards the dissertation and to remain in good academic standing, we expect students who are ABD to produce at least one dissertation chapter draft to share with their advisor and committee each year. Especially in the first year after going ABD, this need not be a full chapter that is ready to be officially approved by the committee, but it will represent a substantial chunk of writing that demonstrates that the student is working towards the goal of degree completion. Please note that students cannot receive departmental discretionary research and travel funding unless they are in good standing.

Dissertation Defense, Submission, and Graduation

1.57 Scheduling the Defense: After a student has completed the dissertation and the committee has approved it, they should contact the Academic Support Administrator to discuss procedural matters required for defense and graduation. When scheduling the defense, the members of the committee should be contacted to get their confirmation that the student is ready to defend, and to get all to agree on a day and time for the defense; be sure to clear this time with the Academic Support Administrator.

Observe that arranging the defense takes time and faculty may be quite reluctant to agree to a defense before approving the dissertation in its entirety. The best strategy is to plan to finish the dissertation and to submit an entire copy to each committee member at least three months before the student hopes to defend it. If the faculty takes six weeks to review and approve the text (not an unreasonable amount of time), the student will then have four weeks to make final plans for the defense. (Remember that everything must be settled two weeks before the actual date.)

Students should present electronic copies of their dissertation and an abstract to the Academic Support Administrator at least two weeks prior to the scheduled oral defense. The ASA will make a view-only version of the dissertation available for Art History faculty to review at least two weeks prior to the defense date.

The department strongly encourages students to defend their dissertation in the quarter prior to the quarter they intend to graduate. If a student defends in the same quarter they plan to graduate, they must defend at least two weeks before the Dissertation Office’s final submission deadline (see <https://www.lib.uchicago.edu/research/scholar/phd/students/dissertation-deadlines/>). The time between defense date and the final submission deadline is to allow adequate time to edit the dissertation should the committee require minor or major revisions to the dissertation following defense. If the committee requires revisions, a committee member will be designated to inform the Academic Support Administrator if revisions are approved. Students cannot upload the dissertation to the ProQuest ETD Administrator until the Academic Support Administrator has received final approval from the committee.

1.58 The Defense: All Art History faculty members are invited to attend all defenses, whether open or closed. Students have the option of opening the defense to fellow doctoral students at the University as well as a few colleagues, and the student should inform the Academic Support Administrator of their decision about whether the defense will be open or closed at least two weeks before the defense date. Students are welcome to invite family, friends, and colleagues to the defense, whether open or closed. Students can opt to conduct the defense remotely, in-person, or in a hybrid format. Note that neither the Department nor the University has funds to bring readers to the campus for dissertation defenses.

The primary advisor usually opens and concludes the proceedings. During the defense, the student will be examined about the dissertation and closely related matters. Students should be prepared to summarize and evaluate the conclusions, and to position the achievements within the scholarship of fields of inquiry. All Art History faculty present may ask questions, but students and other attendees are only present as observers. Defenses usually last from one and one-half to two hours.

Possibly the greatest value of the defense for the student is the opportunity to have the work critiqued and evaluated from different perspectives, and to defend and clarify ideas accordingly. This process should help to show the student the sorts of research and revision that will be required to turn the dissertation into a book or series of publications. Thus, while the defense is the culmination of the graduate career, it should also serve to prepare the student for future work.

Toward the end of the defense, the committee will deliberate, and the student (as well as any other faculty, students, friends, family, and colleagues who have attended) will be asked to leave the room or be placed into a breakout room for the duration of the deliberation. The faculty will discuss the defense and with the approval of a majority of the examiners, the student will be recommended for the PhD degree. In the event that the faculty should vote not to award the degree, the Chair and dissertation committee will consult with the Dean of Students to consider the possibility of a second oral examination. If the committee requires minor or major revisions, a committee member will be designated to inform the Academic Support Administrator once the revisions are approved.

1.59 Dissertation Submission: Changes may be suggested at or immediately after the defense. Dissertations requiring revisions must be approved by the dissertation committee chair or entire committee via departmental form (shared with the student and their committee before the defense) before uploading the final version to the Dissertation Office. Immediately upon uploading the dissertation, contact the Academic Support Administrator. Students must upload their dissertation and inform the Academic Support Administrator no later than one week before the final submission deadline. The Academic Support Administrator will then review the dissertation for formatting edits. It is imperative that submitted dissertations are formatted according to the Dissertation Office formatting guidelines, which can be found on their [website](#). Once all edits are made, the Academic Support Administrator will send a completed Departmental Approval Form which students will use for submission. The Dissertation Office will be in contact with the student if they have additional edits.

Students must submit their completed, properly formatted dissertation electronically to the University's Dissertation Office no later than the final submission deadline distributed by the Dean of Students office in the quarter in which the student expects to graduate (see Section 1.59 below for further details). For more information about the University's dissertation requirements and expectations, please go to their [website](#).

1.60 Images, Primary Source Materials, and Copyrights: Images and unpublished source materials may form an essential and original component of the dissertation, but they are subject to complex national and international laws governing their use.

Students must submit illustrations essential to an understanding of the dissertation to their committee members, but they may choose to omit some or all of these in the copy they submit to the Dissertation Office and Knowledge@UChicago. To remove only a few illustrations but include others, students should insert blank boxes for the deleted images where they originally appeared on the pages but retain their captions below the boxes. Under exceptional circumstances, students may choose to remove all illustrations, include the original list of illustrations, briefly state the reason or reasons (for example, to avoid any potential copyright concerns), and omit the entire section of pages with illustrations. Likewise, in the case of unpublished source materials such as manuscripts, correspondence, or other archival papers, be aware that there are copyright and fair use considerations.

We encourage students to carefully consider the pros and cons of including vs. omitting images and unpublished source material from the dissertation from several perspectives, including copyright/fair use, future publication plans, subfield conventions, ethical considerations, and the specifics of the individual project. While students may decide that they have a strong justification for fair use of copyrighted material (see CAA's [Code of Best Practices in Fair Use for the Visual Arts](#), among other fair use resources), there may also be scenarios where they should seek formal permission to include images in the Knowledge@UChicago repository. If there are questions or a student is unsure about submitting the dissertation with images, they should consult their advisor, committee, the VRC, and/or the Dissertation Office.

The VRC offers [Images for Dissertation](#), a service to support dissertation writers in the Humanities by reviewing potential copyright and fair issues in the dissertation and creating a framework to help track dissertation figures. They conduct a copyright/fair use analysis of the images, leaving notes and questions that pertain to educational fair use for the dissertation (and separately, identifying things that might require permission when formally publishing the project as a book). Additionally, they can also assess the image file quality, noting the size of the digital image so the student will be in better shape for art review when they turn the dissertation into a book.

Here are a few pros and cons for consideration: The main advantage of including images may be that the dissertation will be rich with essential evidence and will carry more scholarly weight. Further, the dissertation may be a rare opportunity to include many images—within fair use and copyright norms—without limitations on how many images may be included set by a publisher or editor. The main disadvantage may be that obtaining written copyrights for any images and/or unpublished source material deemed necessary to clear before submitting the dissertation to

Knowledge@UChicago can be an expensive and time-intensive process. Please note that neither the Department nor the University provides funds for expenses related to copyright and permissions. Students may also want to consider the potential impact that including the dissertation in Knowledge@UChicago may have on the market for turning the dissertation into a book. Students may arrange a post-graduation embargo if their dissertation is under review by a publisher who requires an embargo as a condition for publication.

1.61 Graduation: Typically, students will need to file an application to graduate in the first week of the quarter in which they plan to receive the degree. Visit the Dissertation Office website at <https://www.lib.uchicago.edu/research/scholar/phd/students/dissertation-deadlines/> for their deadlines. The Dissertation Office updates a quarterly timeline (see <https://www.lib.uchicago.edu/research/scholar/phd/students/current/>) at the beginning of each quarter with a week-by-week timeline for students who intend to graduate.

1.62 Annual Dissertation Prize: The Department awards an annual Feitler Prize of \$2000 each spring for the best dissertation defended in the previous calendar year. (For example, dissertations defended during the calendar year 2021 are eligible for the prize awarded in the spring of 2022.) The award is recorded by the University Registrar and is included in the list of student awards on the department website. The process works as follows: faculty members nominate exceptional dissertations for consideration by letter; nominated dissertations are read by a faculty committee; and the committee's recommendation is presented, discussed, and voted on at a faculty meeting. The Department also nominates students for the Humanities Division [Dean's Distinguished Dissertation Award](#).

TEACHING

2. Why and When to Teach: Teaching during graduate training provides experience that will prove valuable in the student's future career, whether they intend to become a professor or pursue a curatorial path, and it allows students to learn to teach in an apprentice-like situation that should be supportive and encouraging. Teaching experience is essential in the job market. Practice in balancing teaching and research develops a valuable skill. And students may well find that their own work will benefit from trying to justify and make accessible to non-specialists in the field of art history.

2.1 Pedagogical Training Plan (PTP): Pedagogical training is a required component of the PhD program, both for students who wish to pursue academic careers and those pursuing curatorial ones. Students are also expected to hone object-driven art historical skills through object-based coursework, mentored training in campus and local collections, and other opportunities such as object-based workshops and private collection visits. The PTP (the document can be downloaded from the [Forms and Checklists](#) page of the departmental graduate student handbook), ensures that all PhD students acquire both pedagogical experience and skills through on-campus teaching opportunities.

In general, each student must hold three Graduate Student - TA positions and one standalone Graduate Student Lectureship position ("3+1") to complete the PTP. Students are expected to

begin teaching in their 3rd year (ideally in two positions) unless extraordinary circumstances prevent them from doing so. Students should plan to teach while taking exams and preparing to go ABD. Balancing teaching and research is a necessary career skill and it is imperative that students begin to learn how to find this balance for themselves now.

According to the PTP, training requirements are customized and adjustable based on factors including each student's individual needs, the stipulations of any external fellowship(s), and the student's faculty-approved timeline for degree completion. The flexible distribution of teaching assignments in years 3, 4, and 5 is intended to allow students to spend one year abroad for archive-, collections-, or site-based research without teaching obligations—an important feature of our program. To accommodate individually specific research or teaching training needs, students may request to move their teaching assignments to years 3, 4, and/or 6, or to combine them in other customized ways. For example, it might be beneficial for a student to fulfill their 5th year teaching experiences in year 4. Such customizations should be indicated on the PTP form and Post-ABD Completion form and must be approved by the student's advisor and DGS. Students are encouraged to fulfill their teaching requirements sooner rather than later, to ensure that conflicts do not arise later with regard to dissertation research, external fellowships, internship opportunities, or residency away from Chicago.

A student will not be given a teaching appointment for a stand-alone course until after they have already held at least three teaching assistantships in total, and until these initial assignments, in turn, are scaffolded by the training and mentoring described in this document and in the department handbook. Based on faculty feedback, some students may need additional teaching training beyond that outlined above before receiving a stand-alone course assignment.

Joint degree students may gain TA experience across their two departments, and their standalone course may be cross-listed. Joint degree students are required to coordinate with both DGSs about their teaching requirements when they take on a teaching position.

Occasionally, advanced students are unable to fulfill PTP requirements because of fieldwork, external fellowships/internships, job offers, graduation timelines, or international student status. For this reason, we urge students not to postpone PTP requirements until their final year(s) in the program. Students experiencing a conflict of this nature may petition the faculty to request a modification of the PTP requirements, with the caveat that decisions on such individual cases are up to the faculty; petitions will not necessarily be granted in all cases.

Teaching beyond the PTP is allowed. Additional information regarding Student Teaching Support (STS) positions can be found in the [Collective Bargaining Agreement](#). Please note that students must have completed their PTP and be making good academic progress in order to apply for STS positions.

2.2 Teaching Experiences Available in the Department: The Department has several types of positions that contribute to students' teaching credentials:

- **Teaching Assistants:** Assigned for undergraduate lecture survey courses; open to both first-time and experienced student teachers

- **Preceptors:** Approximately two to three graduate students who have completed at least one of their TA requirements are assigned each year to co-lead the autumn Senior Thesis Workshop, mentor Art History majors writing BA papers in their fourth years, and work with faculty advisors in guiding the majors to completion of their papers.
- **Lecturers:** Appointed to their own 100- or 200-level course; open to student teachers who have held three teaching assistantships (or the equivalent).

Preceptorships can be substituted for teaching assistantships.

Students who will hold or are holding a divisional or departmental Dissertation Completion Fellowship should carefully review the language in their award letters to clarify whether or not they are eligible to teach. Refer to section 1.55 for additional information.

The PTP requires students to complete all teaching experiences prior to graduation. To receive a teaching assignment, students need to simply apply for departmental teaching positions in the appropriate year.

Teaching assignments are made in late spring/early summer by the Director of Graduate Studies (DGS) and department staff, as needed in consultation with the Graduate Affairs Committee, the student's advisor, or, in some cases, the full faculty. Taking into consideration student preferences, assignments are made based on an individual student's pedagogical training needs and qualifications in balance with departmental course offerings.

The majority of PTP requirements must be fulfilled with Art History courses, and a student's first teaching assignment should be in Art History. Students who wish to serve as a Graduate Student - TA for courses outside of the Department of Art History must consult with and receive approval from both their advisor and the DGS prior to applying for such positions. Petitions to teach outside the department must include justification for why this experience will benefit your training as a teacher. Consultation with the advisor and DGS will determine if the external position should be included in or be in addition to 3+1 PTP.

In the case of standalone courses, cross-listing between departments and programs is a viable option and should be discussed with the student's advisor and DGS. See Section 2.10 for further information about teaching outside the department.

Students are expected to fulfill their teaching requirements during the academic year. In rare cases, teaching in the summer quarter may be necessary for a student to complete their PTP requirements. Please note that applications to teach a standalone course in the summer quarter are typically considered during the previous summer and autumn quarters, and are subject to approval by the Summer Program. Such requests must also be approved by the advisor and DGS. See Section 2.10 for further information about summer teaching.

There are various types of Art History classes related to graduate student teaching:

- **ARTH 10100 Introduction to Art:** *Students must attend first class to confirm enrollment. Any 100-level ARTH course meets the general education requirement in the*

dramatic, musical, and visual arts. This team-taught course develops skills in perception, comprehension, and evaluation of various art objects and the built environment. It encourages close analysis of visual materials, exploring the range of questions and methods appropriate to works of art and architecture, in their historical, theoretical, and social dimensions. Most importantly, the course emphasizes articulate writing and salient argumentation about visual and other aesthetic phenomena. Three coherent units, on Monument/Site, Image/Medium, and Object/Museum, explore these issues across cultures and periods. Examples draw on original objects in campus collections and sites on campus.

- **Art History Surveys:** 14000 through 16999. *Students must attend first class to confirm enrollment. Any 100-level ARTH course meets the general education requirement in the dramatic, musical, and visual arts.* The major monuments and masterpieces of world painting, sculpture, and architecture are studied as examples of humankind's achievements in the visual arts. Individual objects are analyzed in detail and interpreted in light of society's varied needs. While changes in form, style, and function are emphasized, an attempt is also made to understand the development of unique and continuous traditions of visual imagery throughout world civilization. Courses focus on broad regional and chronological categories.
- **Art in Context:** 17000 through 18999. *Students must attend first class to confirm enrollment. Any 100-level ARTH course meets the general education requirement in the dramatic, musical, and visual arts.* Courses in this series investigate basic methods of art historical analysis and apply them to significant works of art studied within definite contexts. Works of art are placed in their intellectual, historical, cultural, or more purely artistic settings in an effort to indicate the origins of their specific achievements. An informed appreciation of the particular solutions offered by single works and the careers of individual artists emerges from the detailed study of classic problems within Western and non-Western art.
- **Seminars:** 20000 through 29999. These courses investigate the arts of specific periods and places from a variety of perspectives. Some embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media. 200-level courses serve Art History majors and minors, as well as any interested undergraduate with at least one prior course in Art History. These courses need not require the writing of a research paper but should allow for it, to enable majors and minors to meet their research paper requirement.
- **ARTH 29800 Senior Thesis Workshop:** *Required of fourth-year art history majors who are pursuing honors.* This workshop provides guided research on the topic of the senior thesis. Students arrange their program of study and a schedule of meetings with their assigned preceptor.

2.3 Teaching Assistantships: Teaching assistants will be appointed for all art history surveys with 25 or more students. Surveys are generally taught in lecture format and may have large enrollments. To complement the lectures, each teaching assistant teaches supplementary, weekly

discussion sections to discuss course topics, readings, etc. Teaching assistants teaching for the first time are expected to attend the Department's teaching colloquium (ARTH 50101) in their third year, and should consider making use of the University's Teaching and Learning Center programs. Teaching assistant responsibilities may include but will not necessarily be limited to the following:

- Assisting the faculty in planning course outlines, preparing syllabi, and planning paper assignments and exams
- Attending all course lectures and reading the assigned texts.
- Conducting discussion or review sessions and /or leading field trips to local museums and buildings
- Evaluating and commenting on student papers and exams.
- Holding weekly office hours and meeting with students who seek help.
- Teaching assistants should not be asked to teach lectures or primary course meetings, except on limited occasions, for their own professional development, and under faculty supervision.

See Section 2.6 with regard to mentoring and faculty responsibilities to teaching assistants.

2.4 Preceptorships: Approximately two to three advanced graduate students who have completed at least one of their three TA positions will be selected to co-lead the autumn quarter Senior Thesis Workshop and will continue to work with the students through winter quarter to facilitate completion of art history majors' BA papers.

The Senior Thesis Workshop is a course in which preceptors meet with their advisees periodically (usually every other week) over autumn quarter in order to workshop thesis abstracts, outlines, and partial drafts. Preceptors will inherit the previous syllabus. The expectations of this position are not the same as teaching a standalone, and the Director of Undergraduate Studies will be listed as the instructor of record on this course.

See Section 2.6 with regard to mentoring and faculty responsibilities to Preceptors.

This position can be substituted for the third TA position under the PTP. The sort of mentoring and advising experience that students gain as a Preceptor is invaluable to students pursuing either the Professorial or Curatorial career tracks, as both tracks include a pastoral element of mentoring and advising in addition to research, instruction, pedagogy, curation, etc.

2.5 Lectureships: Lecturers are advanced graduate students. The department requires that students have advanced to ABD status and have previously held at least 3 teaching assistantships. Students have the following options of stand-alone course types (see Section 3.2 for generic descriptions):

1. A small version of a one-quarter 100-level survey lecture course or art in context course; students are strongly encouraged to teach a course they have either audited or served for as a teaching assistant, or they may propose a 100-level survey or art in context course of their own design.
2. A 200-level COSI Mellon Museum Seminar course

3. In very rare cases the department may also accept a proposal for a non-COSI 200-level seminar designed by a graduate student.

These courses have a maximum enrollment of 18-20 undergraduates and meet twice a week for a total of three hours (or seminars may meet one day a week for three hours). Lecturers are responsible for all aspects of their course.

See section 2.6 with regard to mentoring and faculty responsibilities to standalone lecturers.

2.6 Mentoring: While these positions require students to engage with undergraduates in particular ways, they are also opportunities for the student to receive mentoring and feedback from more seasoned instructors, to think about pedagogy in general, and to consult with a faculty member when questions or issues arise. Students who hold TA positions will be mentored by the faculty member for whom they are TAing. Preceptors will be mentored by the Director of Undergraduate Studies, with additional support from the University of Chicago Writing Program as needed. Students who hold standalone lectureships will be assigned to a faculty mentor. All mentors should provide verbal feedback and will also prepare a teaching assessment for the student's file, as a resource for the DGS to determine PTP progress and for future recommendation letters addressing teaching qualifications.

Although each course is likely to proceed a little differently from the others in its details, the faculty have drawn up a general checklist of things that you can expect from your mentor:

Grad Student - TA

- to discuss the course with the professor before it begins; a good guideline is to discuss the general plans for the course a month ahead (or as soon as both return to campus in the autumn), and the syllabus a week ahead
- to have a clear idea at the start of the quarter of responsibilities and the dates when the student will have special duties (e.g., grading, writing seminars, discussion sections)
- to have discussion sections or writing seminars identified on the syllabus as a course requirement
- to be introduced and to have the role explained to the students at the start of the course
- to discuss the grading policy and its rationale
- to meet with the professor on a regular basis as the course proceeds
- to have supervision of, and receive feedback on, contributions from the professor
- to have one discussion section observed, by prior arrangement, if applicable
- to assist with troubleshooting as needed

Graduate Student Lecturer

- to review and comment on the syllabus in advance
- to visit and discuss at least one class session by prior arrangement
- to assist with troubleshooting as needed

If a student feels that the professional relationship with the mentor or with the students is not effective in some way, it is expected that the student will first discuss this and seek to resolve it with the professor. If there is a problem doing so, the Director of Graduate Studies is the

appropriate person to help define it and work it out. Any discussion the student may have with the Director of Graduate Studies concerning teaching appointments will be treated with discretion.

2.7 Teaching Awards: Each year the Division awards the Dean's Award for Graduate Student Teaching Excellence. This award is intended to encourage a culture of teaching excellence among graduate teaching assistants and instructors. Internally, the department asks for nominations from all faculty members. Once a nominee is selected by vote at a faculty meeting the student is notified and the department staff will work with the student, faculty advisor, and other faculty, lecturers, and current or former students taught to complete the dossier for further review by a divisional committee. The Divisional awardee will receive an award of \$1,500, a certificate, and will be recognized at the Humanities Division Spring Convocation.

The Division also annually awards up to three Stuart Tave Course Design Awards, which recognize courses designed by a graduate student reflecting their intellectual interests, but not mirroring dissertation research, with syllabi that are innovative, creative, and inclusive in their course design. Students submit a self-designed syllabus but do not necessarily have to have taught the course in order to receive the award. Students are nominated by the department and nominees are selected by vote at a faculty meeting. The Divisional awardee will receive an award of \$1,500, a certificate, and will be recognized at the Humanities Division Spring Convocation.

The Department also sponsors a Department Graduate Teaching Award which recognizes innovative pedagogy in the discipline of art history, including but not limited to teaching with original works of art and buildings, making use of digital tools, effectively introducing students to visual analysis, and/or creating a challenging and innovative course. The nomination process follows a similar process and the same timeline as the Divisional awards. All applicants for the Divisional awards will also be considered for the departmental award, which comes with an award of \$1,500.

TEACHING GUIDANCE AT THE UNIVERSITY OF CHICAGO

2.8 Art History Department Teaching Colloquium (ARTH 50101): In the fall of their third year, students register for the Art History Department Teaching Colloquium (ARTH 50101). The requirements for this class, fulfilled over the course of the entire academic year, consist of attending three department-sponsored teaching workshops, one each quarter, in addition to at least six hours of programming at the Chicago Center for Teaching and Learning (CCTL), chosen by each student to match their individual pedagogical training needs.

All faculty and graduate students in the department are welcome at the quarterly teaching workshops, the topics of which are determined with student input and may include: the structure of the art history college core course program in which all faculty and students teach; instructor authority and classroom dynamics; leading discussion; effective lecturing; strategic use of images in classroom teaching; small-group class projects; designing and grading assignments;

preparing lesson plans; designing syllabi. From year to year, the workshops may address similar topics but the emphasis and tips will change depending on the participants.

The department requires third-year students to participate fully in the workshops and in their chosen CCTL programming, to register for the teaching colloquium for credit, and to earn a Pass, which will be recorded once the requirements are completed in Spring quarter. If a student has an unavoidable conflict with one department teaching workshop, they may substitute two additional hours of CCTL programming. Students are encouraged to track their CCTL programming to make sure they are meeting the requirements, but they do not need to report which programs they attended; the CCTL will provide a report on student participation to the DGS. Failure to satisfactorily complete the requirements for the departmental teaching colloquium on schedule will result in a "UW" and the requirement of retaking the department workshops the next time they are offered and attending additional CCTL programming.

2.9 Chicago Center for Teaching and Learning: The fosters pedagogical reflection, innovation, and community for both new and experienced instructors through an array of programs and services. The Center serves faculty and students teaching courses in the College and across the four Divisions.

The Center provides support to the University teaching community through workshops, seminars, and conferences that address a variety of topics, ranging from theories of education to hands-on application of techniques, from basic teaching strategies to the use of new technologies. These programs focus on aligning theory and practice with the roles required of teachers in lecture halls, seminar rooms, and labs, across disciplinary and pedagogical settings. The Center also offers one-on-one teaching support, including individual teaching consultations and course observations.

The Center offers an annual two-day workshop to orient new teachers to the University and discuss teaching skills and strategies. It is held in the week before autumn classes begin, and it is strongly recommended for all students with first-time teaching appointments in the upcoming academic year. [Details are available from the website.](#) Be sure to check the schedule when making plans to return for the new academic year in September.

Students can also earn a [College Teaching Certificate](#) by attending CCTL programming, and serve as [Graduate Teaching Liaisons](#), [Teaching Consultants](#), or [Graduate Fellows](#). All of these are valuable ways for students to show their commitment to teaching excellence on their CVs.

TEACHING OUTSIDE THE DEPARTMENT OF ART HISTORY

2.10 Teaching Opportunities in Other Units of the University: The most valuable experience for a prospective teacher of art history will be within the Art History Department. The majority of PTP requirements must be fulfilled with Art History courses, and a student's first teaching assignment should be in Art History. Students who wish to serve as a teaching assistant for courses outside of the Department of Art History must consult with and receive approval from both their advisor and the DGS prior to applying for such positions. Petitions to teach outside the

department must include justification for why this experience will benefit training as a teacher. PTP In the case of standalone courses, cross-listing between departments and programs is a viable option and should be discussed with the student's advisor and DGS.

Another source of opportunities is the [College's Summer Session](#) for UChicago College students and undergraduates from around the world. With the approval of the Department Chair and Director of Graduate Studies, students may propose an Art History course for the Summer Session. The announcement for applications is usually distributed in late summer or early autumn for classes offered the following summer, and applications must be approved by the department. The offering depends on the registration that the course draws; if the minimum number of students does not register, the course is cancelled. Courses taught during the summer will not count toward pedagogical teaching requirements unless by successful petition to the DGS.

MUSEUM AND INTERNSHIP OPPORTUNITIES

Students, regardless of their career choices, are expected to acquire curatorial, object-driven training. Unlike pedagogical training, which has the same requirements applied to all students, curatorial training does not stipulate a set of requirements to which all students are subject, and such training cannot be used as a substitute for teaching experiences. Departmental fellowships offer one avenue for curatorial training. All curatorial fellowships require applicants to have first reached ABD status. The Department encourages students to discuss their curatorial training plan with their advisors and record these plans on their Post-ABD form.

3.1 Positions at the Smart Museum: As part of its teaching mission, the Smart Museum offers several paid internships in the curatorial, education, and registration departments to University of Chicago students. These internships offer an excellent opportunity for students to become more acquainted with museum work, and to gain experience in preparation for a museum career. Interns generally work 10-15 hours per week. Intern positions are posted in the Department of Art History and on the [Museum's website](#).

The Smart Museum of Art's Andrew W. Mellon Foundation Curatorial Internship provides mentorship, opportunities, and resources for a graduate student to conduct substantive collections research and contribute meaningfully to museum projects and initiatives. Creatively and critically integrating the Smart's collection into campus and community life is a central aim of the internship, and applicants are encouraged to bring their individual background, scholarly interests, and disciplinary experiences to the position. The internship is open to advanced graduate students who have finished their coursework and, ideally, are in the late stages of the dissertation. Applications are announced in the Spring of the preceding academic year. For more information, contact the [Director of the Feitler Center for Academic Inquiry](#).

Refer to section 1.33 regarding Departmental policies on working during your PhD program.

3.2 COSI Curatorial Research Fellowships: Each year, the Department of Art History nominates one to two of its advanced graduate students as a COSI Curatorial Research Fellow. Drawing on departmental endowments from the Rhoades Foundation and the Helen

Frankenthaler Foundation and another named in honor of former faculty member Joshua Taylor, fellows spend two days per week performing primary, scholarly research and writing about clearly defined objects in the museum's collection; the remaining time is devoted to the research, writing, and completion of the Fellow's dissertation. Fellows are able to draw on the expertise of staff at the museum beyond their curatorial mentor, including other curators, conservators, and conservation scientists. The Art Institute, in consultation with the department, selects the finalist(s) and determines placement within the museum in response to its own needs and staffing.

In rare cases, a student may hold one of the two curatorial fellowships at another institution, especially at another local museum. Students wishing to follow this route must consult with their advisor and DGS first to see whether the required infrastructure is in place. Typically, this means that a student or their advisor has already developed a professional relationship and that the student can work on an already defined project or objects in a collection. In either case, final approval from the host institution will be sought in coordination with the department only after submission of application materials.

The COSI Fellow will work on substantive on-going or discrete projects that will involve the student in museum work such as collecting, storing, exhibiting, and/or conserving art. While some objects might relate closely to the Fellow's dissertation or other research experience, others would require them to expand their areas of expertise. Research would typically reflect the norms of museum catalogues and similar publications; topics would include materials, techniques, attribution, dating, provenance, exhibition histories, conservation considerations, relationships to other objects in the museum's or other collections, and/or opportunities for display and public education. When possible, the projects should lead to substantive participation in an exhibition or publication. All other time should be devoted to the research and writing of the fellow's dissertation. In most cases, scope of work is determined in advance of the fellowship's start in a meeting between the curatorial mentor and DGS and/or advisor.

While we cannot predict the department or projects on which a successful applicant may be asked to work, applicants should be specific about how their skills and interests, including languages, background knowledge, and archival skills, might fit with the collections and potential needs at the AIC.

3.3 COSI Museum Seminar: This is a 200-level course for advanced undergraduate students designed and taught by a PhD student and centered around original works of art in local museums (for example Art Institute of Chicago, Field Museum, Newberry Library, Museum of Contemporary Art, Hanna Holborn Gray Special Collections Research Center, ISAC Museum, or Smart Museum of Art). All or most meetings should be designed around exhibitions, permanent collection displays, or objects accessible in study rooms; it is the student instructor's responsibility to plan and arrange for access to objects.

CAREER AND PLACEMENT SERVICES

4.1 UChicagoGRAD: [UChicagoGRAD](#) is a dedicated resource for graduate students and postdocs to receive personalized, flexible training to complement their academic pursuits, from

fellowship and writing support, to career preparation and internships, to training in public speaking and networking.

4.2 UChicago Alumni & Friends: [UChicago Alumni & Friends](#) is an office dedicated to alumni support. They offer a job board, alumni directory, and a calendar of activities, among other services.

OTHER UNIVERSITY RESOURCES

The University of Chicago has a robust set of systems and practices that support and care for our students and members of the University community. The [Campus and Student Life website](#) has a comprehensive list of these services, and should frequently be consulted for information beyond what is listed below.

5.1 Counseling Center: [UChicago Wellness](#) provides mental health care to students. This care includes needs assessment, psychotherapy, psychiatric consultation, academic skills assessment program, support groups, referrals, emergency services, and health promotion.

5.2 Disability Services: [Student Disability Services](#) works to provide resources, support, and accommodations for all students with disabilities and works to remove physical and attitudinal barriers, which may prevent their full participation in the University community.

5.3 Center for Identity + Inclusion: [The Center for Identity + Inclusion](#) strives to create intentionally diverse and inclusive communities and serve as a bridge between students and members of the University community of all backgrounds. Their goals include: fostering a campus environment that supports the exploration and intersection of varied identities; increasing knowledge and awareness of different worldviews; creating opportunities to engage in challenging conversations in order to advance a more equitable community and society; and amplifying voices and advocating for and with students from marginalized identity groups. Within the Center the following groups are also supported:

- [The Office of Multicultural Student Affairs](#) (OMSA)
- [LGBTQ Student Life](#)
- [Student Support Services](#)

5.4 Equal Opportunity and Title IX: The [Office of the Provost Equal Opportunity Programs](#) ensures accessibility, and coordinates efforts to provide equal employment opportunities to all employees, applicants, and job seekers.

5.5 Dean on Call (UChicagoHELP): The [Dean-on-Call \(UChicagoHELP\)](#) program ensures that students have the support and guidance of a university administrator who is on call 24 hours per day, 7 days per week. The Dean-on-Call is the University official responsible for providing referrals, information, and support to students during an emergency.

5.6 Emergency Funding: The University offers a few different categories of emergency funding through their Emergency Assistance Programs (<https://bursar.uchicago.edu/emergency-assistance-programs/>). These funds can be used to cover unanticipated medical and health expenses; theft of personal items; urgent travel/transportation needs; or temporary loss of

housing. For assistance with cost of attendance please contact the Dean of Students in the [Humanities Division](#) or the [Financial Aid Office](#). For assistance with a Student Account Balance please contact the [Office of the Bursar](#).

Each program has separate eligibility and repayment requirements – be sure to read carefully through all eligibility and repayment requirements. All programs can be applied for at my.uchicago.edu (go to Finances > Account > Emergency Assistance Application).

5.7 UChicago Police Department and Other Emergency Services: <https://safety-security.uchicago.edu/safety-resources>

5.8 Addressing experiences of bullying, discrimination, or bias, not covered by Title IX

If a student experiences bullying, discrimination, or the consequences of bias, *other than those covered by the provisions of Title IX*, the student should seek assistance from the Dean of Students.

5.9 Bias Education and Support Team (BEST)

BEST members will ensure that bias incidents are properly documented so the University can assess the campus climate on an ongoing basis. For more information, visit <https://csl.uchicago.edu/get-help/uchicago-help/bias-education-support-team-best/>

5.10 Grievance Policy

For more information about the grievance policy and Ombud’s office, refer back to portion 1.31 of the handbook.

FORMS & CHECKLISTS

[Student Program Worksheet](#)

[Supplemental Language Contract](#)

[Qualifying Paper Approval Form](#)

[Student Preliminary Exam Checklist](#)

[Student ABD and Prospectus Checklist](#)

[Dissertation Proposal Form](#)

[Post-ABD Completion Form](#)

[Pedagogical Training Plan \(PTP\) and Form](#)

[Student Dissertation Defense Checklist](#)

[Dissertation Defense Approval Form](#)

[Leave of Absence Form](#)