

Graduate Student Handbook



Yale University
Department of the History of Art

2025-2026 Academic Year

TABLE OF CONTENTS

GENERAL INFORMATION

Structure of the Department	1
Collections	3
Yale University Art Gallery	3
The Yale Center for British Art	4
West Campus	5
Libraries	6
Robert B Haas Family Arts Library	6
The Beinecke Rare Book and Manuscript Library	6
Other Yale Libraries and Services	6
LUX: Yale Collections Discovery	7

ADMISSION & FINANCIAL ASSISTANCE

Obtaining an Application	8
Admission Process	8
Financial Assistance	9
University Fellowship	10
Sixth Year Funding	10
Research Funding	11
Teaching, Grader & Museum Fellows	11
Teaching Fellows (TF) & Grader	11
Graduate Museum Fellow (GMF)	12

PROGRAM OF STUDY

Advising Guidelines	13
General Information	13
Adviser(s) Selection	14
The Phases and Forms in which Advising Happens	14
The Role of the DGS	15
Initial Advising	15
Advising During Coursework	16
Advising for QP's, Exams, Prospectuses, and Dissertations	16
Courses	20
Requirements & Procedures	21
Registration	22
How to Register	23
Registration Codes	23
Dissertation Completion Status (DCS)	23
In Absentia Registration	24
6 th Year Registration	24
Beyond Year Six	24
Exchange Scholar Program (IvyPlus Exchange)	24

Non-Cumulative Registration	25
Leave of Absence	26
Waiving of Course Requirements	26
Grades, Evaluations, & Temporary Incompletes	27
Grades	27
Evaluations	27
Temporary Incompletes	27
Languages	28
The Fields Language Program	29
Terminal MA Degree	29
MPhil Degree	29
The Frick Symposium & Other Forums for Graduate Papers	30
Usage for Department Letterhead	30

STAGES OF THE PHD TRACK

Admission to Candidacy	31
Detailed Description	31
Qualifying Paper	32
Qualifying Examinations	32
Planning Qualifying Examinations	34
Colloquium / Prospectus	35
Registering the Dissertation Topic with the CAA	35
First Reading of Chapter(s) of the Dissertation	35
Dissertation Defense	36
Dissertation	37
Registering Dissertation Complete with the CAA	38
Dissertation Prizes	38
Employment	38
Degree Confirmation Before Graduation	38
Verification of Degree	39

COMBINED PHD PROGRAM REQUIREMENTS

Black Studies & History of Art	40
Comparative Literature & History of Art	42
Early Modern Studies & History of Art	44
English & History of Art	46
Film and Media Studies & History of Art	48
Slavic and Eurasian Literature and Culture & History of Art	51

PROGRAM REQUIREMENT SCHEMATICS

History of Art	55
Black Studies & History of Art	57
Comparative Literature & History of Art	58
Early Modern Studies & History of Art	59
English & History of Art	60
Film and Media Studies & History of Art	61
Slavic and Eurasian Literature and Culture & History of Art	62

GENERAL INFORMATION

STRUCTURE OF THE DEPARTMENT

The History of Art faculty offers courses across a broad spectrum of areas of art history. Each member of the regular full-time faculty teaches both graduate and undergraduate courses. A number of faculty in other departments and curators hold Affiliate Faculty appointments in History of Art.

Because of the sabbatical system, about one out of six faculty members can be expected to be on leave of absence at any given time. The following list indicates the fields of specialization of the current full-time faculty:

Nana Adusei-Poku	African Diasporic Art Histories and Curatorial Studies
Carol Armstrong	Nineteenth-Century European Art, French Modernism, History of Photography, Women Artists and Feminist Art History, History of Art Criticism
Tim Barringer	British Art, 1700 to Present, Victorian Visual Culture, Art of the British Empire, American Art of the Nineteenth-Century, Post-colonial Studies, Gender Studies
Marisa Bass	Northern Renaissance Art:1400-1700
Craig Buckley	Modern and Contemporary Architecture
Allison Caplan	Ancient and Colonial Latin American Art, Mesoamerican Art, Art Theory and Aesthetics, Materiality, Art and Language
Edward Cooke, Jr.	American Decorative Arts and Material Culture, Global Crafts
Alexander Ekserdjian	Roman Art and Archaeology, Material Culture
Joanna Fiduccia <i>-Director of Undergraduate Studies</i>	European and American Modernism
Milette Gaifman <i>-Department Chair</i>	Greek Art & Archaeology, Greek Visual Culture, Classical Reception

Jacqueline Jung	Medieval European Art and Architecture
Pamela Lee	Modern and Contemporary Art
Morgan Ng	Italian Renaissance Architecture and Visual Culture
Quincy Ngan	Art of Pre-Modern to Contemporary China, Chinese Painting
Catalina Ospina	Precolumbian South America, Spanish Colonial Art, Indigenous Artistic Practices, and Early Modern Global Exchanges
Jennifer Raab	American Art, History of Photography
Kishwar Rizvi	Islamic Art and Architecture:
Nicola Suthor	European Art and Art Theory 1600-1800
<i>-Director of Graduate Studies</i>	
Justin Willson	Byzantine and Slavic Art
Mimi Yiengpruksawan	Japanese Art, Buddhist Art and Iconography

The Director of Graduate Studies (DGS) oversees the graduate program. In the first year, the DGS helps the student choose courses and settle on a field of specialization and an adviser(s). (Students may elect to have two co-advisers if they so desire.) Ideally the student will have chosen an adviser(s) by the end of the first year of study. The DGS continues to give formal approval to each student's course schedule each semester, oversees the Qualifying Examination (described below) and oversees the Colloquium (described below) in which the topic of the dissertation is presented for formal approval. The DGS also arranges with the student and the adviser(s) the choice of examiners for the Qualifying Examination and the choice of readers for the dissertation. The DGS and a faculty committee oversee the distribution of departmental monies for research and travel. A Director of Graduate Futures (DGF) will co-ordinate the Department's professional development program.

Each year up to two Department Representatives are chosen by secret-ballot election from amongst the second- and third-year graduate students. The Department Representatives are offered a \$500 honorarium for each semester and are expected to represent both the graduate students and the Department as a whole in a professional and respectful way. Their duties and obligations include: Familiarizing themselves with the rules, protocols and norms of Yale University and the Department of the History of Art; attending all faculty meetings; collecting and articulating student comments and suggestions for presentation at faculty meetings; compiling a list of forthcoming student-organized events in the Department for internal circulation and presentation on the Department website; co-organizing with the DGS a Departmental Orientation program for the new first year students; collaborating with the Department in managing student input into the faculty hiring process, encouraging participation and collecting responses to each of the candidates; providing crucial support for the graduate student recruitment process by collaborating with the DGS and Graduate Registrar in organizing the visiting day events for admitted students; collaborating with the faculty and staff on a regular basis in the organization of academic and social events in the Department; supplying to

the Department regular news items on graduate student activities for the Department website.

The Department is housed in the Loria Center for the History of Art, a building at 190 York Street designed by Gwathmey-Siegel and opened in 2007. Connected to Paul Rudolph's building for the School of Architecture, the Loria Center features departmental offices, faculty offices, classrooms, lounge, graduate IT room, and meeting rooms. In the lower floors of the Loria and Rudolph buildings is the Art and Architecture Library. Across York Street to the east is the Yale University Art Gallery, the oldest university art museum in the United States, and diagonally to the southeast is the Yale Center for British Art. Further to the west up Chapel Street are the multi-buildings of the School of Art. The adjacencies of all of these buildings, which link the practice and study of art and architecture, symbolize the particularly close interaction of activities that characterize the study of the history of art at Yale.

COLLECTIONS

YALE UNIVERSITY ART GALLERY

[The Yale University Art Gallery](#), besides being in itself a distinguished museum, is an indispensable adjunct to the teaching of the Department. It was founded in 1832 by the painter John Trumbull with his own works and with a building, making it the oldest university art museum on this continent. Some of its outstanding collections are:

- The Jarves Collection, primarily of early Italian paintings, acquired in 1871, which, combined with similar collections given later, make this the best university art collection of such paintings.
- The Dura Europos collection with the unique synagogue frescoes of the third century A.D. and close to 10,000 objects from the Yale excavation of this Roman outpost in Syria.
- The Garvan collection of American decorative arts, the finest in existence of American silver and notable also for its furniture.
- The Société Anonyme collection, assembled chiefly in the 1920s, contains ca. 1,000 works by artists who were then very forward-looking, including, among others, Klee, Mondrian, Kandinsky, Duchamp, Man Ray, Schwitters, as well as many less well-known figures.
- The Stephen Clark collection, whose masterpieces include Corot's major early work, *The Harbor of La Rochelle*, Van Gogh's *Night Café*, Frans Hals' pair of portraits of the Bodolphe couple, Winslow Homer's *The Morning Bell*, a number of important paintings by Thomas Eakins, and others perhaps equally remarkable.
- The Ordway collection of 20th century art, notable for its splendid paintings from Vuillard to Rothko.
- Significant Oriental, Pre-Columbian and African collections, Impressionist and other

paintings from the John Hay Whitney and Paul Mellon gifts, and many other works, round out the displays. A collection of prints and drawings of about 25,000 works is shown in rotating exhibitions.

Classrooms in the building used for seminars include the Print Study Room in the Prints and Drawings Department, the Numismatics Room, and several Object Study Classrooms, where seminar participants can look closely at works of art from the Art Gallery's collections. Other educational spaces within the Art Gallery include the McNeil Lecture Hall, used for lecture courses, distinguished visiting lecturers, and conferences. Student involvement with the Gallery begins when undergraduates have class meetings there and then write papers on original works of art. It continues with the teaching of courses by gallery staff members. Graduate students are often involved with research on the collections and the preparation of exhibitions. Some of the gallery's departments, notably Prints and Drawings and American Art, can (as funds permit) offer part-time jobs, internships and fellowships to graduate students. Students are limited to spending ten hours per week in this form of employment. See descriptions below for details of the formal Graduate Museum Fellowships (GMFs) offered by Yale University Art Gallery (YUAG) and the Yale Center for British Art (YCBA).

In addition to its own staff, the Gallery usually appoints predoctoral or postdoctoral interns to work in curatorial departments each year following a national competition.

Because only a small fraction of the total collection is on display, students are urged to learn about works in their field by exploring the collections online. The Prints and Drawings is open by appointment Tuesday through Friday 10:00 am to 4:30 pm; viewings of Asian works on paper are limited to Mondays between 1:00 pm and 5:00 pm. To schedule a visit, email the relevant department two weeks in advance with a selection of up to 15 objects.

Other relevant University collections are the Griggs Film Collection in the Audio-Visual Department, the collections of Egyptian, African, Native American, and Oceanic works in the Peabody Museum, rare books and manuscripts in the Beinecke Library, the Babylonian collection in the Sterling Library, and prints and drawings in The Medical Historical Library. Nor should students overlook the works of art throughout the campus, including distinguished architecture and outdoor sculpture.

THE YALE CENTER FOR BRITISH ART

[*The Yale Center for British Art*](#) is both a public museum and a research institute. It was founded in 1966 with an endowment and a collection given by Paul Mellon, '29. It opened in 1977 in a building designed by Louis I. Kahn that is one of the most noted works of architecture on the campus.

The collections survey British art from the Elizabethan age to the present and are especially strong in the period from Hogarth through Turner. The 1400 paintings, 15,000 drawings, 25,000 prints and 20,000 rare books are unequaled outside England. A reserve gallery is accessible on the fourth floor next to the main galleries,

and on the second floor a Study Room is provided for research on prints, drawings, and rare books. These collections also contain some important sections that might not be expected, such as architectural drawings, and early book illustrations from countries outside England. Similarly, the paintings include works executed in England by such notable visiting artists as Rubens and Canaletto. There are rooms devoted to reknown artists like Constable and Turner and to less well-known figures such as Stubbs, Wright of Derby and Richard Wilson.

The reference library of 12,000 books has open stacks. Its holdings of sales catalogs of the past are very thorough (Sotheby's and Christie's catalogs up to 1980 are available in microfiches). It also makes available books that one might not expect, such as sets of Greek and Latin classical authors and the Baedeker guidebooks to other countries.

Classrooms in the building are used for seminars, and the auditorium, besides being used for lecture courses, houses frequent events, including symposia bringing groups of scholars to discuss special themes, which are often related to exhibitions. A major laboratory for conservation of works on paper is located in the Center. The Center also hosts visiting scholars doing research projects on British art, literature, and history for stays of about a month; these are announced at the beginning of the year, and the scholars may often be working on topics of interest to graduate students.

Graduate students may be appointed to part-time jobs as interns, and may also take part in organizing exhibitions at various levels of responsibility. See below further details of the formal Graduate Museum Fellowship (GMF) offered by the Yale University Art Gallery (YUAG) and the Yale Center for British Art (YCBA).

Graduate students in the field of British art are eligible to apply for a fellowship in London, at the Paul Mellon Centre, which is an affiliate of the Center. Students pursuing topics in British art are welcome to use the library and extensive photo archive of the Paul Mellon Centre while they are in London.

WEST CAMPUS

The [Collections Study Center at Yale's West Campus](#) serves as an important part of the university's museums for the study of works of art and houses several different units. The Wurtele Study Center, which holds significant parts of the collections from the Art Gallery, Peabody Museum, Musical Instruments Collection, and the Center for British Art, features several classrooms and spaces with large seminar tables that allow for the close study of collection material. The American furniture collection is housed in the Leslie P. and George H. Hume [American Furniture Study Center](#), where students have easy access for firsthand examination. The Study Center also includes the [Gallery's conservation laboratory](#) and the Institute for the Preservation of Cultural Heritage. The latter, which includes the Lens Media Lab, connects Yale students, scholars, and collections, catalyzing wide-ranging partnerships that bridge art and science in a unique space for learning, creativity, and innovation.

LIBRARIES

ROBERT B HAAS FAMILY ARTS LIBRARY

The *Robert B. Haas Family Arts Library*, housed in the Art and Architecture Building was founded in 1868 in connection with the foundation of the Yale School of Fine Arts, the first art school set up within a university. It now contains over 95,000 volumes on the fine arts, including architecture, photography, graphic design, and urban planning. It serves as the working library for the Schools of Art and Architecture, the Department of the History of Art and the Yale University Art Gallery, and as adjunct library for the Yale Center for British Art. The collection includes major reference works, monographs, histories, bound periodicals, and museum bulletins. It also houses special vertical file collections on artists, museums, art subjects and city planning. Approximately 15,000 exhibition catalogs increase its resources. Other important parts of the library include the Art of the Book Collection and the Visual Resources Collection. The former includes the Rollins Collection that focuses upon book design of the late 19th and early 20th century and a constantly growing collection of artists' books. Study spaces and patron shelves for graduate students in the History of Art department are located here.

THE BEINECKE RARE BOOK AND MANUSCRIPT LIBRARY AND SPECIAL COLLECTIONS

The [*Beinecke Rare Book and Manuscript Library*](#) houses many archival collections that are of particular interest to art historians, among them the Marinetti Archive, the Katherine Dreier and Naum Gabo papers, as well as a comprehensive collection of early treatises on art and architecture and a remarkable collection of illuminated manuscripts. The special Anthropology, Classics, Divinity, Drama and Music Libraries, the Arts of the Book Collection at Sterling Library, and the Medical Library with its Historical Collection, are among the other libraries at Yale. Manuscript holdings are listed in the individual library catalogs. The librarians are happy to assist students and faculty in investigating the rich and complex library resources at Yale.

OTHER YALE LIBRARIES AND SERVICES

There are many other libraries at Yale with resources that are of special interest to the art historian. For a list of all Yale library collections see <http://library.yale.edu>. The university's total holdings exceed 10.5 million separate items. The specialized resources of the British Art Center's Reference Library at <https://britishart.yale.edu> are described below. The Sterling Memorial Library houses approximately 80,000 volumes on the arts as well as materials in related fields. The Cross-Campus Library supplements this collection, mainly with books used routinely in undergraduate courses. The East Asia Library, housed in Sterling but a distinct entity, is one of the finest in existence. The Manuscripts and Archives Department at Sterling Library holds original architectural drawings of Yale buildings, and other primary source materials

The Yale Library provides several internal library services which permits readers to request materials from most Yale campus libraries and from outside sources. Borrow Direct (<https://library.yale.edu/find-request-and-use/request/borrowdirect>) enables

faculty, students and staff to request material from partner libraries, while [Interlibrary Loans](https://library.yale.edu/find-request-and-use/request/interlibrary-loan) (<https://library.yale.edu/find-request-and-use/request/interlibrary-loan>) will initiate a world-wide library search for those very difficult volumes.

LUX: YALE COLLECTIONS DISCOVERY

[Lux: Yale Collections Discovery](https://lux.collections.yale.edu) (<https://lux.collections.yale.edu>) is a transformative cross-collection search platform that provides access to millions of digitized records in Yale's museums, libraries, and archives. The powerful searching capabilities of a single database allow researchers to look across multiple collections and discover connections and associations among works of art, objects, and manuscript documents. Such easy access to the full range of Yale's rich collections makes LUX an extraordinary research tool.

ADMISSION & FINANCIAL ASSISTANCE

OBTAINING AN APPLICATION

The [Graduate School of Arts and Sciences](https://gsas.yale.edu/admission) (GSAS) admission information and their online application can be found at <https://gsas.yale.edu/admission>.

Yale University's Equal Opportunity Statement

The University affirmatively seeks to attract to its faculty, staff and student body qualified persons of diverse background. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs or employment against a handicapped person who is otherwise qualified or against any individual on account of that individual's sex, race, color, religion, age, or national or ethnic origin. University policy also affords affirmative action in employment to women, minority group members, handicapped individuals who are otherwise qualified, special disabled veterans and veterans of the Vietnam era. Please see the Department website for its Diversity Statement, jointly authored by students and faculty, which is regularly updated.

Underlying the fulfillment of these legal obligations is the University's commitment to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and respecting an individual's privacy.

ADMISSION PROCESS

Applications for admission to the department's graduate program are reviewed by a faculty committee chaired by the DGS. This committee makes recommendations about admission to the University Graduate School on the basis of perceived merit; it does not take into account or have access to information concerning the applicant's financial circumstances. Based on the department's recommendations, the Dean of the Graduate School makes the final decisions about admission.

The number of admissions that may be offered is constrained by Graduate School's resources. The number of applications has risen in recent years, and admission can be offered only to about 7% of applicants. Many well-qualified applicants may not receive admission.

Applicants are required to submit a term paper or other writing sample. This should not exceed 20-pages of written material (not including bibliography, illustrations, etc) and should demonstrate the applicant’s capacity for scholarly research in their main area of interest. The committee weighs the application materials with various points in mind. The student’s one-page statement of purpose is read carefully. In reviewing the transcript, attention is given mainly to the art history courses, noting their quantity, variety, and grades. If these are favorable, it is not always important whether the student was formally an art history major.

Yale has several interdisciplinary graduate programs in which the History of Art Department plays an important role; among them are Black Studies, East Asian, Film and Media, Medieval, and Early Modern Studies. When the History of Art admissions committee has finished its work, applications not accepted by the department may be reviewed by appropriate faculty members and transferred to the application pool of one of the above mentioned programs. If the admissions committee in that program agrees, the student is then asked whether he or she would like such a transfer to take place. As a result, a number of students in recent years have been pleased to accept offers of admission to these Yale programs.

DEFERRED ADMISSIONS

Requests for deferred admission will be considered only after an offer of admission has been accepted. Request for deferral must be submitted in writing to the respective associate dean, Rob Harper-Mangels (robert.harper-mangels@yale.edu) who will communicate with the Graduate School’s department or program. An admissions deferral may be requested for one academic year.

GSAS FIRST-YEAR FOCUS PROGRAM

[Yale Office for Graduate Student Engagement and Development](#) (OGSED) has implemented a new transition program called the [GSAS First-Year Focus Program](https://gsas.yale.edu/gsas-first-year-focus) (<https://gsas.yale.edu/gsas-first-year-focus>) which provides incoming students with the skills, connections, and community that will help students flourish. History of Art strongly encourages all new graduate students to investigate this new initiative.

FINANCIAL ASSISTANCE

The Graduate School currently offers full tuition and an annual stipend for five years of the six years of study to all admitted students. Sixth year students are eligible for 9-months on a teaching fellowship.

HOA TYPICAL FUNDING BREAKDOWN PER SEMESTER			
YEAR OF STUDY	FALL	SPRING	SUMMER
1	University Fellowship	University Fellowship	University Fellowship
2	Teaching Fellowship	Teaching Fellowship	University Fellowship
3	Teaching Fellowship	Teaching Fellowship	University Fellowship

4	University Fellowship	University Fellowship	University Fellowship
5	University Fellowship	University Fellowship	University Fellowship
6	Teaching Fellowship	Teaching Fellowship	---

UNIVERSITY FELLOWSHIP

The Graduate School awards every student a University Fellowship (UF) to support the writing of the dissertation. The University Fellowship is taken in the fourth and fifth years.

Students entering their fifth or sixth years who have not yet taken the UF, have advanced to candidacy, and are in good standing will be awarded the UF as a default funding option. If a fifth-year student decides instead to teach and postpone the UF, a teaching appointment will cancel the UF automatically. No additional action is necessary to affect this deferral of the UF through teaching. Please be aware, however, that under normal conditions no University funding, including the UF, may be deferred beyond the sixth year of study.

Students who have advanced to candidacy and wish to take all or part of the UF prior to their fifth year of study should email their request directly to the Office of Financial Aid at gradfinaid@yale.edu.

SIXTH YEAR FUNDING

The Graduate School of Arts & Sciences (GSAS) will provide funding for eligible students who need a sixth year to finish their dissertation. The funding initiative provides a guaranteed teaching position or its equivalent at Yale. An eligible sixth-year students will be provided a stipend for up to nine months for the academic year. The student must be in residence to apply. The teaching position may be within, or in some cases, outside of their department or program, or in newly identified areas of professional development, such as assistantships in Yale's collections, in digital humanities, and in the teaching of writing or other skills. Regardless of the nature of their assignments, students will receive the standard departmental stipend in each of the terms in which they teach for up to nine months during the academic year. Students currently in their fifth year of study and certified by their graduate program to be on track to submit the dissertation by August of their sixth year of study are eligible. And, as has always been the case, no portion of the Yale financial aid package may be taken after year six.

Eligibility for a sixth year of funding will be determined at the departmental level. Students must submit the Dissertation Progress Report (DPR). Departments will inform the Graduate School which students are eligible to be considered for the sixth year of funding from the DPR. The Continuing Registration Fee (CRF) will be covered by the GSAS for those doctoral students registered within their sixth who are assigned to teach (TF/GMF).

For additional information about financial support, please see the [GSAS PhD Student Funding Overview website](https://gsas.yale.edu/graduate-financial-support-) (<https://gsas.yale.edu/graduate-financial-support->

fellowships/funding-phd-students). Students with or without fellowships may borrow from federally sponsored loan programs.

RESEARCH FUNDING

Besides university and outside research funding, the department is fortunate to have limited endowed funding to provide graduate students with financial assistance towards predissertation research and travel, dissertation research and travel, and professional development. See The Archive, our website, which is available only to faculty and graduate students of the department, for more information regarding university, department and outside funding.

TEACHING, GRADER & MUSEUM FELLOWS

TEACHING FELLOWS (TF) & GRADER

Teaching is regarded as an integral part of training in art history. As mentioned in "Financial Assistance" above, students are required to teach during each semester in their second and third years. The one exception is when serving as a Graduate Museum Fellow (see below). Teaching Fellows are expected to lead weekly discussion sections of undergraduate lecture courses as well as grade papers and exams. Per GSAS, third years and above are expected to teach two sections of the same class.

There are two levels of TF assignments in the History of Art department.

- TF20 is assigned to all second through sixth year HoA students to receive full stipend while teaching (*anything less can effect a student's status*). The TF20 assignment does NOT dictate the number of sections being assigned to a TF.
- TF10 is assigned to a graduate student beyond their sixth year or to a student who is from another department and is expected to teach only one section at a reduced rate (parttime).

Because of the value of teaching experience to students' awareness of art history as a whole, all History of Art students are required to teach at least one section for a 1000-level lecture course during their time in the program. Many students choose to do more.

Any teaching semester missed due to IvyPlus or approved leave of absence must be made up before the graduate student can graduate. This typically occurs in the student's 6th year.

A graduate student may be designated as a "grader." In this case, the graduate student teaches no sections, but is instead responsible for grading papers and assignments. A TF20 grader is responsible for up to 40 students. A TF10 grader is responsible for grading up to 20 student papers. TF20 is assigned to all second through sixth year HoA students to receive full stipend while teaching (*anything less*

can effect a student's status).

GRADUATE MUSEUM FELLOW (GMF)

The History of Art Department considers experience of museum work at a high level to be of equal value to teaching as part of training in the discipline.

Graduate Museum Fellows (GMF) at the Yale Center for British Art (YCBA) and the Yale University Art Gallery (YUAG) are designed to provide Yale doctoral students, for the second through the sixth year, with the opportunity to work as part of a curatorial team on a major scholarly project at one of the museums. These research positions enhance the educational experiences provided by academic course work and teaching assistantships at Yale, allowing students to extend their range of academic specialties and expertise, and to augment research skills by direct investigation of objects in the collections. Students also gain in-depth knowledge of the intellectual and logistical aspects of exhibition preparation and other professional skills, although the positions are by no means restricted to or intended only for those students who wish to pursue a museum career.

Students may have up to two semesters of museum fellowship in fulfillment of the requirement for teaching. A student completing two semesters of fellowships would therefore be required to teach for only two semesters instead of four. A student completing a one-semester assistantship would be required to teach for three semesters instead of four. In each case, the student would still be required to teach a 1000-level introductory course for at least one semester.

In certain cases, fellowships may be available at other Yale institutions, such as the Beinecke Rare Books Library and the Lewis Walpole Library. These too would count in place of a teaching requirement, up to a limit of two semesters.

PROCESS OF APPLICATION

Graduate Museum Fellows require a formal application process is required. Normally, each spring term, senior staff members from the curatorial and research programs of the two museums advertise opportunities to work on specific projects for the fall and spring terms of the following year. Interested students compete for these positions through a process that includes a letter describing the student's objectives and an interview with the staff member with whom the student would work. If the applicant is selected, they meet with that staff member and their Director of Graduate Studies to finalize the duties that are to be fulfilled and the methods by which the work is to be accomplished. This agreement is then signed by the student, the museum staff member, and the Director of Graduate Studies and placed in the student's file. Upon accepting, the student must send a copy of their confirmation letter to the HoA Graduate Registrar.

PROGRAM OF STUDY

ADVISING GUIDELINES

The following are program-specific guidelines for advising in the Department of the History of Art at Yale University. For the University's guidelines, see [GSAS Guide to Advising Processes for Faculty and Students](https://gsas.yale.edu/resources-students/advising-mentoring) (<https://gsas.yale.edu/resources-students/advising-mentoring>).

NB: the following are merely guidelines; the relationships between students and faculty advisers are worked out individually. It should also be noted that, while advising is a faculty responsibility, it is the responsibility of students to establish relationships with those faculty members with whom they wish to work.

GENERAL INFORMATION

All graduate work is carried out under the direct and regular supervision of the faculty, who guide students through academic requirements, degree milestones, the process of producing a dissertation, and preparation for the major components of a professional career in academia or museums (teaching, curating, research, and publication). Students will have a constellation of advisers and mentors from the DGS in the first year, to their primary adviser(s) throughout, and to the DGF (Director of Graduate Futures) as they enter their fourth year. Having the DGS active at the beginning of the students' graduate work and the DGF towards the end ensures consistency of message and equality of opportunity. Mentoring and advising is fundamentally a 2-way street that requires regular consistent communication between faculty and students about goals, feedback, expectations, and short-term and long-term plans. Both groups need to be proactive.

When the student's field of interest becomes clear, ideally by the end of the first year, they should choose an adviser who is a regular member of the History of Art faculty. The student may also choose to approach two faculty members as co-advisers, an arrangement that requires the agreement of all parties. The student should consult the DGS in making this decision and must notify the DGS and Graduate Registrar once the decision has been made. Most students will have the same adviser or advisers throughout their graduate careers, but it is possible to change adviser(s), for example, if the student changes fields or sees a better fit with their developing scholarly interests. In addition, if a faculty adviser leaves their Yale appointment, the

University requires the assignment of a new adviser from Yale's appointed faculty. The new adviser will be identified and assigned with DGS approval.

All advising should take into account an appropriate work/life balance for each student, and all advising relationships should honor that balance and be based on clear and consistent communication. Advisers, along with the DGS, should work with students individually to clarify what that balance is, to ensure that students do not over-commit to course- or dissertation-work. It is essential for both the mental and professional health of students that those commitments be leavened by external social relationships and events, interests and activities that add to the quality of life. Students should also be aware of the other extra-departmental counseling resources available to them, such as Mental Health and Counseling, the Graduate Writing Lab, and the Office of Graduate Student and Diversity, among others.

ADVISER(S) SELECTION

During the first-year, students are encouraged to take a wide variety of courses, identify potential fields of interests (which may or may not resemble what the student had intended to study), and develop connections with faculty within that field. During their first year, students should consider the DGS as their primary adviser. By the end of August, as they are about to begin their second year in the program, first-year students should try to identify the most appropriate adviser(s) for their work. Students must discuss their final decision with that faculty member(s), and with the DGS. Once approved, the student must contact the department's graduate registrar by September 1st, of their second year, so that their university records can be updated. Of course, interests could develop further in the following year(s). Students can change advisers during that time. However, it is critical to have settled on an adviser when drawing up their oral committee at the end of the spring semester of their second year.

THE PHASES AND FORMS IN WHICH ADVISING HAPPENS

Advising in the Department of the History of Art happens at several key moments and in different ways over the course of a student's graduate career. We encourage students to make contact with the faculty member or members in their field during their first year in the department. It is generally expected that the faculty member or members will act as their main field mentors. Students also should expect to ask for and receive the advice of the DGS. Students can and should seek out general advice from any faculty member in the department as well; every faculty member is available during weekly office hours by appointment.

During coursework years, students should receive prompt and thorough feedback on their class participation and papers from the faculty with whom they take courses. From the third year onward, students can expect more field-specific advising from their advisers and committees that they select (as discussed below) for the qualifying exams, prospectus colloquia, first chapter readings, and their dissertations, including their first chapter readings.

THE ROLE OF THE DGS

The role of the DGS in advising students is as follows: The DGS oversees the admissions process, can be contacted at any time during that process, and is expected to reach out to students individually as soon as they have been admitted into the program. At the beginning of each semester, the DGS is available to discuss and sign off on course selections and language requirements. The DGS also helps advise students about their choice of adviser(s) and eventually the composition of orals, prospectus, and dissertation committees.

At the beginning of each academic year, the DGS oversees a review of the first-year work of the second-year students, and the distribution of the faculty's comments on students' work. If students wish to confer with the DGS at the end of each semester or each year about the arc of their trajectory in the department, they can make office-hour appointments to do so.

The DGS also oversees the distribution of teaching fellowships (TFs) and Graduate Museum Fellows (GMFs); the faculty committee that awards departmental funding; the faculty committee that selects qualified candidates for external fellowships; workshops for qualifying papers, prospectuses and external fellowships; the distribution of qualifying papers for reading; written and oral examinations; prospectus colloquia; first-chapter readings (though first-chapter readings need not be attended by the DGS; dissertation defenses; the completion of dissertation progress reports (DPR); and the submission and nomination of dissertations for prizes. At all stages of the process, the DGS works closely with the Registrar, who has the most hands-on involvement with such things as TF assignments, and all forms and formal steps that need to be taken during the course of a student's career in the History of Art department.

Collaborating with the DGS is the Director of Graduate Future (DGF), who is most concerned with advanced students in the 4th year and beyond. The DGF advises on all matters relating to professionalization, including mock interviews, job talks, and, depending upon students' needs and demand, various workshops on fellowship applications, career options, cover letters for jobs, academic publishing, etc.

NB: Students in Combined Programs, such as History of Art and Black Studies, or Film and Media Studies, should also consult with the DGS of the other department, which has a different but overlapping set of requirements; please consult the Red Book about those requirements.

INITIAL ADVISING

Most commonly, students entering the graduate program in the History of Art will have been in touch with the specialist(s) in their field before arriving at Yale, either during the application process by reaching out themselves to the person(s) with whom they would like to work, and/or after their acceptance into the program, when they can expect that faculty member to reach out to them. Upon the student's matriculation, it is accepted practice that those faculty member(s) with whom a

relationship has been established will serve as a field mentor, continuing to touch base with the student, but the DGS should serve as their principal adviser for the first year to make sure all students understand the expectations and trajectory of their studies. This will provide a consistency to the program and, when relevant, allow for students to switch advisers as they settle into graduate work, develop connections with other faculty, or even change fields. If a student wants to change fields or advisers, they should discuss the matter first with the DGS.

ADVISING DURING COURSEWORK

During coursework, students may expect to receive mentoring from any and all faculty with whom they take courses—as well as from any other faculty member in the department to whom students reach out. All faculty hold office hours and can be contacted by appointment as well. (Faculty on leave are an exception to this rule. Students should respect faculty leaves but can at the same time expect to be able to communicate on a limited basis with their adviser even when the adviser is on leave.) Students should expect their assignments for their seminars and other courses to be read, graded, and responded to expeditiously and thoroughly by the faculty member(s) teaching those courses. In particular, students' final papers and projects should receive prompt and constructive feedback in the form of oral comments and written assessments, the latter of which should be shared with students by the beginning of the following semester.

It is through these contacts and communications that students establish relationships with faculty that ultimately lead to the formation of examination, prospectus, and dissertation committees, and to that end, it is the responsibility of faculty, students, and staff alike to treat each other with mutual respect and professionalism, in the classroom, in office hours, and in any public forum within the department, as well as in any private communications.

ADVISING FOR QP's, EXAMS, PROSPECTUSES, AND DISSERTATIONS

In their second year of coursework, students are expected to seek out the advice of faculty during the process of editing one of their seminar papers in order to transform it into a Qualifying Paper (QP), and faculty are expected to make that advice available. Usually, students will consult with the faculty member who taught the course for which they wrote the paper in the first place, along with the faculty-member/s whom they regard as their adviser/s. The goal is to revise and polish that paper and submit it as the QP, which will then be read and assessed by two other faculty members, chosen by the DGS, who are not necessarily in the student's field of specialization, or in that of the paper's topic (which is usually at least adjacent to the student's field). It is often in that context that the adviser(s) and the committee for the qualifying examination will begin to come into focus.

By the end of the second semester of their second year, students should have reached out to potential committee members for their qualifying examinations. Students may consult with their adviser(s) about the appropriate areas of questioning and the four relevant members of the committee, including the faculty-member responsible for the student's outside field, but it is ultimately the DGS who has the

final say on the 4 fields. It is the student's responsibility to reach out to those individuals, including the adviser/s, to inform them of their intentions, and to request that they serve on the committee. Once the committee has been formed—by the individual consent of each of the four members of the committee—the student should expect at least four regular meetings with those committee members, to be advised about bibliographies, image lists and areas of questioning: the form and frequency of those meetings is determined individually, between the student and the faculty-member. Faculty must make themselves available to students for these advisory meetings. The student's adviser/s is/are responsible for devising the written exam, in relation to the set of interests and questions that the student wishes to pursue in the dissertation.

After the successful completion of their qualifying examinations, and once they have advanced to candidacy, students should reach out to their advisers and committee members and formally request that they serve on their dissertation prospectus colloquia, which normally take place at the end of their third year. Often the committee members for the prospectus colloquium will be the same as those for the examination committee, but that is by no means always or necessarily the case. There must be at least three, and not more than five, members on the prospectus committee, two of whom must be members of Yale's faculty, preferably in the History of Art department; committees typically consist of a constellation of one adviser or two co-advisers, and at least two other readers. Students can expect to have their adviser/s advise them on the writing of the prospectus, and to read and give feedback on drafts of the dissertation chapters, while the other readers on the committee will read and advise the student only on the first chapter and the final draft. Students can also expect to attend a prospectus-writing workshop if they so desire, in which they may share drafts and exchange advice with their peers.

Once students have successfully completed their prospectus colloquia, the student's dissertation committee is formed, often including members of the prospectus committee, though changes can be, and often are made along the way. As with the prospectus, so with the dissertation itself: students, their advisers, and their readers will come to mutual agreements as to when, in what form, and how frequently they meet to discuss the student's progress. The adviser/s is/are responsible for reading and giving feedback on chapter drafts—most immediately, the chapter draft that will be read and discussed by the entire dissertation committee during the first chapter reading, which generally occurs during the student's fourth year—and on the final draft of the dissertation in its entirety, and students can and should expect prompt and thorough feedback from their adviser/s during this process. The other readers on the dissertation committee may also be consulted, and the student must work out with those readers the nature and frequency of that consultation; all readers, including the adviser, will read and give thorough written and oral feedback on the submitted dissertation, and attend the dissertation defense.

Advisers must also give advice on fellowship applications—including but not limited to CASVA fellowships (for which workshops are offered, with the guidance of the

faculty, the DGF, and advanced graduate students)—by reading and helping to edit drafts of those applications, and by writing recommendations. Advisers are responsible, as well, for completing Dissertation Progress Reports on a regular basis, which also includes contributions from the student and the DGS. And advisers are responsible for guiding students about their professional futures and the different paths that they may want to pursue. Depending upon needs or demands, the DGF may hold a series of workshops open to all students in the program, to address those different paths, to invite experts and alumni in the field, and to workshop such steps in the process as the writing of application letters, teaching, and research statements.

Finally, should the student's adviser leave Yale for another institution prior to the completion of the dissertation, the student must find a replacement for that adviser. It is common practice—but is not and cannot be compulsory—for an adviser who is leaving one institution for another to continue to serve as a de-facto adviser if they leave after the student has successfully completed their prospectus colloquium; but there is no such expectation if the student has not yet reached the stage of the prospectus colloquium. In either case, following consultation with the DGS, the student must reach out to someone else in Yale's History of Art department to request that they act as their new official adviser, and, if the faculty member agrees, the DGS would approve the assignment of the new adviser. At the same time, it is the responsibility of the departing adviser to guide and help the student in that process.

Outline of the PhD Program

Provided below is a complete overview of the schedule for the PhD program, involving tasks for both students and advisers. Progress is again denoted by terms in residence. Many of the details regarding various tasks are explained in previous sections.

Year 1 - Term 1

1. First week of term: Meeting between student and DGS. DGS assists in selection of courses and determining student's area(s) of concentration and language needs.
2. First or second week of term: meeting between student and field mentor.
3. Third week: DGS and Chair meet with all 1st years to review expectations and milestones for the coming semester and year.
4. Language exams offered at the end of September. Consult DGS and field mentor to decide when to take exam.

Year 1 - Term 2

1. First week of term: Meetings between student and DGS and between student and field mentor. Begin discussion of summer plans—languages, travel, etc. Get familiar with your specific Regional Council in the MacMillan Center. This is a source for travel grants, conference funding, etc.
2. Third week: DGS and Chair meet with all 1st years to review expectations and milestones for the coming year.

3. Early March: Foreign Language and Area Studies (FLAS) Fellowship applications due as well as Richard Light Fellowships for East Asian languages. See MacMillan Center for detailed information.
4. Mid-semester: submit preferences for TF assignments or GMFs.
5. By end of the semester, consult with DGS about choosing your adviser(s). Discuss role of adviser(s) and possible courses for the 2nd year.

Year 2 - Term 3

1. Begin TF or GMF assignments.
2. Third week: DGS and Chair meet with 2nd years to review expectations and milestones for the coming semester and year.
3. Around middle of semester discussion choice of QP with adviser. Work on QP over Break between semesters.
4. Towards end of semester consult with adviser about summer plans and develop a sense of deadlines for MacMillan and other funding sources.

Year 2 - Term 4

1. Third week: DGS and Chair meet with 2nd years to review expectations and milestones for the coming semester and year.
2. Continue discussions with adviser and DGS about funding options for summer language or travel.
3. Early March: Foreign Language and Area Studies (FLAS) Fellowship applications due as well as Richard Light Fellowships for East Asian languages. See MacMillan Center for detailed information.
4. Submit QP.
5. Mid semester: submit preferences for TF assignments or GMFs for the following academic year.
6. By end of semester discussion of orals fields with adviser, get approval from DGS, and extend invitations to committee members. Have reading lists established by end of June.

Year 3

1. Prepare for orals in the fall. Work with Graduate Registrar to schedule them for the end of the fall semester. Meet with each examiner at least 3 times over the course of the semester.
2. Third week of each semester: DGS and Chair meet with 3rd years to review expectations and milestones for the coming semester and year.
3. Upon passing orals, consult with your adviser about the composition of your colloquium committee. Develop prospectus over second semester and schedule colloquium for the end of the second semester.
4. Early in the second semester, consult with adviser and DGS about summer funding ideas, especially external funding.
5. Early May: applications for academic year language study abroad
6. Be sure your language requirements have been satisfied.
7. Consider International Exchange Fellowships for study abroad for 4th or 5th.

Year 4

1. Dissertation research while still on Yale Fellowship.
2. Early in second semester, consult with adviser and DGS about external fellowships for Year 5 or 6.
3. Schedule first chapter reading with dissertation committee at end of second semester.

Year 5

1. External Fellowship or University Fellowship (UF).

Year 6

1. External Fellowship, UF, Associates in Teaching (AT) opportunity, or 6th-year teaching award.
2. If possible, submit dissertation March 15.

Year 7 (if necessary)

1. External Fellowship, TF or AT teaching if possible.
2. Submit by March 15.

COURSES

A total of 8 term courses with one language fulfillment is required for the Master's Degree, and three years of residency (12 term courses or the equivalent, plus two languages, colloquium and oral examination), are necessary for the M.Phil and Ph.D. The "First Year Colloquium" (HSAR 5000) is required of every first-year graduate student. Descriptions of all courses offered are available in the summer for the following year. The courses vary widely in content and organization, ranging from survey seminars covering broad ground and presenting major problems to courses in which the focus is narrower, and emphasis is placed on original research. Students may take certain undergraduate courses in the department for graduate credit by writing more extensive papers or doing other additional work to show graduate level performance. Such a course may be approved if the course represents an area both needed for the student's individual program and not available in any other way, but it would be unusual for a student's term program to include more than one such course. A student may take reading courses with individual faculty members to study specific topics not offered in regular courses. Under special circumstances by arrangement with the DGS, courses in fields not available at Yale may be taken for credit at nearby graduate departments such as Harvard, Columbia, and the Institute of Fine Arts at NYU. All course schedules must be approved by the DGS.

The study of Art History often overlaps with other fields, and Yale's Departments of History, Comparative Literature, Anthropology, Religion, Philosophy etc. offer many courses that can enhance students' curriculum. Therefore, the faculty expects that students may take some courses outside of their own area of particular interest. In any given semester a student may take one of his/her three required courses outside the department and may take up to three this way over the entire course of their study.

During the first year of study students should take at least four or five courses within the department. Courses in other departments supportive of the specialty would not generally be regarded as being outside. With approval of the DGS and individual advisors, students may take graduate seminars outside the department when they are demonstrably relevant to their areas of specialization and interest. As a rule, students do not take undergraduate courses in another department, but in exceptional cases they may petition the DGS to do so.

Students working in European and American art are required to take (for credit) at least one art history course outside of their familiar tradition (e.g. Asian, Pre-Columbian, Native American, Islamic, African, etc.). Conversely, students in non-Western fields are required to take at least one art history course outside of their familiar traditions.

As a general rule, a distinction is made between courses at a graduate level, for which full academic credit is granted, and instruction which, however necessary or useful in itself, must be regarded as being of a remedial nature. Examples of the latter are courses taken in preparation for the language exams. These are put on record but cannot be substituted for regular graduate courses. Where doubts arise, they should be resolved in consultation with the adviser and the DGS.

REQUIREMENTS & PROCEDURES

A typical History of Art program of study looks like this:

First Year - Fall Semester:

Seminar (HSAR 5000)
Seminar
Seminar

First Year - Spring Semester:

Seminar
Seminar
Seminar

Second Year – Fall Semester:

Seminar
Seminar
Seminar
Teaching Fellowship (1 Section Only)

Second Year - Spring Semester:

Seminar
Seminar
Seminar
Teaching Fellowship (1 Section Only)

Third Year - Fall Semester:

Qualifying Examination
Teaching Fellowship (up to 2 Sections)

Third Year - Spring Semester:

Colloquium
Teaching Fellowship (up to 2 Sections)

Fourth Year: Dissertation Research (in residence or in absentia) & First Chapter(s) Reading (to be completed within one-year after receiving candidacy.)

Fifth Year: Dissertation Research & Writing

Sixth Year: Dissertation Submission

In the first year, the student normally takes six courses (seminars or lecture courses for graduate credit) and meets at least one language requirement. Language courses DO NOT count towards graduate credit. The work of all first-year students is reviewed by the faculty in the following September to determine if their work merits continuation in the program.

In the second year, the student takes six courses. In this year, the second language requirement is met. The Qualifying Paper, must be submitted by the beginning of the last week in March, after Spring Break. (See Section III, "Admission to Candidacy"; see also the section below, which describes the exception made for students for whom course requirements are waived). Faculty decisions concerning provisional Admission to Candidacy—that is, permission to proceed to the Ph.D. —are made at the end of the spring term. Because the second year is very busy, with students required to take six courses in addition to teaching for the first time, we emphasize what is stated above: namely, that students could consider taking an undergraduate course for graduate credit. This plan provides a chance to learn a subject in the foundational sense afforded by lecture courses and prepare for one of the oral fields.

In the fall of the third year, students study for and take the qualifying exams at the end of the semester. In the spring of the third year, students prepare a dissertation prospectus, and schedule a colloquium for the end of the semester. At this colloquium the dissertation topic is voted on by a faculty committee.

In the fourth year, the student embarks on full-time dissertation research, wherever is most beneficial for their progress. It is not necessary in this year to teach to earn the stipend. Students are expected to complete First Reading requirements at the end of their fourth or during their fifth year; normally one year after receiving their candidacy.

The fifth and sixth years are normally spent doing dissertation research and writing. Final submission of the entire dissertation is October 1 for a December degree and March 15 for a May degree. In the event that a student is unable to complete the dissertation in six years, that student may petition the Graduate School for a seventh/eighth year of registration. However, in order to do so, the student must include the draft of at least two chapters with the petition. The draft will be evaluated by the student's advisor and by the DGS to determine if the student is making sufficient progress to warrant extended registration.

REGISTRATION

As a student at the Graduate School of Arts and Sciences, you are required to register every term, including when you are working on your dissertation. Registration entitles you to attend classes, receive financial aid, receive department funding awards, and use the libraries and other facilities of the University. You need to register, even if you are not in residence. Any questions regarding registration, please go to <https://registration.yale.edu> or email registration@yale.edu.

HOW TO REGISTER

1. Confirm the course, language, and teaching requirements specific to your program. Your Director of Graduate Studies (DGS), registrar, or adviser will have the necessary information, which is also posted on your program's website (<https://arthistory.yale.edu/graduate/red-book>) and in the Program & Policy handbook (<https://gsas.yale.edu/programs-of-study>).
2. Use [Yale Course Search](https://courses.yale.edu) (<https://courses.yale.edu>) to learn about available courses.
3. Register by using the [Yale Hub](https://yub.yale.edu) (<https://yub.yale.edu>). Be sure to do this in advance of registration deadline. Every term of enrollment you are required to review, update, and confirm information contained in your student record.
4. If there is a problem with or question about your registration, you may have a hold. Check Yale Hub and clear any holds as quickly as possible.
5. Any further questions, see <https://registration.yale.edu> or email registration@yale.edu.
6. You must register every term to be considered a graduate student. If registering In Absentia or Dissertation Completion Status, you are allowed to register for two consecutive terms instead of one. Students approved for Parental Relief, Leave of Absence, and Dissertation Completion Status are not required to register for classes until their return to full-time status.

REGISTRATION CODES

Listed below are common GSAS registration codes through Yale Hub. Students might need to select one or more of these codes to register after completing course work:

COURSE NUMBER	COURSE TITLE	REASON
HSAR 9512	<u>Individual Study</u>	CRN generated by registrar. Course title needed.
QUAL 9999	Prep for Qualifying Exam	Select if preparing for the qualifying exams (<i>typically 3rd year, fall term</i>)
CAND 9999	Prep for Candidacy	Select if preparing for qualifying exams, (<i>typically 3rd year, spring term</i>)
DISR 9999	Dissertation Research in Residence	Select if majority of the dissertation research will be conducted at Yale/New Haven area (<i>if not, register "in Absentia"</i>)

DISSERTATION COMPLETION STATUS (DCS)

The [Dissertation Completion Status \(DCS\)](https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School) (https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School) is intended for students who are completing dissertations under the supervision of an adviser/dissertation committee. Students may request this status for up to four terms and will not be reinstated as full-time students. The Continuing Registration fee (CRF) will be charged each term.

Students in this status are considered part-time and are not subject to employment restrictions. Yale ID, emails and library privileges will continue to be active, but the student will not be eligible for Yale Health coverage and are not typically eligible to defer student loans. International students must obtain approval from the Office of International Students and Scholars to enroll with this status. Students should contact gsasadministratedean@yale.edu with any questions regarding DCS, health insurance, and/or if the status will affect fellowship/stipend, etc.

IN ABSENTIA REGISTRATION

Students who require full-time dissertation research in a foreign country or at another academic institution outside the New Haven area may request to be registered in absentia. The online [In Absentia form \(https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School\)](https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School) should be filed with the Associate Dean at least one-month before the beginning of term in which the student expects to be away from New Haven. Students may register in absentia during one or both terms of an academic year. Completing the in absentia form during the seventh-year will automatically allow the student to request a seventh year extension.

6th YEAR REGISTRATION

See 6th Year Funding under Financial Assistance.

Beyond Year Six

Continuous registration beyond the 6th year is not required for submission of the dissertation or award of the PhD. For more information see: <https://gsas.yale.edu/resources/extended-registration-beyond-year-six>.

EXCHANGE SCHOLAR PROGRAM (IVYPLUS EXCHANGE)

The Yale Graduate School participates in the [IvyPlus Exchange Scholar Program](#), which allows our doctoral students to study and conduct research at one of ten participating IvyPlus institutions for a term or an academic year at no additional tuition cost. Doctoral students who have completed their first year of coursework are eligible to participate. Students should consult with their faculty adviser and the DGS about their academic progress and funding opportunities before submitting the application. Students accompanying a dissertation adviser who has joined the host school may be permitted to extend the exchange to more than a year's enrollment if all parties agree.

Participating institutions include University of California at Berkeley, Brown University, University of Chicago, Columbia University, Cornell University, Dartmouth College, Harvard University, Massachusetts Institute of Technology, University of Pennsylvania, Princeton University, and Stanford University. Students' participation in this program, including course taken and/or research conducted, will be recorded on their Yale transcript. The tuition will be charged by Yale and paid to Yale. Yale will continue to provide any previously granted tuition and stipend grant according to our regulations.

Doctoral students wishing to enroll in one course at an IvyPlus institution close to

New Haven while still taking classes or conducting research at Yale may remain fully registered at Yale but will still need to complete the Exchange Scholar Program Application. However, doctoral students wishing to study or conduct research full-time at an exchange partner institution should register in absentia for the term(s) of the exchange by submitting the [In Absentia form](#) form (https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School). *Any teaching requirements missed within the semester due to IvyPlus Exchange will need to be made up BEFORE graduation, typically in the sixth year.*

Completed applications must be submitted two months before the enrollment date at the host institution. Please refer to host institution's academic calendar for relevant dates. For more information about IvyPlus, go to <https://gsas.yale.edu/ivyplus-exchange-scholar-program> or contact Sarah Insley, Assistant Dean for Graduate Education at gsasadministrationdean@yale.edu.

NON-CUMMULATIVE REGISTRATION

In certain areas of study, it may be necessary for a registered student to acquire an academic skill (often, through a paid fellowship) that is essential for a degree requirement or for research in a particular field and for the overall progress of the dissertation, but is not an inherent part of the dissertation itself. A student in this situation may request up to one year of non-cumulative registration. It is important to note that general study in a field related to or parallel with the topic of the dissertation is not appropriate for non-cumulative registration. A student who wishes to have a specific period of study designated as 'non-cumulative' should discuss the reasons for such a period with and secure the approval from his or her associate dean. If prior authorization has been given by the Graduate School, the period of time spent in acquiring the necessary academic skill will not be counted as part of the student's six-year period of candidacy. The Continuous Registration Fee is charged during the period of non-cumulative registration. Non-cumulative registration does not change the four-year full-tuition obligation. The tuition charge and any University Fellowship aid will be postponed if a student registers non-cumulative before the four-year full-tuition obligation has been satisfied. To request a non-cumulative status, complete the [GSAS Change of Status Form](#) (https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School).

LEAVE OF ABSENCE

A student in good standing who wishes to interrupt study temporarily for personal or medical reasons before completion of the coursework for the Ph.D. may be granted a leave of absence with the approval of the DGS of HSAR and the cognizant Dean at the Graduate School. Such a leave will be granted only if the Department, by vote of its faculty, agrees that the student is in good standing, has satisfied all the Graduate School and departmental requirements normally required at this stage of study, and is qualified to continue in the degree program. A student who returns from a leave of absence in the summer months is not considered as registered until the beginning of the fall semester and therefore will not be eligible for departmental or Graduate School summer research funding. Complete the [GSAS Change of Status Form](#)

(https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School.)

WAIVING OF COURSE REQUIREMENTS

The policy of the Graduate School on this matter is stated in the Graduate School Bulletin: "In recognition of previous graduate level work done at Yale or elsewhere, a department may waive a portion of the course requirement." The department requires all incoming students to complete the first year of course work (six seminars) as described above. In exceptional cases, students who have previously and successfully completed graduate work in art history at Yale or elsewhere may be exempted from up to three courses. However, they do not advance with respect to other requirements of residence and tuition payment.

The procedure for application for this exemption is as follows:

1. The student, with the approval of his or her adviser, must present to the DGS a copy of his or her official transcript, which was submitted to the University upon admission, indicating up to three equivalent graduate-level courses successfully completed at Yale or elsewhere, as well as a brief statement of purpose. This petition is normally made at the start of the third semester of study. The DGS will then seek approval for the requested waiver from the faculty.
2. With DGS permission, the student will complete the Course Waiver Dynamic Form. *Paper form are not accepted.*
3. If the transcript was not submitted at the time of admission, then an official transcript must be submitted either electronically or by mail from the originating university to the Yale University Graduate Registrar Office (NOT DEPARTMENT) so that it can be uploaded into AppXtender to be reviewed by the Dean. If mailed, it should be sent to Yale Graduate School Registrar Office, 246 Church Street, New Haven, CT 06510.
4. Petitions should describe Yale Course to be Waived and the Graduate Course Replacing that Yale Course. Please provide course numbers and course names. If necessary, provide the year the Yale course was given if it wasn't taught recently.
5. Students requesting a waiver of three courses, and thus intending to complete their course work at Yale in three semesters, must also submit their Qualifying Paper at the start of the third semester. The Qualifying Paper will be assessed together with the petition for advanced standing.
6. Although Graduate School policy allows a portion of the Ph.D. course requirement to be waived based on previous studies in a graduate program, it does not allow course requirements for the MA degree to be waived. Therefore, some courses waived, often with the request of three waivers, may not be

counted in determining eligibility for awarding a terminal or en route Master's degree. It is entirely possible that a student could earn and be awarded the Ph.D. degree without receiving an en route Master's degree.

GRADES, EVALUATIONS, & TEMPORARY INCOMPLETES

GRADES

The departmental grading system is in accordance with Graduate School policy: Honors, High Pass, and Pass. Each student must earn the grade of Honors in at least two term courses by the end of the second year of residence at Yale. Students who have not met this standard by the end of the second term will be warned; those who have not met it by the end of the fourth term will be asked to leave the program.

EVALUATIONS

The department requires each instructor in the department to place in the student's file an evaluation of his or her performance in each course of their first academic year. Written comments characterizing the student's work form the substance of the evaluation and are intended for the guidance of both student and faculty. This evaluation will be available only to the student concerned and to the faculty of the department. It will enter into departmental reviews of the student's progress but will not be transmitted outside the department without the authorization of the student. A student's performance will be reviewed at the beginning of the third term of study to determine whether or not satisfactory progress is being made.

TEMPORARY INCOMPLETES

The Schedule of Academic Dates and Deadlines indicates the dates on which grades are due for the current year. Instructors have the responsibility for assigning dates for submission of course work to meet these grade deadlines. If a student and instructor agree that an extension is appropriate, the student must submit an online [Temporary Incomplete \(TI\) request](https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School) (https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School). Only one TI in a single term is permitted. TI received in an academic year must be converted to final grades by September 1st of the following academic year. If a grade is not received by the University Registrar by this date, the TI will be converted to a permanent Incomplete (I) on the student's record.

In certain extraordinary circumstances, such as serious illness or a family emergency, and on the recommendation of the student's department, the Associate Dean of the Graduate School may grant an additional extension. A written request for such an extension must be made by the DGS on the student's behalf within two weeks of the grade submission deadline. The request should indicate the special circumstances and suggest a date by which the student will complete the work. If the request is approved, the associate dean will inform the student and instructor. If the grade is submitted to the University Registrar by the new deadline approved by the Associate Dean, it will replace the Temporary Incomplete. If a grade is not received

by the University Registrar by this date, a Temporary Incomplete (TI) will be converted to a permanent Incomplete (I) on the student's record.

LANGUAGES

The practice of Art History, in whatever area of geographical or temporal specialization, demands considerable linguistic skill. Although translations are sometimes used, the effective scholar must be in a position to control the technical vocabulary and the often-idiomatic nuances of speech that are particular to every language. Some art historians also have to acquire a mastery of epigraphy and paleography.

Graduate students should plan to study languages continuously in addition to their art historical coursework. This may be done by taking courses at Yale or neighboring institutions (if applicable), participating in our department's tutorials, participating in summer study-abroad programs, or simply practicing on their own. Each year the department canvasses the students to see which languages the Department should support through a tutor; typically at least 2 students are needed to hire a tutor. Students in any field in which extensive language study is necessary and who have not yet acquired adequate reading skills should consider either postponing their application to graduate school or taking time out of their graduate study to concentrate on the relevant language(s).

All students in the History of Art must pass examinations in at least two languages other than English relevant to their course of study by agreement with the adviser and DGS. In some cases, the successful completion of an agreed course of study in a non-European language may be accepted as equivalent to passing the examination.

The language requirement should be completed by the end of the second year; without it, students cannot proceed to candidacy. Native speakers of a language other than English may use that language to meet one of the two departmental requirements only if the adviser and DGS agree that that language is necessary to their field of study.

Candidates may satisfy the language requirements in the following ways:

1. A written examination in any of the languages for which the Department has hired a tutor is administered twice annually (September and April) at the Jeffrey Loria Center. This is a classroom examination, and cannot be taken home. Please notify the Graduate Registrar if you intend to take the exam. In most years a semester-long tutorial, led by a graduate student from the respective language department, will precede the exam, to help the students prepare.
2. In order to fulfill requirements in languages not administered by the Department, the student must consult with the DGS and their own adviser(s). Depending on the language and particular circumstance, the student will have to pass a language exam and/or take a language course offered by another department at Yale or, in certain cases, at different institutions. For such special cases, students must consult and receive approval from the DGS.

THE FIELDS LANGUAGE PROGRAM

The [Center for Language Study Fields Program](https://cls.yale.edu/fields) (<https://cls.yale.edu/fields>) provides an opportunity to pursue advanced-level language study within the context of an academic discipline or professional area of focus. In addition to doing your own independent study with selected instructional materials, you will also have two weekly sessions with a native-speaking (or fluent) language partner on your discipline-specific language goals. If accepted, as a student in the program, you will be expected to attend all your scheduled sessions (two 1-hour sessions per week for 12 weeks).

The Fields is an independent language study program. It does not provide course credit, nor does it show on your transcript. Fields is only open to Yale undergraduate, graduate and professional school students who are currently enrolled, not on leave, and not studying abroad during the semester of your Fields study. Application deadlines are: March 1st for Fall semester programs and October 1st for Spring semester programs.

TERMINAL MA DEGREE

The Department will offer a terminal MA degree for students who must unexpectedly withdraw from the program. The terminal master's degree is awarded by vote of the History of Art faculty after the satisfactory completion of eight term courses, the QP, and after evidence of proficiency in one required foreign language. This generally occurs at the end of the second year of study. Students must petition for the terminal master's degree in the term following the one in which all degree requirements were met. To petition for the terminal MA degree complete the [Degree Petition form](https://registrar.yale.edu/forms-petitions) (<https://registrar.yale.edu/forms-petitions>).

MPHIL DEGREE

Students who have reached *Advanced to Candidacy* or *All but Dissertation* (ABD) status will have completed all requirements toward the PhD except those relating directly to the writing of the dissertation. They may then petition for the enroute degree of Master of Philosophy (MPhil) in the Department of the History of Art. This will generally occur at the end of the third year of study. Students should bear in mind that as the University Bulletin of the Graduate School states: "*The Master of Philosophy is a degree 'in course'.* *Students are not admitted for the Master of Philosophy unless they intend to continue to their doctorate.*" Students may petition for the award of Master of Philosophy degree in the term following the one in which all degree requirements were met. To petition for the MPhil degree complete the [Degree Petition \(En Route\) form](https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School) (https://registrar.yale.edu/university-registrars-office-forms#Graduate_Prof_School). Students who have not petitioned for the MPhil degree will receive the degree(s) en route automatically when their dissertation has been accepted for the PhD degree. If the student does not petition for the degree, the student is cannot use the degree title of MPhil until the degree is official granted by the university.

THE FRICK SYMPOSIUM & OTHER FORUMS FOR GRADUATE PAPERS

The Frick Symposium is an annual two-day event, generally held in April. It is one of several symposia currently held in which graduate students can present the results of their research to a professional audience outside their own department. The sponsors, the Frick Collection in New York, and the Institute of Fine Arts of New York University, divide the meetings between their two premises. They jointly invite several graduate departments to choose students to speak at this forum. Students who wish to compete should submit their proposals to the DGS when an announcement is posted. Faculty may also propose papers that they think appropriate, generally from seminar reports or thesis research. A faculty committee selects the participant, who then presents his or her paper to the Department for a critique before the actual event. Participation in the Frick Symposium is a desirable credit to have on a curriculum vitae. Planning a Frick talk also provides a very practical start for future appearances at other professional meetings.

USAGE OF DEPARTMENT LETTERHEAD

Registered History of Art graduate students may request department letterhead or use the digital letterhead through the office with the understanding that:

1. Graduate student **MUST** be a registered student to use department letterhead.
2. The letterhead is to be used only for job/fellowship applications, conference correspondence, and professional development.
3. Graduate students are not allowed to provide recommendation letters for undergraduates or graduate students. Recommendation letters must come from faculty only.
4. Letterhead or the digital file must be destroyed upon graduation or termination of registration.
5. Letterhead must be always secured. Do not share letterhead with other graduate students. Graduate students must come to office to request their own copies.

STAGES OF THE PHD TRACK

ADMISSION TO CANDIDACY

The Graduate School requires that each department have a procedure for admitting students to Candidacy for the Ph.D. degree.

In the Department of the History of Art the stages are as follows:

1. Submission of a Qualifying Paper in March of the second year.
2. Faculty discussion of coursework evaluations and Qualifying Paper evaluations towards the end of the spring term of second year.
3. If all coursework is satisfactorily completed and the Qualifying Paper is passed by the faculty, the student is *provisionally* "Admitted to Candidacy" at the end of the second year.
4. Qualifying examinations are taken, usually in the first term of the third year.
5. The Colloquium is scheduled, usually in the second term of the third year.
6. Completion of the language requirement (proficiency in two foreign languages, see above for details).
7. On completion of stages 1-6 the student is *fully* "Admitted to Candidacy". The only subsequent requirement is the completion of the dissertation.

DETAILED DESCRIPTION

Students in History of Art normally are *provisionally* "Admitted to Candidacy" at the end of their second year of full-time study at Yale. Students are not permitted to register for the fourth year if they have not satisfied certain requirements. For Admission to Candidacy, students must demonstrate a high level of achievement in their coursework and give every promise that they will be able to complete the PhD. During the spring term of the second year the faculty will review the work of each student and determine whether to admit the student provisionally to candidacy. For this purpose, a dossier is prepared, and the following conditions must be met:

1. Faculty evaluations of student coursework. They are read and discussed by the faculty committee and the DGS.
2. Proof of proficiency in two foreign languages. As noted earlier, no student can be admitted to candidacy until the language requirement is fulfilled.
3. A qualifying paper demonstrating original research, a logical conceptual structure,

stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation in art history.

No student is officially admitted to candidacy until he or she has completed all pre-dissertation requirements, including the colloquium and the qualifying examination, both of which are described below. Moreover, permission to write a prospectus and to prepare for the qualifying examination depends on the successful outcome of the faculty review described immediately above.

QUALIFYING PAPER

A qualifying paper (QP) must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation in art history. The QP is ideally a seminar paper, written during graduate years in the Yale History of Art department, that has been reviewed and reworked to the student's satisfaction, upon consultation with the student's adviser and/or the faculty member who taught the course for which the original paper was written. A pdf of the QP (one digital file that includes all images) must be submitted to the Graduate Registrar by the beginning of the last week in March, after Spring Break of the second year. It should be around twenty pages long and written either in the student's primary area of interest or in a field adjacent to it. The QP should be accompanied by adequate illustrations as well as footnotes or endnotes and a bibliography. The QP is read by a committee of two faculty members who submit written reports to the DGS. By the end of the spring term, the faculty evaluate the QPs and decide whether the papers meet expectations.

QUALIFYING EXAMINATION

The qualifying examination consists of the written portion in the student's main field and the orals examination in four different areas of art history. It should be taken no later than the end of the fall term during the third year. The student should plan to spend a minimum of three months preparing for it. The examiners, along with the topics, will have been determined in the previous spring in consultation with the DGS and primary adviser. (See "Planning Qualifying Exams," below.) Although the examiners often include members of the colloquium committee (see below), the two groups are not necessarily identical. Normally the examiners are members of the Department. In some cases, it may prove necessary to draw on faculty elsewhere at Yale. Only exceptionally, and with the approval of the DGS, will an examiner from another institution participate.

For the written exam, each student is given a written question (or possibly two questions) in their *main field*—having to do with a broad state-of-the-field or historiographic topic—to which the student writes a response during a period of three hours. This is a closed book exam and the student is not given the question(s) beforehand (though the question(s) are based on the bibliography read for the orals). The exam is written on a non-networked computer.

This written portion of the exam takes place during the week before the oral exam. The Graduate Registrar schedules written exams individually with each student, contacting also the faculty examiner to receive the question or questions beforehand. The completed written exam will be distributed to the orals committee prior to the

orals exam and that committee will be expected to have read it prior the orals exam. The committee assesses the candidate's performance in both written and oral portions of the examination at the end of the oral questioning.

The oral examination is normally chaired by the DGS. If the DGS is not able to participate, a member of the History of Art faculty, who may be one of the four examiners, serves as a chair.

The choice of examiners is made by the student in consultation with the adviser and the DGS. All four topics are meant to be relatively broadly defined and in accord with conventional disciplinary taxonomy. The purpose of the exam is to build a solid base for teaching and curatorial activities, as well as to develop expertise in the chosen field of specialization. Some sample topics are: "Nineteenth-century British painting," "Italian Renaissance Architecture," "Modern Japanese architecture," "Maya vase painting," "Post-war American art."

The fourth or outside field is meant to be clearly distinct from the student's area of specialization. It is normally a field at some chronological and/or geographical remove from the dissertation project. For example, if the student's main field is nineteenth-century French painting, then Renaissance architecture or Japanese art would be an appropriate outside field; early twentieth-century French painting would be inappropriate. If the main field is ancient Roman art, then an appropriate outside field would be Gothic architecture or Islamic art; but so too would be the art of sixteenth-century Rome. If the main field is Post-war American art, an outside field would be eighteenth-century French painting or African art; art theory and art criticism since the 1950s, however, would be insufficiently "outside." An outside field may also be constituted in a relevant area outside of the discipline or art history (such as the history of science, for example), or by a trans-historical historiographical topic within the history of art.

The outside field often builds on coursework or independent study conducted at Yale; students and Director of Graduate Studies should keep this in mind when choosing a program of study.

The format of the exam is as follows: four oral examinations, one on each of the four fields, each lasting 25 minutes. The student may select the sequence of the fields. The student should deliver to the Graduate Registrar, a day or two before the exam:

1. A list of the four fields of topics, with the name of the examining instructor, in the sequence they will be done in the exam; and
2. Digital or printed copies of the bibliographies for the four fields. At the time of the exam the Graduate Registrar distributes the bibliographies to all the examiners.

Planning Qualifying Exams

Barring exceptional circumstances, students will take their Qualifying Exam (“Orals”) at *the end of their fifth semester* (typically the end of the fall semester of their third year). To ensure that students can maximize their study time in the fall semester, it is essential that they have their committees firmly set by the *end of the second year of study*. Students will fill out FORM030-QE Prep indicating the general subject areas on which they will be examined, which must be signed by each examiner as well as the DGS and then added to the student’s department file. Having this information early means that students will be able to begin creating bibliographies and assembling sources during the summer; it also allows the Graduate Registrar to begin the process of scheduling exams and making accommodations for special complications such as faculty leaves. (Students and examiners should keep in mind that, despite the extra preparation time that the early configuration of the committee will give, the exams should still be conceived as the culmination of *one semester* of full-time preparation. Reading lists and expectations should be developed accordingly.)

At the end of the summer or very beginning of the fall semester, the Graduate Registrar will begin the process of scheduling exams. The exams may take place at any time from the week before Thanksgiving break to the end of the semester (i.e., during the final four weeks of the semester). At the outset of the scheduling process, students will be asked to indicate a preferred week within the specified time range, and faculty examiners will coordinate their schedules, under the Registrar’s guidance, to determine a suitable time and date. (Students and advisers should note that a date at the beginning of this time span is not considered exceptional or unfairly early. This is the typical range of time at which Orals are expected to take place. Any student whose preferred date falls at the beginning of that range should develop their reading lists and organize their study time so as to be ready to take the exam on their agreed-upon date.)

Once the date has been set, and the Registrar has sent out confirmation to the student and the examiners, this date should be considered final. Postponements of the exam will be granted only in cases of medical emergency, family crisis, or other kinds of extreme situation that demonstrably prevent the student from studying. *Postponements should not be requested or granted because the student feels nervous and wishes to have more time to study, or because non-essential coursework, outside research projects, or teaching duties have distracted students from studying.* It is the student’s responsibility to plan ahead, develop a manageable reading list, communicate regularly with examiners, practice talking through sample questions with friends and/or examiners, and otherwise ensure that they will be ready to take the exam on the specified date. Conversely, the committee members should be available to meet with the student no less than once a month during the time of exam preparations, and to develop reading lists that the student can reasonably get through in the allotted time.

In case a postponement is absolutely necessary (as per the conditions cited above), the exam will be rescheduled for as early in the spring semester as possible,

preferably in January before the end of registration period. Exams may be scheduled for January from the outset in cases when one or more committee members will be on leave in the fall. Oral exams should always be scheduled at a time when the maximum number of examiners can be present in person. The primary adviser should always be present, and not more than one of the other three examiners should participate via Zoom. The DGS will make every effort to attend all the exams, though in cases that are especially difficult to schedule she or he can place the responsibility for chairing the exam into the hands of another senior colleague who is already on the committee. If a postponement of an exam must be made, it is possible that the exam will need to be split up so as to accommodate the leave/travel schedules of faculty examiners.

COLLOQUIUM / PROSPECTUS

The Colloquium is held when the student has prepared a Prospectus for a dissertation topic. The Colloquium will take place in the spring semester of the third year of study. As is implied by its title, the Colloquium is not an examination but a meeting during which the student can present his or her ideas to a faculty committee and receive advice from its members.

The Colloquium committee typically consists of three faculty members, including the student's adviser. These same faculty members will be the student's dissertation committee. The student is responsible for approaching faculty members to ask them to join the committee. Once they have agreed informally, the Graduate Registrar will extend an official invitation to each member of the committee and schedule the Colloquium. In certain instances, with the approval of the DGS, the student may ask an additional faculty member to be part of the Colloquium/dissertation committee. Whether the committee is comprised of three (typically) or four persons, a faculty member from outside of Yale may be part of it, again pending approval by the adviser and the DGS. The student should plan to present a 5-8 minute overview with images at the beginning of the colloquium. Each member of the committee is asked to judge the feasibility of the proposal and to offer constructive suggestions. Often the candidate is asked to explain his or her approach. The atmosphere of the Colloquium is intended to encourage free interchange of ideas. The student's adviser and the DGS will play a key role, joining the conversation as needed to clarify and channel the remarks of the other committee members so that the student can feel more assured of receiving consistent advice. The Colloquium meeting typically lasts about one and a half hours. At the end, the student leaves the room, and the faculty members discuss the prospectus. The student invited back in and the the DGS provides the committee's assessment of the Prospectus.

The Prospectus should be brief and concise; ideally, it should not exceed 4,000 words, plus a selected bibliography. It should set forth a research problem—a body of material about which the student can pose meaningful questions. It should not try to *prove* an argument but *clearly outline* a scholarly project. It should not be written as a term paper, with trains of evidentiary proof to back each assertion. Instead, the document should seek to make an argument for the proposed research project. It should

demonstrate scholarly knowledge of the topic and to articulate an original research problem, one that convinces the committee that the dissertation topic would make a worthy scholarly contribution to the discipline. A literature review and chapter summaries are strongly encouraged but not required.

Registering the Dissertation Topic with CAA

After the dissertation topic has been approved at the colloquium, the title must be registered with the College Art Association (CAA). Simply email dissertations@collegeart.org with the following format information: LastName, FirstName, "Dissertation Title" (Yale University, Adviser(s) FirstName LastName). The title will be kept on file at CAA and published yearly in the June issue of the *Art Bulletin*, thereby alerting the art historical public that a given subject has been chosen for a dissertation. Information should be submitted on each of the following occasions:

1. at the time when the dissertation topic is first approved;
2. if and when fundamental changes in the topic are made;
3. when the dissertation is approved for the degree; and
4. when the dissertation is completed.

FIRST READING OF CHAPTER(S) OF THE DISSERTATION

The colloquium/dissertation committee will convene again with the student normally within a year of receiving candidacy to discuss the progress of the student's work in a seminar-style (non-exam) format. The key document(s) to be discussed at the meeting will be a completed chapter or chapters of the student's dissertation. The chapter or chapters in question need not be in sequence (that is, the introduction and first chapter, for example). They could come from any point in the dissertation, as per a writing plan determined by the student in consultation with the advisor. The time of the meeting will be determined by the DGS and the adviser(s); it will take place either in the student's fourth or fifth year (that is, one year after the student's ABD status). This format allows the student to receive productive comments and advice early in the writing process.

DISSERTATION DEFENSE

The Dissertation Defense is a departmental requirement. The Defense is a serious intellectual conversation between the dissertation-writer and her/his committee. The defense is intended to be productive discussion of the work on which the student will by then have spent serious time and effort. In that sense, we hope the defense will be a welcome capstone to a student's Ph.D. career at Yale, as well as a point of guidance for the student's future work.

Present at the Defense will be the student's adviser and committee, and the DGS; the student and adviser will determine whether the event will also be open to any other members of the Department, Yale faculty, or other interested individuals. The Defense, chaired by the DGS, will consist of a discussion of the dissertation involving the members of the committee.

The format of the Defense is similar to that of the First Chapter Reading in that the student is expected to discuss the process of writing the dissertation, for no more than 5-10 minutes at the beginning of the meeting. This should be a quick summary, and not be an elaborate presentation. Then, each committee member should offer comments and raise questions. The adviser is the last to intervene. Ideally, a group discussion would address questions asked by the student.

Following the discussion, the student (and guests) leave the room, the committee deliberates alone, and votes. It is likely that only in the case of a poor dissertation matched by a poor defense would a committee fail a student, in which case the student would be asked to make changes and resubmit the dissertation in the near future (for example, in the next semester).

Defenses take place towards the end of each semester. The Department Registrar schedule the defense once the student has provided a list of committee members and a desired available week of time to schedule the meeting. The cost of travel to New Haven for the defense is the student's responsibility. If there is a true financial or medical hardship regarding travel, the student may contact the DGS to see if other arrangements can be made (i.e. a Zoom meeting).

DISSERTATION

The dissertation is an original study that in the opinion of the official readers makes a genuine contribution to art history. It is often the basis for further scholarly work. It must incorporate results of original research and demonstrate a high degree of competence in the use of appropriate art historical techniques. It should be remembered, however, that the thesis is not a mere accumulation of data. Rather, the data must be fitted into a coherent argument which gives this primary information meaning and purpose.

For the Graduate School 's Degree Completion Timeline please refer to:

<https://qsas.yale.edu/dissertation-submission-and-degree-completion-timeline>

Instructions on how to submit the dissertation can be found at the [Dissertation website \(https://registrar.yale.edu/students/dissertation-submission\)](https://registrar.yale.edu/students/dissertation-submission). Any further questions can be addressed to the Dissertation Office at barbara.withington@yale.edu.

After notification to submit, students are referred to the [Dissertation website \(https://registrar.yale.edu/students/dissertation-submission\)](https://registrar.yale.edu/students/dissertation-submission) for information regarding dissertation submission. *Students must upload their dissertation readers into the Notification of Readers (NOR)* in the Dissertation Progress Reporting and Submission (DPRS) site. Three readers are required, with a maximum of five allowed. Two must be ladder or ladder-track Yale faculty. All readers must hold a Ph.D. degree and a faculty position or be considered otherwise qualified to evaluate the dissertation. The Adviser(s) must be Yale faculty, preferably from Yale History of Art. The DGS will have final approval. Once completed, the student will email the Department Registrar with their list of committee members, outside emails, and a desired available week of time to schedule their defense.

Graduate students can submit their dissertation online through Dissertation Progress Reporting and Submission (DPRS) site at any time throughout the academic year. Dissertations submitted after the above semester deadline will be processed for the following degree date. Final changes must be uploaded in DPRS within 30 days of the submission deadline. To make changes to the dissertation after it has been submitted, email dissertationreaders@yale.edu. Upon submission of the dissertation and approval of readers by the DGS, a pdf copy of the dissertation will be automatically sent to all readers by the system. If a soft-bound copy of the dissertation is requested by a reader, the student is responsible for making the copy and mailing it directly to the reader.

The University no longer requires an unbound copy of the dissertation. Instead, through the ProQuest ETD Agreement that the student approves through the DPRS, ProQuest will process the dissertation pdf for the Sterling Memorial Library digital publishing platform EliScholar.

Registering the Completed Dissertation with CAA

After the dissertation has been approved at the defense, the student could notify College Art Association. A simple email to dissertations@collegeart.org requesting that the dissertation should be included in their Dissertation Completed Report should suffice. The information should be formatted as: LastName, FirstName, "Dissertation Title" (Yale University, Adviser(s) FirstName LastName). The title will be kept on file at CAA and published in the June issue of *The Art Bulletin*. If you have any questions regarding submitting your dissertation title, please contact membership@collegeart.org.

Dissertation Prizes

The Department of the History of Art award two dissertation prizes at convocation. The Frances Blanshard Prize is awarded for the most outstanding doctoral dissertation in the History of Art.

The Silva Ardyn Boone Prize is award to the most outstanding doctoral dissertation(s) dealing specifically with African or African American artistic, cultural, and/or historical issues. This prize is given in memory of Sylvia Ardyn Boone, a noted scholar of African art, who was the first tenured African American woman on the Yale faculty.

EMPLOYMENT

The department periodically circulates job postings as they become available. Job opportunities in academic departments and in museums are listed in CAA Careers, and available from the College Art Association. The Director of Graduate Futures (DGF) will spearhead the department's efforts to help students find suitable employment in the field.

DEGREE CONFIRMATION BEFORE GRADUATION

Registered students can request a letter confirming they have met the requirements of their PhD degree before graduation by submitting the online PhD Degree Completion Request form found at <https://registrar.yale.edu/forms-petitions>.

VERIFICATION OF ENROLLMENT, EMPLOYMENT, OR DEGREE

Registered students can request the verification of enrollment or degree by completing the [Request for Verification of Degree or Enrollment form](https://registrar.yale.edu/forms-petitions) (<https://registrar.yale.edu/forms-petitions>). By university policy, neither the DGS or department graduate register is allowed to verify degrees or enrollment.

After graduation all such requests must go through the [National Student Clearinghouse](http://www.studentclearinghouse.org) (NSC) (www.studentclearinghouse.org) or call 703.742.7791. By university policy, neither the University Registrar Office, DGS, or the department graduate registrar is permitted to provide degree verification.

COMBINED PHD PROGRAM REQUIREMENTS

Yale History of Art offers four combined Ph.D. programs:

- Black Studies & History of Art
- Comparative Literature & History of Art
- Early Modern Studies & History of Art
- English & History of Art
- Film and Media Studies & History of Art
- Slavic and Eurasian Literature and Culture & History of Art

BLACK STUDIES & HISTORY OF ART

The Department of the History of Art offers, in conjunction with the Black Studies, a combined Ph.D. in History of Art and Black Studies.

ADMISSION

If a student intends to apply for this combined Ph.D. in Black Studies and History of Art, he or she should contact the respective department and request a description of all Ph.D. requirements and courses.

COURSE REQUIREMENTS

Students are required to take five courses in Black Studies, generally at least one course each term. Any variance in scheduling requires DGS approval. Core courses are: 1. Theorizing Racial Formations (AFAM 5005) which is a required course for all first-year graduate students in the combined program, and 2. Dissertation Prospectus Workshop, a two-semester course, which graduate students in their third-year of study must satisfactorily complete. This workshop is intended to support preparation for the dissertation proposal; each student will be required to present his or her dissertation prospectus orally to the faculty and to submit a written prospectus draft by the end of the spring term. Three other graduate-level Black Studies courses are required: 1. a history course, 2. A social science course, and 3. A course in literature or culture.

In History of Art, students are required to take the First Year Colloquium (HSAR 5500) in the fall of their first term.

The total number of courses required will adhere to the requirements of the participating department or program. Each student must complete the minimum number of courses required by the participating department or program; Black Studies course (excepting the dissertation prospectus workshop) count toward the participating departments or program's total. For further details, see Black Studies Department.

GRADUATE TEACHING

Two years of teaching—one course per term are required: two in History of Art (one must be a 1000-level introductory course) traditionally in the student's second year and two in Black Studies in the student's third year. Students may be required to teach two-sections per course if the course registration requires it.

QUALIFYING PAPER

History of Art requires a Qualifying Paper in the spring term of the second year. The paper must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation. The Qualifying Paper will be evaluated by two professors from History of Art.

QUALIFYING EXAMINATION

See the History of Art department registrar to arrange the oral and written examination.

Written exam: The written exam addressing a question or questions having to do with a broad state-of-the-field or historiographic topic. Three hours, written by hand or on a non-networked computer provided by the department. No books allowed.

Oral exam: The combined oral exam, which is held one week after the written exam, should cover four broad topics, two of which must be given by a faculty member of Black Studies. The other two topics must be given by History of Art faculty members. Each section in the exam will be twenty-five minutes long. The oral exam should be jointly chaired by the DGSs of both departments.

COLLOQUIUM

Following History of Art requirements, a Prospectus must be submitted and approved in a Colloquium by the end of the student's sixth term. Of the four faculty members in the Colloquium two should come from Black Studies. The colloquium should be jointly chaired by the DGSs of both departments.

LANGUAGE REQUIREMENTS

There are no language required by Black Studies, but joint students in History of Art must pass examinations in two languages other than English. Student should meet with their History of Art adviser(s) and the DGS to determine which two languages would fit their field of study.

FIRST CHAPTER READING

Students will participate in a first chapter reading (also known as a first chapter conference) normally within a year of advancing to candidacy (spring term of fourth year). The dissertation committee that include faculty members from both programs, will discuss the progress of the student's work in a seminar-style format. Neither department DGS are required to attend.

DISSERTATION DEFENSE

The hour-long defense is a serious intellectual conversation between the student and the committee, and is required in History of Art. The student's adviser(s), committee members, and the DGS of both Black Studies and History of Art are expected to attend the Defense.

DISSERTATION

Procedures for the submission and evaluation of dissertations will be those followed in History of Art, though the board of readers will normally include a member of the Black Studies Department. For further details, see Black Studies.

COMPARATIVE LITERATURE & HISTORY OF ART

The Department of the History of Art offers, in conjunction with the Department of Comparative Literature, a combined Ph.D. in the History of Art and Comparative Literature. The requirements are designed to emphasize the interdisciplinarity of the combined degree program.

ADMISSION

Applicants will apply either directly to the department of Comparative Literature, mentioning History of Art, or they would apply to the department of History of Art, mentioning the Comparative Literature Department. Only applications which are short-listed by the committee that receives them first will be forwarded to the other unit for consideration. Students originally admitted only to Art History or Comparative Literature may apply to switch to this joint program at the end of their first year. If their application is successful, they will be expected to fulfill all the requirements outlined here.

COURSE REQUIREMENTS

The combined coursework requirement is fourteen courses, seven each in Comparative Literature/ History of Art. In History of Art, this includes the First Year Colloquium (HSAR 5500) and one course outside the student's core area. In Comparative Literature, this includes the proseminar as well as (i) at least one course each in Ancient or Medieval literature; in Early Modern or Baroque literature; in the Enlightenment or the Modern Age; (ii) at least two courses devoted to theory; (iii) at least one course each on two of the major three literary genres (poetry, narrative, drama). Please note that one course can fulfill more than one of these distribution requirements and that up to two of the historical distribution requirements can be fulfilled by an appropriate Art History course.

GRADES

The departmental grading system is in accordance with Graduate School policy: Honors, High Pass, and Pass. Each student in the combined History of Art and Comparative Literature program must earn the grade of Honors in at least four term courses by the end of the second year of residence at Yale. Students who have not met this standard by the end of the second year will be warned; those who have not met it by the end of the third term will be asked to leave the program. Two grades of Honor are required for the MA degree. Only one grade of Pass is acceptable.

LANGUAGE REQUIREMENTS

Before taking their qualifying exams, every student must demonstrate:

- A high level of proficiency in English and two other languages (fluent reading of primary and secondary texts without a dictionary)
- A reading ability in a fourth language

The distribution of these languages must meet Comparative Literature's philological requirement, to be fulfilled in one of the three following ways:

1. By learning to read an ancient or medieval language (such as Latin, Greek, Sanskrit, Classical Chinese, Old Church Slavonic, etc.). We strongly encourage all students whose research focuses on literatures before 1800 to pursue this option.
2. By learning to read an Indigenous or Aboriginal language (Nahuatl, Quechua, Tlingit, Alyawarr, Cherokee, Guarani, etc.)
3. By becoming proficient in languages from THREE different language families, besides English (e.g. German+Russian+Arabic; Hindi+Igbo+Swahili; Chinese+Hebrew+Portuguese, etc.).

Students may prove their proficiency either by taking courses where texts are studied in the original languages, or by a written exam administered in this department.

GRADUATE TEACHING

Two years of teaching—one course per term are required: two in Comparative Literature and two in History of Art (one must be a 1000-level introductory course). Students may be required to teach two-sections per course if the course registration requires it.

QUALIFYING PAPER

History of Art requires a Qualifying Paper in the spring term of the second year. The paper must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation. The Qualifying Paper will be evaluated by two professors from History of Art and one professor from Comparative Literature. Students who fulfill this requirement do not also need to submit a second-year essay to the Department of Comparative Literature for feedback, though they may choose to do so.

QUALIFYING EXAMINATION

Written exam (History of Art): The written exam addressing a question or questions

having to do with a broad state-of-the-field or historiographic topic. Three hours, closed book, written by hand or on a non-networked computer provided by the department.

Oral exam: The combined oral exam, which is held one week after the written exam, should cover six fields: three in Comparative Literature and three in History of Art (fifteen minutes each, fields to be agreed on in advance with advisers and DGS). Exam lists will be developed by the student in consultation with faculty examiners. The directors of graduate studies and registrars in both departments will work together to arrange these exams. The oral exam should be jointly chaired by the directors of graduate studies of both departments.

COLLOQUIUM (Prospectus Conference)

The Dissertation Prospectus must be approved by both Comparative Literature and History of Art. The prospectus conference will take place in the spring term of the third year of study. The committee will include at least one faculty member from each department. As is implied by its title, the colloquium is not an examination, but a meeting during which the student can present ideas to a faculty committee and receive advice from its members. The Colloquium should be jointly chaired by the directors of graduate studies of both departments. The faculty members present may pass the prospectus as is, request revisions, or request revisions and an additional meeting to review them.

FIRST CHAPTER READING

Students will participate in a First Chapter Reading (also known as a first chapter conference) normally within a year of advancing to candidacy (spring term of year four). The dissertation committee, including faculty members from both programs, will discuss the progress of the student's work in a seminar-style format. (See information under Provisional Admission to Candidacy)

DISSERTATION DEFENSE

The hour-long Defense is a serious intellectual conversation between the student and the committee. Present at the defense will be the student's advisers, committee, and the directors of graduate studies in both Comparative Literature and History of Art; others may be invited to comment after the committee's questions is completed. (See information under Provisional Admission to Candidacy)

EARLY MODERN STUDIES & HISTORY OF ART

Doctoral students in the History of Art may apply in the second semester of graduate study to Early Modern Studies to pursue a combined PhD degree in the History of Art and Early Modern Studies. All requirements for the PhD in the History of Art apply, with the following adjustments. For more information, see <https://catalog.yale.edu/gsas/degree-granting-departments-programs/early-modern-studies/>.

COURSEWORK

History of Art students in the combined program take the same number of courses as those on the regular History of Art track. In years one and two, a student in the combined program will complete ten seminars in the History of Art, including the First Year Seminar (HSAR 5500) and three seminars on early modern topics, as well as the Workshop in Early Modern Studies (EMST 7000). Students will also participate in the Early Modern Studies Colloquium (EMST 8000).

QUALIFYING PAPER

The qualifying paper is to be submitted for consideration according to the policies of the Department of the History of Art, typically in the second semester of the second year.

LANGUAGE REQUIREMENTS

The language requirement will follow History of Art department requirements.

QUALIFYING EXAM

See the History of Art department registrar to arrange the oral and written exam.

Written exam: The written exam addressing a question or questions having to do with a broad state-of-the-field or historiographic topic, Three hours, closed book, written by hand or on a non-networked computer provided by the department.

Oral exam: Students will follow the usual procedures for oral qualifying exams in History of Art, with the additional requirement that three of their four lists must concentrate on early modern texts and topics (between 1350 and 1800). The combined oral exam, which is held one week after the written exam, should cover four broad topics, two of which must be given by a member of Early Modern Studies. The other two topics must be given by a History of Art faculty member. Each section in the exam will be twenty-five minutes long. The oral exam should be jointly chaired by the directors of graduate studies of both departments.

COLLOQUIUM

Students in the combined program will enroll in the Professional Skills Workshop (EMST 9000) (Skills Workshop for Early Modern Studies). This course will typically be taken in spring of the student's third year of graduate study as a one-semester course designed to support students as they begin to form their dissertation projects. Skills covered will include abstract writing, preparing fellowship applications, interviewing, and presenting, with a focus on how to communicate the contribution of an interdisciplinary dissertation project to a range of audiences. This funded workshop will also culminate in a conference and will offer each student the opportunity to invite one scholar to campus from outside Yale for one-on-one mentoring on their developing research and career goals. The EMS DGS does not need to attend the colloquium.

FIRST CHAPTER READING

Students will participate in a first chapter reading (also known as a first chapter conference) normally within a year of advancing to candidacy (spring term of year four). The dissertation committee, including faculty members from both programs, will discuss the progress of the student's work in a seminar-style format. The EMS DGS does not need to attend the first chapter conference.

DISSERTATION DEFENSE

At least one faculty member affiliated with the Program in Early Modern Studies must be on the committee. The chair of the committee will be in the History of Art, but students in the combined program are encouraged to include at least one faculty member from outside of History of Art on their committees. The defense should be jointly chaired by the directors of graduate studies of both departments.

ENGLISH & HISTORY OF ART

The Department of the History of Art offers, in conjunction with the Department of English Language and Literature, a combined Ph.D. in the History of Art and English Language and Literature. The requirements are designed to emphasize the interdisciplinarity of the combined degree program.

ADMISSION

Applicants will apply either directly to the English Department, mentioning History of Art, or they would apply to History of Art, mentioning the English Department. Only applications which are short-listed by the committee that receives them first will be forwarded to the other unit. The DGS of both units will then discuss the possibility of a recommendation. Since the English Department will be distributing its applicants to several departments simultaneously, no assurances about admission to the joint program can be given until all departments have shared their opinions about possible candidates.

COURSE REQUIREMENTS

In year one and two, a student in the combined program will complete sixteen courses: ten seminars in English, including The Teaching of English and one course in at least three out of four designated historical periods: medieval, early-modern, eighteenth- and/or nineteenth-century, twentieth-, and/or twenty-first-century, and six in History of Art, including the First Year Colloquium (HSAR 5500) and one course outside the student's core area. Up to two cross-listed seminars may count toward the number in both units, reducing the total number of courses to fourteen.

GRADES

The departmental grading system is in accordance with Graduate School policy: Honors, High Pass, and Pass. Each student in the combined History of Art and English program must earn the grade of Honors in at least four term courses by the end of the second year of residence at Yale. Students who have not met this standard by the end of the second year will be warned; those who have not met it by the end of the third

term will be asked to leave the program. Two grades of Honor are required for the MA degree. Only one grade of Pass is acceptable.

LANGUAGE REQUIREMENTS

Two languages pertinent to the student's field of study have to be determined by agreement with the advisers and directors of graduate studies. Normally the language requirement will be satisfied by passing a translation exam administered by one of Yale's language departments, with the exception of French, German, Italian, and Spanish language exams that will be administered by History of Art. One examination must be passed during the first year of study, the other by the end of the third year.

GRADUATE TEACHING

Two years of teaching—one course per term in years three and four—are required: two in English (up to two sections per course) and two in History of Art (one must be a 1000-level introductory course). English TF assignments are typically one-section per course. In the third year students in History of Art may be required to teach two-sections per course if the course registration requires it.

QUALIFYING PAPER

History of Art requires a qualifying paper in the spring term of the second year. The paper must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation. The qualifying paper will be evaluated by two professors from History of Art and one professor from English.

QUALIFYING EXAMINATION

English primary students should contact the English department graduate registrar to arrange the Qualifying Exams. HoA primary students should see the History of Art department registrar to arrange exams.

Written exam: The written exam addressing a question or questions having to do with a broad state-of-the-field or historiographic topic. Three hours, closed book, written by hand or on a non-networked computer provided by the department.

Oral exam: The combined oral exam, which is held one week after the written exam, should cover six fields: three in English (twenty-five minutes each, covering thirty texts each, representing two distinct fields of literary history) and three in History of Art (twenty-five minutes each, fields to be agreed on in advance with advisers and DGS). Exam lists will be developed by the student in consultation with faculty examiners. History of Art will arrange those oral exams for the Department of History of Art. English will arrange those orals for the English Department. The oral exam should be jointly chaired by the directors of graduate studies of both departments.

COLLOQUIUM

The Dissertation Prospectus must be approved by both English and History of Art. The Colloquium will take place in the spring term of the third year of study. The

committee will include at least one faculty member from each department. As is implied by its title, the Colloquium is not an examination, but a meeting during which the student can present ideas to a faculty committee and receive advice from its members. The Colloquium should be jointly chaired by the directors of graduate studies of both departments.

FIRST CHAPTER READING

Students will participate in a first chapter reading (also known as a first chapter conference) normally within a year of advancing to candidacy (spring term of year four). The dissertation committee, including faculty members from both programs, will discuss the progress of the student's work in a seminar-style format. (See information under Provisional Admission to Candidacy)

DISSERTATION DEFENSE

The hour-long defense is a serious intellectual conversation between the student and the committee. The student's advisers, committeemembers, and the directors of graduate studies in both English and History of Art are expected to attend the defense. (See information under Provisional Admission to Candidacy.)

FILM AND MEDIA STUDIES & HISTORY OF ART

The Department of the History of Art offers, in conjunction with the Film and Media Studies (FMS), a combined Ph.D. in the History of Art and Film and Media Studies. Students are required to meet all departmental requirements, but many courses may count toward completing both degrees at the discretion of the directors of graduate studies in History of Art and Film and Media Studies. For further details, see below.

ADMISSION

Applicants will apply either directly to the Film & Media Studies (FMS), mentioning History of Art, or they would apply to History of Art, mentioning the Film & Media Studies. Only applications which are short-listed by the committee that receives them first will be forwarded to the other unit. The DGS of both units will then discuss the possibility of a recommendation. Since FMS will be distributing its applicants to several departments simultaneously, no assurances about admission to the joint program can be given until all departments have made their feelings known about possible candidates.

COURSE REQUIREMENTS

Because the candidate will need to develop two large (though often related) disciplines, 15 courses will be the norm (see below chart for a typical program of study).

1. Requirements in History of Art: 7 courses. These include the First Year Colloquium (HSAR 5500). They may also include Film and Media Studies courses that have a HSAR graduate course number. Students are expected to take at least one course in HSAR outside of their core areas. Students receive

one course credit as Teaching Fellows within the HSAR department. See below for further teaching requirements.

2. Requirements in Film and Media Studies: 8 courses. These include the two core Film and Media Studies seminars (offered alternately in the Fall term), and four additional seminars in FMS, two of which may carry a HSAR cross list.
 - Films and their Study (offered every other Fall semester)
3. Other courses: upon consultation with the DGS of both units, two courses may be taken in other departments when relevant to the student's special interests, reducing the required number in either HSAR or FMS.

LANGUAGE REQUIREMENTS

Students must pass examinations in two language pertinent to their dissertation. Immediately upon completion, the student will request the instructor to email the grade to both the DGS and Department Registrar for credit.

GRADUATE TEACHING

During the second and third years a student will be required to teach a section (two sections: 3rd year) in an introductory survey lecture class in HSAR, and one other art history lecture (this may in some cases be substituted by a museum research assistantship). In FMS, the student will be required to teach a section(s) in Introduction to Film and Media Studies, and in a lecture in Film Theory or in World Cinema.

QUALIFYING PAPER

History of Art requires a Qualifying Paper in the spring term of the second year. The paper must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation. The QP will be evaluated by two professors from History of Art.

EXAMINATIONS

See the History of Art department registrar to arrange the oral and written examination. The one-hour film oral is arranged only by the Film and Media Studies department registrar.

Written exam: The written exam addressing a question or questions having to do with a broad state-of-the-field or historiographic topic. Three hours, closed book, written by hand or on a non-networked computer.

Oral Exam: An oral exam in four broad topics, two of which must be given by a member of the Film and Media Studies Graduate Committee. The other two topics must be given by a History of Art faculty member. Each section in the exam will be twenty-five minutes long. The oral exam should be jointly chaired by the directors of graduate studies of both departments.

Film Oral Exam: Joint History of Art and Film and Media Studies Ph.D. students will also need to take and pass a one-hour film oral, covering a standardized list of films

and texts, at some point before receiving the degree. One-hour film oral, given by two members of the Film and Media Studies Graduate Committee, covering a standardized list of films and texts.

FOUNDATION TEXTS IN FILM AND MEDIA STUDIES

By October 1st of the third year, all candidates must have met the requirement regarding foundational texts in the FMS field. See the Film and Media Studies webpage detailing this requirement.

COLLOQUIUM

Following History of Art rules, a Prospectus must be submitted and approved in a Colloquium by the end of the student's sixth term. Of the four faculty members in the Colloquium two should be members of the Film and Media Studies Graduate Committee. The Colloquium should be jointly chaired by the directors of graduate studies of both departments.

FIRST CHAPTER READING

Students will participate in a First Chapter Reading (also known as a first chapter conference) normally within a year of advancing to candidacy (spring term of year four). The dissertation committee, including faculty members from both programs, will discuss the progress of the student's work in a seminar-style format. The FMS DGS does not need to attend the first chapter reading.

THE DEFENSE OF METHOD

A 60-90-minute oral is taken the semester before submission of the dissertation. The committee consist of the DGS in FMS and the three readers chosen to eventually assess the submitted dissertation, at least one from each unit.

PROVISIONAL ADMISSION TO CANDIDACY

Following the History of Art rules, students must be in good standing, fulfill language requirements, and submit a Qualifying Paper to the HSAR department by the end of their second year of full-time study at Yale.

DISSERTATION DEFENSE

The hour-long defense is a serious intellectual conversation between the student and the committee. Present at the defense will be the student's advisers, committee, and the directors of graduate studies in both FMS and History of Art; others may be invited to comment after the committee's questions is completed. (See information under Provisional Admission to Candidacy). The defense should be jointly chaired by the directors of graduate studies of both departments.

DISSERTATION

The dissertation will give evidence of methods and materials important to both disciplines. At least one member of the dissertation panel should come from FMS and one from HSAR (who is not a member of the FMS committee). (See information under Provisional Admission to Candidacy)

INTERNSHIPS

One or two Film and Media Studies internships exist for candidates past their third year, providing a stipend during which the candidate helps plan the annual film series and conferences held at the Whitney Humanities Center. This experience is designed to give candidates pertinent experiences in planning and carrying out film-related work in archiving, curatorship, etc. Students may undertake, instead, internships involving museum/curatorial work following the recommendations of HSAR and possibly relating to film and video exhibitions in the museums. As such internships might prolong the student's course of study, they should be undertaken with the approval of both DGS, and in no case should extend longer than one year.

A typical program of study may look like this:

First Year - Fall Semester:

FMS Seminar: Films and Their Study
 HSAR seminar: First Year Colloquium
 HSAR seminar
 HSAR seminar

First Year - Spring Semester:

HSAR seminar
 HSAR seminar
 FMS seminar
 FMS seminar

Second Year - Fall Semester:

FMS seminar
 HSAR seminar
 HSAR teaching fellowship

Second Year - Spring Semester:

FMS seminar
 FMS/HSAR seminar
 HSAR seminar
 HSAR teaching fellowship

Third Year - Fall Semester:

FMS teaching fellowship
 Orals preparation

Third Year - Spring Semester:

FMS teaching fellowship
 Colloquium preparation
 Foundation Texts in FMS

Fourth Year: Dissertation research & First Reading (HSAR)

Fifth Year: Dissertation research and writing, Defense of Methods (FMS)

Sixth Year: Completion of the dissertation

SLAVIC AND EURASIAN LITERATURE AND CULTURES & HISTORY OF ART

The Department of History of Art offers, in conjunction with the Department of Slavic and Eurasian Literatures and Cultures a combined Ph.D. in History of Art and Slavic and Eurasian Literatures and Cultures. The requirements are designed to emphasize the interdisciplinarity of the combined degree program.

ADMISSION

Applicants should apply directly to the Slavic Department, mentioning History of Art. Only applications that are short-listed by Slavic will be forwarded to History of Art. The DGS of both departments will then discuss the possibility of recommending the applicant for the combined program. If not accepted to the combined program, the applicant may still be admitted to the PhD in Slavic and Eurasian Literatures and Cultures.

In special cases, current PhD students in Slavic may request admission into the combined program with History of Art. If possible, such requests should be made within the student's first year of coursework. To discuss this option and initiate the process of consideration, the student should contact the DGS.

ADVISING

On acceptance into the combined program, the student, in consultation with the DGS from each department, will select one faculty advisor from Slavic and one faculty advisor from History of Art, who together will oversee their progress in the doctoral program.

COURSE REQUIREMENTS

In year one and two, a student in the combined program will complete sixteen courses, chosen in consultation with the DGS of each department. These sixteen courses will include nine in Slavic and Eurasian Literatures and Cultures: "Proseminar: Theory and Methods" (RUSS 5851) being mandatory; and eight courses in Slavic or Eurasian literature or culture. These eight courses should include at least one before the eighteenth century, two in the eighteenth and nineteenth centuries, and two in the twentieth and twenty-first centuries (the remainder can be distributed according to the student's areas of specialization). The remaining seven courses should be in History of Art, including First Year Colloquium (HSAR 5500) and one course outside the student's core area.

One cross-listed seminar may count toward the number in either Slavic or History of Art. The student may also request that one course in either Slavic or History of Art be waived in recognition of prior graduate-level work.

LANGUAGE REQUIREMENTS

All entering students should have a sufficient knowledge of their research language to permit them to do satisfactory work at the graduate level, and are required to pass a departmental proficiency examination in Russian at the beginning of the first semester of study. Based on the results of this exam, the DGS and Language Supervisor in the Slavic Department will work with the student to develop a plan for acquiring and/or maintaining necessary language proficiency. If the student's primary research language is not Russian, these language requirements may be adjusted accordingly in consultation with the DGS of both departments.

Students must also demonstrate competence in one other language relevant for their research by passing a reading examination in the chosen language by the beginning of the fifth term of study.

GRADUATE TEACHING

Two years of teaching—one course per term in years two and three—are required: two in Slavic (one language, one literature/culture), one in History of Art (typically a 1000-level introductory course), and the fourth in either History of Art or Slavic, depending on student needs and department offerings.

QUALIFYING PAPER

Students must submit a qualifying paper in the spring term of the second year. The paper must demonstrate original research, a logical conceptual structure, stylistic lucidity, and the ability to successfully complete a Ph.D. dissertation. The qualifying paper will be evaluated by two professors from History of Art and two professors from Slavic.

COMPREHENSIVE AND QUALIFYING EXAMINATIONS

In early October of their third year, students will take two comprehensive examinations:

- One 3-hour take-home written exam on Russian literature and culture from the nineteenth century to the present. This exam is meant to test the students' knowledge of the broad scope of Russian literature and culture, as well as their ability to analyze various kinds of cultural products and position specific works within their historical, cultural, and critical contexts. Students should use the departmental reading list as a guide for preparing for this exam.
- One 3-hour take-home written exam on a topic in Slavic or Eurasian art history, to be decided by the student and their advisors. This exam will be based on a reading list constructed by the student.

In early December of their third year, students will take a qualifying examination based on two specialized reading lists: one on a topic in Slavic or Eurasian art history (the same list which forms the basis for the second comprehensive exam) and one on a literary or cultural topic of the student's choice. The fields and reading lists for each field will have been agreed upon in advance with the student's faculty examiners, and approved by the advisors and the DGS of both Slavic and History of Art.

DISSERTATION PROSPECTUS AND COLLOQUIUM

A pre-prospectus discussion with the student's two faculty advisors occurs soon after the oral exam, and generally before spring break of the third year. Once these advisers and the student agree on the topic and the contour of the dissertation, a written prospectus of 20–25 pages is presented at a colloquium held by the end of the third year. The prospectus will be circulated in advance. After the colloquium, the faculties of Slavic and History of Art will determine whether to approve the dissertation prospectus or request significant revisions before advancing the student to candidacy. The decision will be communicated to the student by the DGS of Slavic.

DISSERTATION RESEARCH AND FUNDING

Students typically undertake intensive dissertation research abroad during their fourth year. Students in the joint program are eligible to apply for research support from the History of Art Department, as well as pre-dissertation and dissertation fellowships from the MacMillan Center.

FIRST CHAPTER COLLOQUIUM

During the fourth year of study, all graduate students will participate in a departmental hour-long colloquium in which they formally present a first chapter of their dissertation to their committee and the DGSes of each department. Normally, this will entail distributing the student's chapter to members of the committee two weeks before the colloquium and then engaging in a discussion and analysis of the work.

DISSERTATION DEFENSE

The hour-long Defense is a serious intellectual conversation between the student and the committee. Present at the defense will be the student's advisors, committee, and the DGSes in both Slavic and History of Art.

PROGRAM REQUIREMENT SCHEMATICS

Program Requirements Schematic for History of Art without Combined Programs

**** Please refer to History of Art for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.**

YEAR	1		2		3		4		5		6		Beyond Year Six			
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5				
PHD IN HISTORY OF ART	Special Requirements:	Full Tuition (8 terms)														
		Residence Requirement (minimum 3 years)														
					Teaching Fellow (or serve as a GMF in one of Yale's art museums)			ABD - Dissertation Research & Writing (in residence or abroad)								
			<ul style="list-style-type: none"> •DGS & student select faculty advisor 	<ul style="list-style-type: none"> •1st year evaluations reviewed by faculty 	<ul style="list-style-type: none"> •Qualifying Paper: 25-30 pages •Begin to formulate topics for Qualifying Exams in the Fall. 	<ul style="list-style-type: none"> •At least 2 weeks before exams, student provide examiners, DGS & GR w/ examiner sequence list and bibliography •Provide GR with 4 examiners (3-Yale faculty) •DGS chairs •Exam sections are 25-min each. •Arranged by HoA GR 	<ul style="list-style-type: none"> •Colloquium Committee consists normally 3 Yale faculty members. DGS in attendance •Prospectus for Colloquium will not exceed 3,000 words plus selected bibliography •DGS chairs •Arranged by HoA GR 		<ul style="list-style-type: none"> •Committee consisting of normally 3 Yale faculty members meet with student 1-year after ABD. •Chapter(s) need not be in sequence order •DGS not required to attend •Arranged by HoA GR 		<ul style="list-style-type: none"> •Select the examining committee normally 3 to 4 Yale faculty. •Student completes NOR (readers) and submit dissertation to the GSAS Dissertation Office. •DGS chairs •Defense arranged by HoA GR. 		<ul style="list-style-type: none"> •Pleaes consult: https://gsas.yale.edu/resources/extend-ed-registration-beyond-year-six 			

	YEAR	1		2		3		4		5		6		
		1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	
	Course Requirements (12 course requirements)	• 3 Seminars (Including 1 st Year Colloquium HSAR 5500)	• 3 Seminars	• 3 Seminars	• 3 Seminar • <u>Note</u> : Must earn Honors in at least two term courses by the end of second year.									
	Language (2 language requirements)		• First language requirement fulfilled		• Second language requirement fulfilled									
MA DEGREE		<ul style="list-style-type: none"> Terminal MA degree may be awarded if all requirements are met:: <ul style="list-style-type: none"> 8 term courses with at least two Honor requirements. All courses MUST be completed at the time of petition. One language requirement is met QP completed satisfactory. 												
MPHIL DEGREE						<ul style="list-style-type: none"> Student will receive the MPhil typically at the end of the third year if: <ul style="list-style-type: none"> All 12 term courses with at least two Honors requirements must be met. All courses MUST be completed at the time of petition. All language requirements are met Qualifying Exam completed Colloquium completed Admitted to Candidacy 								

Program Requirements Schematic for Black Studies & History of Art

** Please refer to the Black Studies for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.

YEAR	1		2		3		4		5		6		Beyond Year Six	
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5		
PHD IN HISTORY OF ART & BLACK STUDIES	Full Tuition (8 terms)													
	Residence Requirement (min. 3-4 years)													
				Teaching Fellow or Internship				ABD - Dissertation Research & Writing (in residence or abroad)						
				HSAR		AFAM								
	Special Requirements:						Qualifying Exams (written & oral)	Colloquium		First Reading		Dissertation Submission		
			•DGS & student select faculty advisor	•1 st year evaluations are reviewed by HoA faculty	• Qualifying Paper: 25-30 pages •Begin to formulate topics for Qualifying Exams in the Fall. •Arranging by HoA GR	•At least 2 weeks before exams student provides examiners, DGS & GR w/ examiner sequence list and bibliography •Examiner: 4 Yale faculty examiners, at least 2 from HoA. •Exams sections are 25-min each •DGS of both dept chair •Arranged by HoA GR	•Colloquium Committee shall consist of 3-4 Yale faculty members (2 should be from Black Studies) plus both DGS •Prospectus for Colloquium will not exceed 3,000 words plus selected bibliography. •DGS of both dept chair. •Arranged by HoA GR		•Committee consisting of 3-4 Yale faculty members (one must be from Black Studies) meets with student about a year after ABD. •Chapter(s) need not be in sequence order. •DGS not required to attend •Arranged by HoA GR.		•Select the examining committee normally 3-4 Yale members. One must be from Black Studies) •Student completes NOR (readers) and submit dissertation to the GSAS Dissertation Office. •DGS of both dept chair. •Defense arranged by HoA GR		•Please consult: https://gsas.yale.edu/resources/extended-registration-beyond-year-six	
Course Requirements (17 course term – see Program Requirements)		•AFAM Seminar: Theorizing Racial Formation (AFAM 5005 required) •3 HSAR seminars (including HSAR 5500 required)	•AFAM seminar •3 HSAR seminars	•AFAM seminar •3 HSAR seminars	•3 HSAR seminar • <i>Note: Must earn Honors in at least two term courses by the end of second year</i>	•AFAM seminar: Dissertation Prospectus Workshop (AFAM 8095 required)	•AFAM seminar: Dissertation Prospectus Workshop (AFAM 8096 required)							
Language (2 language requirements)			•HoA first language requirement fulfilled		•HOA second language requirement fulfilled									

Program Requirements Schematic for Comparative Literature & History of Art

** Please refer to the Black Studies for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.

YEAR	1		2		3		4		5		6		Beyond Year Six
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	
PHD IN HISTORY OF ART & COMPARATIVE LITERATURE	Full Tuition (8 terms)												
	Residence Requirement (min. 3-4 years)												
	Special Requirements:	Teaching Fellow or Internship				ABD - Dissertation Research & Writing (in residence or abroad)							
		HSAR				CPLT							
			•DGS & student select faculty advisor	•1 st year evaluations are reviewed by HoA faculty	• Qualifying Paper: 25-30 pages Readers: 2 HoA & 1 CPLT •Begin to formulate topics for Qualifying Exams in the Fall.	• Qualifying Exams (written & oral) •At least 2 weeks before exams student provides examiners, DGS & GR w/ examiner sequence list and bibliography •Examiners: 3 in CPLT and 3 in HoA. Exam sections are 5-min each. •DGS of both dept chair. •Arranged by HoA GR	• Colloquium •Colloquium Committee shall consist of 3-4 Yale faculty members (1 CPLT & 1 HoA) plus both DGS •Prospectus for Colloquium will not exceed 3,000 words plus selected bibliography. •DGS of both dept chair. •Arranged by HoA GR		• First Reading •Committee consisting of 3-4 Yale faculty members (1 CPLT) meets with student about a year after ABD. •Chapter(s) need not be in sequence order. •DGS not required to attend •Arranged by HoA GR		• Dissertation Submission •Select the examining committee normally 3-4 Yale members. At least one faculty member from HoA and one from CPLT. •Student completes NOR (readers) and submit dissertation to the GSAS Dissertation Office. •DGS of both dept chair. •Defense arranged by HoA GR		•Pleaes consult: https://gsas.yale.edu/resources/extended-registration-beyond-year-six
		•2 CPLT Seminar: •2 HSAR (including HSAR 5500 required)	•2 CPLT seminar •2 HSAR seminars	•2 CPLT seminar •1 HSAR seminars	•1 CPLT seminar •2 HSAR seminar <i>•Note: Must earn Honors in at least two term courses by the end of second year</i>								
•Language (4 language requirements)	CPLT-High level of proficiency in English.	HoA first language requirement fulfilled		•HOA second language requirement fulfilled •CPLT a reading ability in fourth language									
Course Requirements (14 course term – see Program Requirements)													
Language (4 language requirements)													

Program Requirements Schematic for Early Modern Studies & History of Art

** Please refer to Early Modern Studies for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.

YEAR	1		2		3		4		5		6		Beyond Year Six				
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5					
PHD IN HISTORY OF ART & EARLY MODERN STUDIES	Full Tuition (8 terms)																
	Residence Requirement (minimum 3 years)																
			Teaching Fellow or Internship					ABD - Dissertation Research & Writing (in residence or abroad)									
			HSAR			EMS											
	Special Requirements						Qualifying Exam (written & oral)		Colloquium		First Reading		Dissertation Submission				
		<ul style="list-style-type: none"> •DGS & student select faculty advisor 		<ul style="list-style-type: none"> •1st year evaluations are reviewed by faculty 		<ul style="list-style-type: none"> •Qualifying Paper: 25-30 page •Begin to formulate topics for Qualifying Exams in the Fall. 		<ul style="list-style-type: none"> •At least 2-weeks before exams, students provide examiners, DGS & GR with examiner sequence list and bibliography •3 of 4 lists must be EMS fields •2 examiners must be EMS •Exam sections 25-min each •DGS of both dept chair •Arranged by HoA GR. 		<ul style="list-style-type: none"> •Colloquium Committee shall consist of 3-4 Yale faculty members (1 affiliated with EMS) plus HoA DGS •Prospectus for Colloquium will not exceed 3,000 words plus selected bibliography •Only HoA DGS will chair. •Arranged by HoA GR. 		<ul style="list-style-type: none"> • Committee consisting of 3-4 Yale faculty members. One must be affiliated with EMS. Committee meets with student a year after ABD. •Chapter(s) need not be in sequence order. •DGS not required to attend •Arranged by HoA GR 		<ul style="list-style-type: none"> • Select the examining committee normally 3-4 Yale members. One must be affiliated with EMS and one from HoA. • Complete dissertation packet from Graduate School Dissertation Office. • DGS of both dept chair • Defense arranged by HoA GR. 		<ul style="list-style-type: none"> •Pleaes consult: https://gsas.yale.edu/resources/extended-registration-beyond-year-six 	
Course Requirements (12 term courses – see Program Requirements)		<ul style="list-style-type: none"> •3 HSAR / EMS seminars - EMST 7000 (required) and HoA 1st Year Colloquium HSAR 5500 (required) 		<ul style="list-style-type: none"> •3 HSAR / EMS courses 		<ul style="list-style-type: none"> •3 HSAR / EMS seminars. 		<ul style="list-style-type: none"> •3 HSAR / EMS courses •EMST 8000: EMS Colloquium (required) •<i>Note: Must earn Honors in at least two term courses by the end of second year</i> 		<ul style="list-style-type: none"> •EMST 9000: EMS Professional Skills Workshop (required) 							
Language (2 language requirements)				<ul style="list-style-type: none"> •HoA first language requirement fulfilled. 		<ul style="list-style-type: none"> •HoA second language requirement fulfilled. 											

Program Requirements Schematic for English & History of Art

** Please refer to English Department for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.

YEAR	1		2		3		4		5		6		Beyond Year Six
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	
PHD IN HISTORY OF ART & ENGLISH	Full Tuition (8 terms)												
	Residence Requirement (minimum 3 to 4 years)												
					Teaching Fellow or Internship				ABD - Dissertation Research & Writing (in residence or abroad)				
					HSAR		ENGL						
	Special Requirements		•DGS & student select faculty advisor	•1 st year evaluations are reviewed by faculty	• Qualifying Paper: 25-30 pages •Begin to formulate topics for Qualifying Exams in the Fall.	Qualifying Exams (written & oral) •At least 2 weeks before exams student provides examiners, DGS & GR w/ examiner sequence list and bibliography •6 examiners (at least 3 from ED) •Both DGS jointly chair. Each section of exam is 25-min each (3 hours). •HoA GR schedules for HoA. ED schedules for ED.	Colloquium •Colloquium Committee shall consist of 3-4 Yale faculty members (at least 1 member from ENG and HoA) plus DGS from both HoA and ENGL •Prospectus for Colloquium will not exceed 3,000 words plus selected bibliography •DGS of both dept chair •Arranged by HoA GR	First Reading •Committee consisting of 3-4 Yale faculty members (at least 1 member from ENG and HoA) meets with student about a year after ABD. •Chapter(s) need not be in sequence order. •DGS not required to attend	Dissertation Submission •Select the examining committee normally 3-4 Yale members (at least 1 member from ENG and HoA). •Complete dissertation packet from Graduate School Dissertation Office •DGS of both dept chair •Defense arranged by HoA GR		•Pleaes consult: https://gsas.yale.edu/resources/extended-registration-beyond-year-six		
Course Requirements (16 course term – see Program Requirements)	•2 ENGL seminars (ENGL 9090 Teaching of English required) •2 HSAR seminars (1 st Year Colloquium HSAR 5500 required)	•2 ENGL seminars •2 HSAR seminars	•3 ENGL seminars •1 HSAR seminar	•3 ENGL seminars •1 HSAR seminar • <i>Note: Must earn Honors in at least two term courses by the end of second year</i>									
Language (2 language requirements)		HoA first language requirement fulfilled		HoA second language requirement fulfilled		•							

Language (2 language requirements)		HoA first language requirement fulfilled		HoA second language requirement fulfilled								
---------------------------------------	--	--	--	---	--	--	--	--	--	--	--	--

Program Requirements Schematic for Slavic and Eurasian Literature and Cultures & History of Art

**** Please refer to English Department for further detailed PhD combined requirements. This schematic is only a tool and does not go into full detail regarding specific requirements.**

YEAR	1		2		3		4		5		6		Beyond Year Six		
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5			
PHD IN HISTORY OF ART & SLAVIC AND EURASIAN LITERATURE & CULTURES	Full Tuition (8 terms)														
	Residence Requirement (minimum 3 to 4 years)														
	Teaching Fellow or Internship – Any order											ABD - Dissertation Research & Writing (in residence or abroad)			
			HSAR		HSAR/SLAVIC		2 Slavic								
	Special Requirements														
Course Requirements (16 course term – see Program Requirements)															
Language (2 language requirements)															

