

**THE JOHNS HOPKINS UNIVERSITY**  
**PROGRAM IN THE HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY**  
Effective Fall 2018

**GRADUATE HANDBOOK for students in the Department of History of Science and  
Technology, Homewood campus (revised April 2018).**  
Department website: <http://host.jhu.edu/>

## **I. INTRODUCTION**

The Program is run jointly by departments located at the School of Arts and Sciences and the Medical School. Our department (History of Science and Technology) is in the Krieger School of Arts and Sciences, and students receive their degrees from that School

The Department of the History of Science and Technology at Homewood has a long tradition dating back to Arthur Lovejoy's renowned History of Ideas Club. A formal program in the history of science began on the Homewood campus in 1962 under the leadership of Harry Woolf, and became a full department in 1964. It became an internationally recognized center for graduate teaching and research, and its graduates have gone on to top positions in universities and museums throughout the world. The Department's offices on the Homewood campus are on the third floor of Gilman Hall. At Homewood, the administrative coordinator is Mrs. Danielle Stout [danielle@jhu.edu](mailto:danielle@jhu.edu) and her office is in 301E Gilman Hall.

The Institute of the History of Medicine was founded with the aid of a Rockefeller grant in 1929 and is the oldest academic department of its kind in the United States. It pioneered graduate education and research in the history of medicine and public health. The Institute played a prominent role in the development of medical history as an academic discipline and still has an important place within the School of Medicine. It has responsibility for editing the *Bulletin of the History of Medicine*, the premier journal in the field. The Institute has faculty and administrative offices on the 3rd floor of the Welch Library at the medical complex in East Baltimore, including a seminar room and an outstanding collection of rare books in the history of medicine.

Like most departments at Johns Hopkins, we have preferred a common law tradition of customs and usages to formal bureaucratic guidelines and procedures. Departmental requirements continually evolve to reflect the current consensus among faculty and students about the best way to prepare our graduates for the challenges and opportunities ahead. We hope that this handbook will provide a convenient guide to the Program's policies and traditions. Bear in mind, however, that it is intended to supplement, not substitute for, such official documents as the university catalog. General policies may be found at the Graduate Board website: <http://homewoodgrad.jhu.edu>

Please see the following links for School policies and resources for students:

Probation, funding withdrawal, and dismissal policies are here:

<https://homewoodgrad.jhu.edu/academics/policies/>

Graduate Board policies regarding preliminary and final exams may be found at:

<https://homewoodgrad.jhu.edu/academics/graduate-board/graduate-board-oral-exams/>

Students and departments needing guidance on the new policy towards family leave and resources may find relevant information here:

<https://homewoodgrad.jhu.edu/student-services/family-resources-for-students-and-postdoctoral-fellows/>

University resources for graduates and postdocs regarding job searches and

professional development: <https://homewoodgrad.jhu.edu/professional-development/>

Students seeking guidance and opportunities to develop as educators are recommended to connect with the various programs offered through the Center for Educational Resources <http://cer.jhu.edu>

For support and advising on issues relating to gender and the achievement of

women students <https://studentaffairs.jhu.edu/women-resources/>

University Teaching Assistant Resources: <https://homewoodgrad.jhu.edu/professional-development/teaching-assistant-resources/>

For students looking for resources for writing and finishing the dissertation, the Center for Leadership Education offers an excellent workshop geared towards exactly that aim. They also offer a variety of graduate courses geared towards professional development: <https://engineering.jhu.edu/cle/>

## **II. WHAT IS GRADUATE SCHOOL?**

It is obvious that graduate school is for professional training, but students may not realize what this implies for the kind of learning that goes on in a graduate program. Unlike most undergraduate study, classes are small – in fact, you may be the only person in a class – and there is a closer relationship between student and teacher, (more like the relationship of apprentice and master at first, but over time you will become more like a colleague and collaborator and less like a student-apprentice). Students and faculty alike learn by doing. We read, we discuss, we write, and we critique. Courses are “pass-fail”, and there aren’t a lot of grades or small assignments that provide you with feedback on your progress. Feedback comes not in the form of grades, but in comments, suggestions, discussions, and in the models that are constantly before you.

The greatest asset in graduate school is a passion for learning and a serious desire to pursue scholarly research. If you feel no intellectual excitement at discovering something new or making a connection in a new way, then you should not be in graduate school. But be prepared to have your ideas challenged and your analytical skills sharpened. The primary function of the program is to train you to be a scholar – to make original contributions to knowledge. Realize therefore that no matter how talented you are already, you still have something to learn and you will still need “polishing”. Be prepared to accept constructive criticism and to learn from it.

The activities of discussion and critiquing go on all the time, and gradually a perceptive student will absorb the methods and adopt the standards of the profession. Whether in a class, in the colloquium, or in informal discussion with students and faculty, you will be learning all the time, simply by observing what is going on around you. Pay attention to the models you will meet; copy from the best and avoid the mistakes of the worst. Learn not to repeat errors and strive to critique your own work better with each new project.

At any time, you should feel that you can take initiative. Get in touch with a faculty member to discuss an idea or propose a project. If there is a course you would like to see taught, or a discussion group you would like to organize, get in touch with a faculty member and suggest it. Not everything will be possible immediately, but much of what we do is in response to student initiatives.

Graduate study is intensive and you will probably find that you are working all the time. You should balance work with “sanity-saving” activity -- perhaps exercise, music, casual reading, or a hobby. Avoid burn-out by knowing how to combine periods of intensive study with activity that refuels mind and body.

### **III. ACADEMIC LIFE**

#### **Academic Requirements until Dissertation**

All pre-dissertation students in the department have the same requirements to fulfill. During the period before the dissertation, you are working both to attain a general mastery of the history of science, technology or medicine, and to learn the skills of academic research and writing. As you progress, you will begin to specialize in a few specific areas, and ultimately to choose a dissertation topic. The formal requirements for pre-dissertation students include coursework, research papers, language exams, and completion of fields, all of which are discussed below.

#### **Coursework**

Coursework is the primary means by which you begin to acquire knowledge of the history and historiography of science, technology, and medicine, and learn how to do research and write. Towards those ends, you are expected to register for 3 courses each semester. Students should in addition register for Colloquium (which is listed as a course). The

colloquium meets weekly and involves discussion led by a guest speaker, often with a pre-circulated paper. Students and faculty also present papers at the colloquium.

We offer a variety of types of courses. Each semester there is usually one or more research-oriented seminar in which students focus their reading on a particular topic or theme and write a research paper in that area. A research seminar allows students to get deeply involved in a research project, which may well extend beyond the life of the seminar itself. We strongly encourage students to work up promising research topics for scholarly publication. While a research-oriented seminar will focus on a particular topic or theme, the themes vary from year to year (as does the professor teaching it). These seminars are often taken by more advanced students as well. In some years a choice of seminars may be available, while in other years a single seminar will be taken by all students.

Another kind of course is a reading seminar which is focused on historiographic issues. All students must take the course in Research Methods within the first three years of graduate study. Other courses may explore innovative new work in our field. A third category consists of the undergraduate survey courses in the history of medicine, the history of science, and the history of technology; graduate students attend lectures and meet with the professor for discussions of the readings. The survey courses are used to prepare for examinations in the first year (see below).

There are many other types of course which can be arranged by a student with a professor, such as independent studies, or directed readings. You may also take courses in other departments. Talk with your advisor if you feel uncertain about what counts as a course. Don't be surprised if you don't get letter grades for your courses; most graduate courses are pass/fail. Graduate seminars are numbered in the 600-800 range, and joint undergraduate-graduate courses are numbered in the 400 range.

### **Research Papers: Writing and Presentation**

In addition to requirements about course load and selection of seminars, students in the department who are not yet advanced to candidacy ('candidacy' means that you have completed course work, languages, and fields) should aim to write one research paper (~20 pages) based on original sources per semester. The intent of this requirement is to ensure that all of our students have the necessary research and writing skills to tackle their dissertations. You should expect to write papers outside your area of special interest: this is an opportunity to broaden your knowledge and learn to use a variety of sources. Explore and experiment. While it is understood that students will rarely be able to produce a paper of fully publishable standard in the short space of a semester, we hope that some of these papers, more fully developed, would be suitable for presentation at conferences and, ultimately, publication. These research papers may be written in a variety of contexts; you will be able to work with a variety of faculty members in developing the skills of historical research and writing.

For first and second-year students, the department seminar(s) offered in the fall provide an obvious context for writing a research paper for that semester. Other venues for such writing include graduate seminars both within and outside the department. Finally, you may choose to

do an independent study with a particular faculty member, to pursue a specialized research topic. A research paper might also be written as a part of a field. Students should be sure to inform their advisors about their research progress even when working with other faculty members.

Presentation of your work to a larger audience is as important as research and writing. In your second year, you will choose one of your research papers and develop it more fully in order to present it in the departmental colloquium series. You need to schedule that paper by talking with the person organizing colloquium, which usually must be done a few months before that semester begins.

Students are encouraged to present their work at professional conferences. The department will often schedule practice sessions on an ad hoc basis to help you polish your talk. Consult your advisor if you'd like a practice session.

## Languages

All graduate students must demonstrate reading proficiency in 2 languages (besides English!). Customarily, students have chosen French and German as their two languages, although your research interests might lead you to select Latin or Italian or whatever other language is necessary for your scholarly work. Proficiency is shown by means of an exam, administered by the relevant language department or by a faculty member. Students may choose to take advantage of the reading courses offered by the German and French departments. If your first language is not English, you may choose to count your native language as one of the 2 required for the degree. In specific cases, such as native speakers or other obvious proficiencies, the department may decide not to require an exam. Language requirements should be completed **by the end of the third year**. Speak to the Graduate Coordinator or to your advisor about "passing" the requirement in different languages, as the procedures vary depending on the language.

## Fields

One of the tasks of the second and third year is the choice and completion of three fields. One field should be within the Program, one in a historical discipline outside the Program, and the third is negotiable depending on student interests and needs. The second field is intended to give students broader knowledge of general history. Often this field will be done with faculty in the History Department, but other departments (such as History of Art or Romance Languages) also have faculty doing historical research and students may work with faculty in those departments, with their advisor's permission. Our students have also done historical fields with curators or research historians at the Smithsonian Institution. The third field can extend beyond historical subjects and may involve a scientific subject, for example. A field is intended to demonstrate a student's mastery of a specific body of knowledge, both for the student's own scholarly work and as a preparation for teaching. A field, therefore, should be neither too narrow nor too broad. Each student will select fields in close consultation with the advisor, who can best discuss the mix of fields and what is narrow and what is broad. Typical fields might be "Nineteenth and Twentieth-Century American Science"; "Social History of Early-Modern

Medicine"; "The History of Modern Astronomy", "American Colonial History", "Modern German History", etc.

Exact requirements will be worked out with individual faculty, but in general involve a solid year of work. Often a field done with an external faculty member will consist of taking whatever seminars are offered that year, perhaps supplemented with a reading list, and ending with a research paper or exam. Broadly speaking, your fields should provide you with the in-depth knowledge of particular areas relevant to your dissertation, but you should not think of the field as background to the dissertation itself. In rare cases, a student's research interests may not be addressed by any Hopkins faculty member, and that student, with his advisor, may select an outside faculty member with whom to do a field.

**When a field is completed, you should request a brief letter from the faculty advisor to your Department Chair or your advisor, establishing that the requirements have been met for the field.**

### **Participation in Departmental Activities**

One of the most important aspects of graduate training is immersion in the intellectual life of the department. It is by joining in that life that students learn how historians understand, discuss, and disagree about issues, methods, and sources. Department activities provide precepts and examples of scholarly interaction (do's and don'ts) which could not be conveyed in writing or in a lecture. Finally, it is in such participation that you come to be a colleague. If you don't take part, you are not getting the best training that you could; nor are you well-prepared to become a member of a faculty elsewhere. For these reasons, it is important that students attend Colloquium and other departmental functions, and learn to play a role in such discussions. The intellectual life of the department is not something produced by the faculty for the students' consumption; rather, it is a group project in which we try to create the intellectual community within which we would all like to work.

### **The First Year**

#### **First year course work and examinations.**

The purpose of the first year program is to provide students with a basic grounding in the subject matter and methodology of the history of science, medicine and technology. To this end, all first-year graduate students will take a two-semester survey course in either the history of science or the history of medicine. In each case, you will attend the relevant undergraduate survey course. For the history of medicine, there is a two-semester survey consisting of "History of Medicine: Antiquity to Scientific Revolution" and "History of Modern Medicine".

For the history of science and technology, there are three survey courses offered on a rotating basis: students are required to take *two* of these for the first-year examination (which two depends on what is offered that year). However, students are encouraged to attend lectures in the third course at their convenience, to make up the full survey. These surveys are: "History

of Science: Antiquity to the Renaissance", "Scientific Revolution", and "The Rise of Modern Science".

In addition to the undergraduate lectures and reading material, there will be a graduate reading list for each course and you will meet regularly to discuss these readings with the faculty member who is teaching the course. Students will complete requirements by passing an examination at the end of each semester (usually given in December and May). This exam is a 24-hour take-home, generally with three essay questions. Speak to your advisor and to the faculty leading the graduate discussion sections about specific requirements for the exam and guidance about the types of questions you will be expected to answer.

Students must take "Research Methods in the History of Science, Medicine, and Technology" at some time within the first three years of study: this is a one-semester course designed to introduce students to the methodology and techniques of historical research and analysis. The content of the course will vary somewhat, depending on who is teaching it. The course may be taken in the first year, but may also be deferred to a later year.

### **Choosing an advisor**

In your first year you will be assigned a faculty advisor, depending on your interests. Near the beginning of the second year, you should determine the area you wish to specialize in and choose an advisor who is willing to supervise the rest of your graduate program. Your advisor should help you design a coherent, individualized program of studies. Generally your advisor will be the person you expect to be your dissertation advisor. If your interests change, you should also change advisors. Generally speaking you should have an advisor within your own department for bureaucratic functions, because the systems of the two schools are not integrated, but you may work with faculty in either department on research projects and fields. Normally your thesis advisor would also be in your department.

### **The Master's Essay**

The Program offers two kinds of Master's degrees. Health-care or other professionals who are seeking a degree for reasons of personal or professional enrichment, or Fulbright or other visiting scholars may pursue a two-year M.A. in the History of Medicine.

In general, however, the Department does not offer the M.A. as a freestanding degree program. Where Ph.D. students have needed additional time to improve their research and writing skills before going on to their field and dissertation work, the department has recommended that they prepare for an M.A. In such cases, one year of residency, completion of satisfactory course work, competency in one foreign language, and the submission of an acceptable thesis, generally in the range of 75-100 pages, are required. Only one reader is required for M.A. theses. Although the master's essay can be understood as remedial, you should also know that a number of our students have undertaken master's essays, have published them in scholarly journals, and then have gone on to complete the graduate program and embark on

distinguished careers. About as many others have ended up with terminal master's degrees. Sometimes students who choose to leave the program will complete a master's degree.

## **Satisfactory Progress**

The phrase 'satisfactory progress' is one you will hear repeatedly. There is no absolute and ironclad definition of such progress, except to say that it is defined by the student's advisor and the student, in conjunction with the Department, tailored to specific circumstances and needs. Although the definition varies from year to year and student to student, certain general guidelines apply to everyone. This list indicates what requirements should be completed by the end of the year indicated. Aim to complete everything within 5 years.

1st year : completion of 1st year exams; coursework and writing of research paper(s).  
2nd year: work on "fields", presentation of paper in Colloquium, complete MA thesis if student is writing one. Define dissertation topic over the summer if fields are finished.  
3rd year: fields and languages completed. Define dissertation topic over the summer.  
4th year: dissertation proposal written and accepted by start of fall term, research underway.  
5th year: continue research and writing. Aim to complete the dissertation.  
6th year: dissertation finished, if not in the 5<sup>th</sup> year. Generally there is no departmental funding past the 5<sup>th</sup> year of graduate study, and students are advised to apply for external grants if they expect to go beyond 5 years of study.

Some students have finished in fewer than six years; others complete a difficult language requirement at the beginning of their fourth year. The single most important assessment of satisfactory progress is made by your advisor; the two of you should work out concrete plans for assessing satisfactory progress from year to year. However, final decisions about satisfactory progress are made by the Department as a whole, when it meets in the spring to review the progress of each individual student. If progress is not satisfactory, students may be denied funding or asked to leave the program. Each year you should think of April 1 as your unofficial deadline: be prepared to show your advisor what you have accomplished to date that year, so your advisor can speak for your progress in the faculty meeting later that spring.

**Annual report requirement:** The Graduate Board requires that all students complete a year-end progress report of their activities, indicating what has been accomplished during the school-year, what papers or other work are yet to be completed in the current year. This report should also address plans for the following school-year. Indicate your progress in the doctoral program thus far, such as any requirements completed, courses taken, exams, and any academic activity such as papers published or papers given at conferences, etc. Include a "development plan" section at the end and indicate the courses you are planning to take the following year and teaching duties you will undertake (if known). The development plan section can also address short- and long-term academic goals and professional development activities. This report must be submitted and discussed with your advisors in late spring (see your advisor for details). Please submit this report to the department Chair and copy to the Administrative Assistant no later than May 1.

## **The Dissertation**

Nothing will do more to shape your future career than the choice of subject and the quality of your thesis. The subject will be negotiated between you and your advisor, sometimes with the assistance of other faculty members with particular expertise in the field. You will want to be certain that what you are proposing is novel (a contribution to knowledge, as they say), significant, and, not least, feasible. However good the topic, if you can't research and write it within two or at most three years, you'd better consider something else.

In selecting a project, remember that you will be making a serious investment of your time and energy over the next several years. Your first book will most likely be derived from the dissertation. So be prepared to conduct a thorough search of the literature. You don't want to reinvent the wheel or get scooped. Give some thought to logistics. Will your dissertation require six months of field work in Russia? How will you support yourself? Are the archival sources you need accessible and open to the public? Are there any special restrictions on photocopying or publishing material from the collections? A little advance preparation back home can save a lot of anguish later on. Your advisor and advanced graduate students can provide some pointers based on hard-won experience. Don't be discouraged if your first couple of ideas don't fly. Feedback from your advisor up front can save you from making some costly mistakes.

University regulations require that every candidate pass a Graduate Board examination, for which there are two departmental examiners and three examiners from other departments within the university. There are 3 ways to fulfill that requirement: an exam on all of the fieldwork done by the candidate; a defense of a dissertation proposal; a defense of the dissertation. In practice, the third option is preferred. Generally, you and your advisor will discuss appropriate examiners and two alternates, and the departmental administrator will take care of scheduling. In special circumstances, where we do not have the relevant expertise in-house, examiners may be appointed from outside the university.

*Defending a dissertation.* At completion, the thesis will be read by your advisor and one other member of the department, before the final defense. The defense itself lasts about two hours, with each examiner taking a turn questioning you. After a successful defense you will send one copy of the thesis to the library electronically and give a second bound copy to the department. For the rules on formatting and submission guidelines, consult the MSE Library's website under "Electronic Theses and Dissertations": <http://www.library.jhu.edu/library-services/electronic-theses-dissertations/>

Meeting the official fall and spring deadlines for the defense affects whether tuition needs to be paid (for the fall) and whether you can graduate at the May ceremonies (for the spring). Otherwise a defense can be scheduled at any time.

## **Residency and non-resident status.**

Students who are not receiving departmental support and who are “ABD” (all but dissertation) may apply for “non-resident” status, which means the tuition is 10% the amount for students in residence. Non-residents may work on campus part-time (fewer than 20 hours per week) but may not be TA’s or have other teaching positions, and may not register for classes. See the website of the Graduate Board for regulations and forms.

It is important to know that "non-resident" still means "full-time student." In other words, your student loans will continue to be deferred while you are non-resident. You are also eligible for, but not required to take, Homewood health insurance.

The Graduate Board limits non-resident status to a maximum of ten semesters.

At Homewood, students may be placed on Term Leave of Absence when they are unable to continue their graduate studies for personal or health reasons. Basically, serious illness or required military service are about the only two reasons to petition for such a leave of absence. Such a leave of absence is for a specified period of time, not longer than two years. As in the case of non-residency, students on leave of absence are not expected to be physically present at the Homewood campus, nor are they allowed to register or be on the University payroll. No fees are charged; the leave is considered an interruption of the degree program; you are no longer a full-time student. Therefore, unlike non-resident status, if you are on leave of absence you cannot complete your dissertation. Nor will your student loans be deferred. [Unlike Homewood, the Medical School does not have fixed limits to its Leave of Absence policy -- the length of time that a student is allowed to be on leave is at the discretion of the department.]

You should know that none of these non-residency/leave of absence statuses are routine or automatic. On each campus, you must apply for such a status, and follow through on paperwork, etc. If you are a foreign student, you need to work with the Office of International Services at Homewood or with the Visa Office at the Medical School in order to make certain that your change in status will not cause visa complications. Indeed, Homewood requires a signature from that office on the application form for leave of absence or non-residency. All students should think carefully about the potential implications of their choice of status.

#### **IV. FUNDING.**

Basic funding is from the Krieger School and provides tuition, stipend, and health insurance. Usually, first-year students receive fellowships, that is, they receive funding without the obligation of service to the department in the form of teaching or research assistance. (For these fellowships, taxes are not withheld, although the fellowship is taxable.) After the first year, students will be expected to serve as Teaching Assistants (TAs). Some students enter the department with external funding, such as that from the National Science Foundation (NSF), or a Mellon Fellowship. When students have external funds of this kind, the department will often renegotiate the level of support provided by the Krieger School.

#### **Summer Plans**

The university offers year round support to graduate students starting in the fall of 2015. It is the Department's expectation that the student will devote most of the summer (minus some vacation time) to fulfilling degree requirements, including doing research on dissertation projects. Students will be asked to provide a statement outlining summer plans in early to mid-April, and funding is contingent on having an acceptable plan for activity that fulfills degree requirements. Your plans should be discussed in advance with your advisor and should be approved by your advisor.

It is not necessary to register for the summer term unless you are formally taking a course or you are working on campus (for instance, have a job in the library).

### **Teaching Assistants**

Being a teaching assistant is preparation for being a professor. Usually, being a TA involves running a discussion section, where the TA teaches the discussion part of the course, grades student work, and assists in other ways. The University expects TAs to teach 2 sections per semester, although often in the Department students only teach one section of a course. The guideline the department has suggested is that TA's are expected to work an average of 10-12 hours per week. In a large lecture course, most weeks will not require the full 10 hours, but the 2 or 3 times in the semester when exams or papers need to be graded, it will be more than 10 hours. If you find yourself consistently taking a good deal more than 10 hours a week, you should seek advice from other students, your advisor, or the professor of the course; it may be that they can help you to prepare more efficiently. (For teaching assistantships, taxes are withheld from your pay.)

### **Funding after Third Year**

The Department generally guarantees funding for up to five years, contingent on satisfactory progress. After the third year funding may be in the form of a teaching assistantship or straight stipend. You will be required to be a teaching assistant for 6 semesters during the first five years of funded work, but the timing of those teaching semesters can vary. For instance, we expect to provide non-teaching fellowships for one semester each year, during your fourth and fifth years. All students in good standing receive tuition relief and health insurance as the budget permits. Students are expected to apply for outside funding for dissertation research and writing. If you get a grant, not only are you supported, but scarce departmental resources will stretch farther for your colleagues.

How do you find grants for which you might be eligible? The American Historical Association publishes a guide to grants of interest to historians; it is probably the best starting point. Announcements of grant and fellowship opportunities regularly appear in the newsletters of the History of Science Society, the American Historical Association (its newsletter is called *Perspectives*), the Society for the History of Technology, and the Organization of American Historians, which all members receive. Much of this information is now available on the web. Information on opportunities for the history of medicine are published both in the American Association for the History of Medicine newsletter and the Bulletin of the History of Medicine.

Copies of these newsletters are generally on deposit in the new journals section of the Institute of the History of Medicine library.

## **Other Department Support for Professional Development**

### **Conferences & Research: Reimbursement Accounts**

The department offers its students support towards research expenses and attendance at conferences. This fund is meant to encourage professional development. For extended trips abroad your advisor should know of your travel plans, in case prior approval is needed. Be sure to inform the School if you are planning to travel to a country that poses any danger (war, disease, etc.) It is a reimbursement account: allowable expenses (such as travel and accommodation) will be reimbursed after your trip.

## **V. ADMINISTRATIVE AND PRACTICAL MATTERS**

### **Two schools, two rules**

The Program occupies an odd position between the Homewood campus and the Medical School. Some of our students are registered at one, and some at the other. We don't have "dual citizenship." Perhaps the first difference between the two schools you'll encounter is in registering for courses. The university is now encouraging online registration: course and schedule information is also available online. However, if you wish to register for a course taught at the Medical School, even if it is within our program, you cannot register online, but must fill out a paper "interdivisional registration form", which also requires a signature from the advisor or department chair.

Don't fail to register as directed, either by mail, online, or in person, because there are financial penalties for late filing. Homewood students should register for the summer only if they expect to be taking a registered course or working at a job on campus. There is no fee for summer registration, but there is a late fee if you don't register by the deadline. Summer registration is only required if you have a job on campus or are formally registered for a course or for independent research.

Borrowing privileges from the Welch and Milton S. Eisenhower (MSEL) libraries may differ: be attentive to different return dates and late fees. Welch books may be ordered from the same Library Services Center storage facility as Eisenhower books, but may have different due dates: watch for these kinds of discrepancies.

Health insurance and medical care differ for students at different campuses. Homewood students report for basic medical care to the Student Health and Wellness Center. The Counseling Center provides counseling and referrals. You must go to your own campus's clinic, and you must get a referral from them to see a specialist and have it covered by student health insurance.

## **Keys to Gilman**

Danielle Stout will give you a key that fits the graduate student computer workroom, the main department door (Gilman 301), and the storage locker opposite the kitchen. All keys are to be returned within two weeks after you have submitted your final thesis to the library, or two weeks after withdrawal/termination from the program.

## **Student-Faculty Communication**

Much communication between students and faculty is carried on informally. Graduate training is largely an apprenticeship process: stay in contact with your advisors and other faculty and whenever you don't know something, just ask, no matter how simple or trivial it may be. It is difficult for faculty to anticipate everything a student may need to know: they will count on you to come to them if you need something.

For general issues that affect all students, the graduate students may decide to elect one or two students to meet with Chair or Graduate Coordinator as representatives of the student body. However, students should feel free to bring any problems to the Chair or Graduate Coordinator at any time, either as groups or individuals.

If your problem is more individual, your first faculty recourse should be your advisor. She or he can explain department policy and rules, and help you straighten out knotty situations.

## **Library and Photocopying**

You are entitled to a shared carrel in the MSE Library. The lockable (unshared) locker is a handy place to safely stash books while working elsewhere in the library. See Support Services on A-level of the library about getting a carrel assignment and locker.

For personal copying on the Homewood copier you'll be charged a fee (5 cents per page) and will be expected to pay your account in a timely way. The computers in the student computer workroom in Gilman are networked to our photocopier. For course-related copying when you are a TA, you will not be charged, as each course has its own account.