

Graduate Studies in History and Sociology of Technology and Science
Graduate Program Handbook

24 September 2024

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DISCLAIMER

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

24 September 2024

INTRODUCTION

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

For years, Georgia Tech has offered strong undergraduate teaching in history and sociology, concentrated mostly in the history and sociology of technology and science, contemporary social analysis, and industrialization and modern history. The School of History and Sociology (HSOC) was formed in 1990, at which time we formally established an undergraduate degree. Two years later, we created M.S. and Ph.D. programs and enrolled our first students. (From 1990 to 2015, the school name was History, Technology, and Society [HTS].) From the beginning, we conceived our programs as offering a genuinely integrative education that would meld specialized study of technology and science with more general inquiry into history and sociology.

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

At Georgia Tech, "Schools" perform the functions that departments do in other universities. Our School of History and Sociology is a multi-disciplinary unit, currently comprising twenty six faculty members with diverse expertise whose work nonetheless has a highly interrelated character. Our paired programs of study – **Sociology of Science and Technology** and **Technology, Science, and Modern History** – share a core curriculum. They aim to embed the study of the history and sociology of science and technology (including health and medicine) in various dimensions of social experience. The following broad research areas reflect the current strengths of our faculty:

Technology and Culture
Science, Health, Medicine, and the Environment
Global History and the Contemporary World
Politics and Social Movements Since 1750

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

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

Statement on DEI and Anti-racism

Through a proactive and self-critical commitment to anti-racist practices and to diversity, equity, and inclusion, our graduate program strives to create an environment free of discrimination or marginalization based on race, color, ethnicity, religion, gender identity, sexual orientation, national origin, ability, age, family-care responsibilities, degree enrollment (MS v. PhD), part- or full-time student status and other potential sources of stratification.

We continuously seek to identify, interrogate, and move beyond intellectual approaches rooted in systems of oppression and exclusion. We pursue these and related efforts to improve the fields of history and sociology and to foster a fair, just, and supportive environment for all members of our program.

Land Acknowledgement

Georgia Tech is built on the ancestral lands of the Muscogee Creek Confederacy, and the Cherokee Nation held land nearby. Both tribes were forced off their land in the 1830s and marched the infamous Trail of Tears. Today, Georgia remains home to the Lower Muscogee Creek Tribe and Georgia Tribe of Eastern Cherokee. Land acknowledgements are traditionally used for indigenous peoples only. However, we also know that this land was occupied by enslavers and worked by enslaved peoples; and Atlanta would not exist today without their labor. While this is an incomplete account, it is important to acknowledge the complex and layered history of the land. A land acknowledgement is one method of bringing history to light and opening a conversation about the responsibilities we have to the land and to each other.

FACULTY AND ADMINISTRATION

Our administrative offices and the offices of faculty members are located in the Old Civil Engineering Building, 221 Bobby Dodd Way. This is next to the library and at the center of the Georgia Tech campus. The Director of Graduate Studies (DGS), Professor Helen Anne Curry (hacurry@gatech.edu), and HSOC's Academic Program Manager for Graduate Studies, LaDonna Bowen (ladonna.bowen@hsoc.gatech.edu), are your key contact points for information about the program and are ready to advise you when you apply and during the course of your studies. The Chair of HSOC is Professor Victoria Thompson. For a full list of current faculty please go to our website: <https://hsoc.gatech.edu/people/faculty>. There you can see not only who is associated with the department but also identify their fields of research (see also Appendix V). Curricula Vitae and bibliographies are also available in most cases. The range of interests and academic standing of our faculty ensures that our program is among the top offered in this country.

M.S. and Ph.D.

HISTORY AND SOCIOLOGY OF TECHNOLOGY AND SCIENCE (HSTS)

Applying for Admission

- Application forms for admission to our graduate programs are available online at <https://hsoc.gatech.edu/graduate/admissions>.
- There are two deadlines for admission, typically: **January 10** if you seek financial aid;
- **February 15** if you are able to pay for your own studies. Historically, the School has been able to offer financial support to two to four new full-time students each year, depending on quality of applicants and institutional economic circumstances.
- Students normally enter the program in the Fall semester (mid-August – early December). No full-time funded student may enter the program in the Spring semester (January – early May).

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

- TOEFL score for non-native English speakers
- Completed Georgia Tech Graduate Application Form
- Georgia Tech Application Fee (as of 1 August 2023): \$95.00 for domestic applicants and \$105.00 for international applicants
- Certified undergraduate transcript and any graduate transcripts
- Three letters of recommendation
- A statement of purpose. This should be a concise, well-written document about your academic and research background, as well as your career goals. Be sure to discuss special areas of research or interest. Additionally, it can communicate how Georgia Tech's graduate program will help you meet your career and educational objectives.
- Writing sample
- Statement of adequate funds (for international students only)

In considering applications, the Graduate Committee places considerable weight on the biographical statement, the student's past academic record, letters of recommendation, and the writing sample. When required, a TOEFL score of 110 is desirable.

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

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

Financial Support

Annual tuition and fees are listed on the Office of the Bursar website at:

<https://bursar.gatech.edu/Tuition-Fees>

For information on university fellowships and loans, see: <https://finaid.gatech.edu/apply/graduates>

Many of our full-time students are supported either by teaching assistantships or research assistantships. Both types of assistantships carry tuition remission as well as a stipend of about \$2,291 per month through the fall and spring semesters. Students on assistantships are required to devote approximately 13.33 hours a week to those tasks. Besides income, these assignments provide valuable experience and training for careers in academia and elsewhere. Students awarded financial support and who will be Teaching Assistants are expected to take a training course offered by the Center for Teaching and Learning (<https://ctl.gatech.edu>) before entering the program.

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

Subject to progress, full-time students are eligible to receive financial support for up to five years; as per Georgia Tech policies, this cannot be guaranteed in an offer of admission, but it is the School's goal to provide funding for the full five year period. Additional support can come via outside grants to faculty or to students directly. Our students have an outstanding record of receiving external grants and fellowships. Many also secure teaching as adjunct professors in the Atlanta area. The DGS and dissertation advisor can provide valuable advice about possible external funding.

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

Special Instructions for International Students

International students require an I-20 visa to study in the United States. They need to provide evidence of independent financial support to cover the cost of attendance (tuition fees, room/board, and books) for their first year in the program. This amount varies slightly from year to year but can be calculated from <https://finaid.gatech.edu/costs/graduate-costs>. Currently the figure is about \$35,300.

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

PROGRAMS OF STUDY

We offer M.S. and Ph.D. degree programs. All incoming students must first enter our M.S degree program. Those planning to extend their studies to the Ph.D. must successfully complete a research paper in addition to fulfilling the requirements for the M.S. before preparing for the comprehensive exams (i.e., a GPA of at least 3.5 so at least as many As as Bs on their course-work). Students may enroll in either a full-time or part-time capacity. Part-time and full-time students who are not funded by the School must submit an application to the Graduate Committee for admission into the doctoral program before they can transition from their M.S. to PhD studies. Generally, this application includes a statement of purpose, a writing sample, and three letters of recommendation, preferably from HSOC faculty. Ideally, one of these letters of recommendation will come from a faculty member who states that they are willing to serve as the applicant's doctoral advisor. The Director of Graduate Studies is the point-person for information regarding this application process.

We aim to have full-time students graduate with their M.S. after three semesters. (Note: Georgia Tech operates on the semester system, and full-time enrollment is defined as at least nine hours of graded course work and three hours of audited course work per semester, excluding the summer semester.) The time taken to complete the Ph.D. varies considerably depending on the topic studied and the motivation of the individual. We aim to have full-time students well advanced in their Ph.D. research and writing by their seventh semester. It is not unusual for a Ph.D. to require six years of full-time intellectual investment.

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

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

TWO TRACKS - TWO WAYS TO GET A MASTER'S

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

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

Research Master's

As its name implies this approach requires the satisfactory completion of course work and proven evidence of a capacity to do original research needed for a doctoral degree. Students pursuing this track *must complete a satisfactory research paper*.

Full-time students are encouraged to engage in original research beginning in their second semester and to complete their research paper by the end of their third semester at the latest.

Course-based Master's

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

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

Switching between the different ways to get a Master's

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

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

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

Doctoral Learning Objectives

HISTORY

1. Know the main historiographical debates and intellectual trends in the field and be able to explain what is at stake in each, what questions each foregrounds, and what questions each excludes.
2. Be able to periodize the historical trajectory in question, describe the identifying features of each period, and explain the main factors that led to the transition from one period to the next.

SOCIOLOGY

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

HISTORY AND SOCIOLOGY

1. Be able to identify the specific social actors that were the motors of change in a given period and map them onto major social variables (e.g., race, class, gender) and/or social institutions (e.g., a private company, 'the state' or state agencies, a 'technocratic elite', a social movement)
2. Be able to specify the interests that drove groups of social actors and show how and when they overlap and diverge or form alliances and oppositions.
3. Be able to ground abstract concepts (modernization, development, deregulation, the market, globalization, imperialism, consumerism) in specific practices and specific social actors.
4. Be able to identify and clearly explain the intellectual arguments that a work is making.
5. Be able to generate and defend your own, original intellectual positions.
6. Be able to justify a research question through review of the literature and proper citation practices.
7. Understand and speak to the limits of primary archival sources, interviews and oral histories, and quantitative data.
8. Be able to effectively communicate research and knowledge in clearly written, well-organized papers and in accessible, professional public presentations.
9. Be able to produce and defend one 15-week annotated syllabus in a comprehensive field.

MILESTONES TO COMPLETION for Master's Students Continuing to the Ph.D. program

In this program we highly value helping students achieve their academic goals in a reasonable amount of time, avoiding 'academic drift'. We believe that the ideal way to do this is to settle quickly on a suitable Ph.D. topic (if that is the degree you are after) and to test the feasibility of that topic at the M.S. stage. If the topic proves doable, you are urged to choose the nature and content of your comprehensive fields such that they provide the intellectual foundation needed for the writing of your Ph.D.

What this means in practice is that you should *not* view the stages in this program – M.S., comps, Ph.D. – as separate hurdles to be crossed but as an *integrated whole that converges on your Ph.D. thesis*. Set yourself milestones to completion and try to keep them.

Here is an ideal scenario for a full-time Ph.D. student:

- During Year 1 (6–12 months after start): choose M.S. topic and begin research
- Fall of Year 2 (16 months after start): complete M.S. research paper
- Mid Spring of Year 3 (32 months after start): complete comprehensive examinations
- Beginning of Year 4 (36 months after start): complete dissertation prospectus
- Years 4 and 5 (48–52 months): complete Ph.D. and go on job market

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

PROGRAM REQUIREMENTS for the M.S.

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

<i>Curriculum and Requirements</i>

The master’s consists of a minimum of 30 credit hours made up of 15 credit hours in required courses and at least 15 credit hours in electives, which may include approved courses from other schools (to a maximum of 3 credit hours). Part time students can adjust the rhythm but must complete all the required courses to earn the degree.

- *All work toward the M.S. must be taken on a letter-grade basis.*
- *Any graduate student awarded two grades of “C” or below in the assessment of the courses taken for credit will not be permitted to continue beyond a terminal MS degree.*
- *Any funded graduate student awarded two grades of “C” or below in the assessment of the courses taken for credit will risk losing their funding in the graduate program.*
- *These conditions can be relaxed in exceptional circumstances by the Director of Graduate Studies and the HSOC Graduate Committee.*

REQUIRED COURSES (All students):			
Course #	Course Title	Notes	Credit Hours
HTS 6001	Social Theory	Required	3
HTS 6002 or 6114	History of Technology or Science	Required	3
HTS 6743	STS Core Seminar	Required	3
HTS 7001	Foundations of Socio-Historical Analysis	Required	3
Required			12

HISTORY TRACK—Required Courses

HTS 6101	Social and Political History of the U.S.	<u>Take one of these 3.</u> If others taken, may count as an Elective for History Track only.	3
HTS 6102	Social and Political History of Europe		
HTS 6103	Social and Political History of Non-Western World		
Total History Track-Required			3

SOCIOLOGY TRACK-Required Courses

HTS 88XX	A Course in Advanced Sociological Methods	3
Total Sociology Track-Required		3

The courses in advanced sociological methods may be offered within HSOC or, in consultation with the Director of Graduate Studies and the student’s prospective supervisor, chosen from a variety of courses offered by Georgia Tech or at area universities that participate in the ARCHE cross-registration program. The student’s prospective supervisor will also decide whether or not the student needs to take multiple such courses or just one. *For students planning to continue onto the PhD, note that PhD students must demonstrate competence in advanced quantitative methods as discussed further below. A quantitative methods course taken to fulfill the M.S. degree’s advanced sociological methods requirement can be used to demonstrate this competency. Nonetheless, supervising faculty can require a PhD student on the sociology track to take additional methods courses to prepare the student for dissertation work and their future profession.*

Usually, students may not enroll for more than six hours of independent studies or directed readings (including writing seminar hours awarded through in conjunction with the required research paper). Students register for these individualized courses as HTS 890x “Special Problems” or HTS 6801 “Research Paper.”

Students may register for directed reading (HTS 890x) or the research paper course (HTS 6801) in the summer if their supervisor and the DGS agree and faculty are willing. (Our teaching faculty have 9-month employment contracts and are not contractually obliged to teach for one out of three semesters).

Students who are funded by HSOC, and receive tuition remission, are expected to serve as Teaching or Research Assistants to faculty (GTAs or GRAs). They work for 13.33 hours a week in this capacity and receive three credit hours which do *not* count towards their degree.

ASSISTANTSHIP for either GTA or GRA

HTS 8997	Teaching Assistantship	3
HTS 8998	Research Assistantship	3

HSOC Core Electives

Electives must include at least 12 credit hours within HSOC. Electives may include no more than 6 credit hours of HTS 890x “Special Problems” or HTS 6801 “Research Paper” combined. Students who wish to proceed to the Ph.D. must take at least 3 hours of HTS 6801.

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

Beyond the thirty hours, students are free to enroll in a mix of independent studies, special topics, and other courses as they and their advisors see fit. This work should aim primarily at preparing students for the comprehensive exams, though in some cases it may also cover

independent research projects, including research that may lead to the dissertation. *These courses (including independent readings and research) must be taken on a letter-grade basis.*

For their electives, students typically choose from the following menu of core electives offered by HSOC faculty, as listed below.

ELECTIVES for either the History or Sociology Track:

Course #	Course Title	Credit Hours
HTS 6002	History of Technology	3
HTS 6101	Social and Political History of the United	3
HTS 6102	Social and Political History of Europe	3
HTS 6103	Social and Political History of the Non-	3
HTS 6106	Business Organizations and Political	3
HTS 6110	Gender, Science, and Technology	3
HTS 6111	Technology and Modern Culture	3
HTS 6112	Studies in Science and Engineering	3
HTS 6113	Development, Technology, and Science	3
HTS 6114	Topics in the History of Science	3
HTS 6115	Sociology of Science and Technology	3
HTS 6116	The Environment in World History	3
HTS 6117	Urbanization	3
HTS 6118	Science, Technology, and the Economy	3
HTS 6119	Race and Ethnicity	3
HTS 6120	Inequality, Science and Technology	3
HTS 6121	Science, Technology and National Security	3
HTS 6122	Topics in History of Medicine	3
HTS 6123	Social and Cultural Studies of Biomedicine	3
HTS 6124	Science and Technology Beyond Borders	3
HTS 6801	Research Paper	3
HTS 8803	Special Topics	3
HTS 8901	Special Problems – Individual Studies	3

Research Paper

All Research Master's students must write a paper based upon substantial original research. The research and writing should be supervised by a member of the HSOC faculty, chosen by the student with the agreement of the faculty member. The final paper, which will typically vary from 30–50 pages in length, must be read and approved by that person and by at least one other member of the HSOC faculty, chosen in consultation with the faculty supervisor. Students should strive to produce papers suitable for eventual publication in an academic journal, and they should expect to present their results to the Graduate Forum. Students routinely receive 3 hours of course credit for the paper (HTS 6801 "Research Paper"), though those pursuing sufficiently rigorous research agendas may receive as many as 3 additional hours. Students may write two papers and receive 3 hours credit for each.

Before the HSTS program can create a section of HTS 6801 for a student working on a research paper, both the primary supervisor and the secondary reader of the proposed paper must sign a form acknowledging their willingness to serve in this capacity. Students can obtain this form by emailing the Academic Program Manager for Graduate Studies (LaDonna Bowen). This form must be completed well before Phase II registration ends.

Once the student satisfactorily completes the master's paper, the student must contact the Academic Program Manager for Graduate Studies (LaDonna Bowen) for a form that the supervisor and the second faculty reader must sign to indicate satisfactory completion of the master's paper. Students should also email a copy of their final paper to the Academic Program Manager for Graduate Studies (LaDonna Bowen).

Full-time students must complete their Research Paper by the end of their third semester at the latest (not counting the summer). All students must pass the paper and demonstrate adequate performance in their course work overall to receive a Research-based M.S. and to continue to the Ph.D.

Courses Outside HSOC at GT and at Other Area Colleges and Universities

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

Students may also explore registering for courses at other Atlanta-area colleges and universities through [ARCHE's cross-registration program](#) or as an "itinerant student," which can be more affordable than ARCHE for part-time students in our program depending on various circumstances, including the institution involved. ***Note: the dates to cross-register for courses, including through ARCHE, are significantly earlier than Georgia Tech's normal registration deadlines.***

Many HSOC students complete the Ivan Allen College certificate in Science, Technology and Society (STS), which requires four courses, one of which includes HTS 6743, the STS Core Seminar.

Normally only three credit hours towards the M.S. degree in HSOC can be acquired outside the School.

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

Transfer Credits

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

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

PROGRAM REQUIREMENTS for the Ph.D.

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

Mandatory Training: Responsible Conduct in Research

All doctoral students at Georgia Tech are required to complete Georgia Tech's training program focused on responsible conduct in research. This curriculum entails an online course as well as completing a one-credit hour class, PHIL 6000. Students must complete the initial online course during their first semester enrolled in the doctoral program and must take PHIL 6000 by the end of the summer following their first year. Students can find more information about this process at this website: <https://rcr.gatech.edu/doctoral-policy>

Mandatory Training for Graduate Teaching Assistants

All new graduate teaching assistants (GTAs) at Georgia Tech must complete the Georgia Tech Center for Teaching and Learning's mandatory orientation prior to or immediately upon beginning their work as a GTA. The Center for Teaching and Learning offers this orientation at the start of each semester. Students can find more information here: <https://ctl.gatech.edu/>

We also ask that new GTAs who are international students pursue additional training through CTL. Dependent on TOEFL or IETS scores, Georgia Tech may require that some international students go through an additional screening prior to serving as a GTA. More information on this training and possible screening can be found here: <https://ita.ctl.gatech.edu/>

Courses

There are no specifically required courses beyond those associated with the Master's. To remain an active student (with email and library privileges), however, students must enroll for at least three hours during the fall and spring semesters. Any student not on medical leave who fails to meet this minimum registration requirement must apply for readmission. Students on assistantship and others seeking full-time status must enroll for a minimum of twelve hours.

Three of these may be taken on an audit basis; the remainder must be taken for a letter grade, except for HTS 9000 "Doctoral Thesis," which must be taken S/U (Georgia Tech's equivalent of "pass/fail"). Students must be enrolled for at least one hour during their term of graduation.

Minor

In addition to an adequate knowledge of the major field of intended research in HSTS, the student must demonstrate mastery of some other, smaller body of knowledge. According to Georgia Tech requirements for the Ph.D., the minor will normally consist of 6 credit hours of related courses

preferably outside of their own school. The purpose of the minor is to encourage a wider interest on the part of the student and can include topics that will help them in their research or those that will allow them to explore and prepare for their future careers.

The Ph.D. minor is chosen by the student and approved by the DGS. These courses should be at the 6000 level or above, but the use of certain 4000 level courses may also be approved. The courses for the minor may all be within one other school at Georgia Tech (e.g., the School of International Affairs). Or, the minor may consist of courses from different schools that share a common theme (e.g., urban policy in International Affairs, Public Policy, and City and Regional Planning). Courses taken at other institutions may be included in the minor, within the guidelines for transferring course credit to Georgia Tech. Although it is preferred that students select courses outside of HSOC, if a case can be made that the student has completed a course toward the minor outside of their track of sociology or history, it can be approved.

The Comprehensive Exams

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

Purpose of the Comprehensive Exams

The comprehensive exams mark your passage into the trade of teaching professionals in our disciplines. A pass signifies that you have developed several competencies necessary to practice that trade successfully. Perhaps the most obvious is mastery of a given body of knowledge, as identified through a combination of course syllabi and bibliographies. In that respect, the exams are meant to test your ability both to absorb a large amount of information and to integrate that information into historiographical, theoretical, and methodological contexts. Exams also provide faculty with an opportunity to assess your abilities to write critically and to articulate ideas verbally – two essential skills for successful scholarly discourse.

The Comps Preparation Process

Length and Timing of Preparation

Normally, two full-time semesters are required to prepare for the comprehensive examinations. Students who have satisfied the requirements for a master's degree in our program will ordinarily take the exams after one year of additional study. Students are encouraged to take their qualifying exams during their third year of full-time study and *must attempt to take them by the end of their sixth regular*

term of holding an assistantship or fellowship covering their tuition. (Summer terms will not count toward this rule).

The Committee

At least by the beginning of their second year in the program, students aiming at the Ph.D. ought to be thinking about the fields in which they wish to be examined. They should discuss their ideas with potential faculty examiners and with the Director of Graduate Studies. The exam committee will be made up of three faculty members representing each of the fields in which the student is being examined. The committee's chair, who will be chosen in consultation with the DGS, must be a member of the HSOC faculty. As noted above, at most one of a student's three exam fields may be pursued under the supervision of faculty residing outside the School, pending the approval of the School's DGS and the chair of the student's comprehensive exam committee.

To officially initiate the comprehensive exam preparation process, all committee members must sign a form acknowledging their willingness to serve. The DGS must also sign this form. Students can obtain this form by emailing the Academic Program Manager for Graduate Studies (LaDonna Bowen). Once this form is signed, the graduate program will set up sections of HTS 7999 for which the student can register while preparing for the exam. *Students must register for sections of HTS 7999 for a letter grade in each semester during which they are preparing for the exam with a faculty member.*

Reading Lists

The examination will be based on the critical reading of 50–100 items (books and/or articles) per field. The student will work with each committee member to create a reading list that reflects the current state of the field, the student's interests, and the requirements of potential job markets.

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

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

Undergraduate Course Syllabi

Candidates in *both tracks* must demonstrate these skills by building an annotated syllabus in one field of their choosing appropriate for teaching an undergraduate course. The student must have the syllabus approved by their committee chair prior to starting the written examination. Once approved and prior to taking the comprehensive exam, students must submit their annotated syllabus to the Academic Program Manager for Graduate Studies (LaDonna Bowen) as an email attachment. The creation of a syllabus will help students to organize their own thinking and to prepare them for teaching opportunities. It will be an invaluable asset for their job search portfolio.

Scheduling the Exam

Working in consultation with the student and the other members of the committee, the chair of the examination committee will monitor the student's preparation and, when satisfied that the student has a reasonable chance of success, will schedule the examination while keeping the DGS and the Academic Program Manager for Graduate Studies (LaDonna Bowen) fully informed, including to make sure that the Academic Program Manager for Graduate Studies is available to facilitate the written exam as described below. The full examination, including a written and oral section, will take place over a period of approximately two weeks.

The Written Exam

Over the course of one *week*, students will first complete **written exams in each of the three fields**. Currently the written exams are taken in a five-day period beginning at 9am on a Monday morning, with all three papers turned in by noon on Friday of the same week. Written responses should have no more than 4000 words per field. While the examination is open-book, any sign of plagiarism will be severely punished. The Academic Program Manager for Graduate Studies (LaDonna Bowen) collects the written exam questions from each committee member several days before the exam, distributes them to the student at the start of the exam, and then disseminates the student's essays back to the committee once they have been submitted.

The Oral Exam

The written exams will be followed by a common **oral exam**, conducted at one sitting by the comprehensive examination committee, *to be held in the week following the written exam*. Students are encouraged to ask faculty about the format of the oral exam during preparation. The oral exam may include, but need not be limited to, questions about the essays the student wrote for the written exams. The examiners may ask about questions pertaining to the essay questions the student chose *not* to answer, general questions about each field, connections between fields, and the prepared undergraduate syllabus, etc. At the conclusion of the oral exam the committee will confer briefly and immediately notify the student of the outcome: a pass, a high pass, or a fail.

What happens if a student does not pass?

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

Recommended HSOC Comprehensive Exams Checklist for Graduate Students

Initiating the process:

- Discuss plans for your committee and committee chair with the DGS and approach three faculty members to see if they will examine you for each of your fields. These faculty members will become your "Comps Committee."

- Obtain signature form from the Academic Program Manager for Graduate Studies (LaDonna Bowen) and circulate it to your committee members and the DGS for signature.
- Register for the appropriate sections of HTS 7999 while taking them for a letter grade.

First semester of preparation:

- Put together first drafts of each of the three reading lists. Generally, these lists have 50-100 sources and are divided into sections based on critical themes in each field. Many of the sources can come from graduate courses you have taken with the examining faculty previously.
- Meet with each faculty member of your committee to review the first draft of the reading list.
- Begin reading and taking notes, working on the material as agreed with your committee members.
- In the final month of the first semester, begin work on developing an undergraduate course syllabus in your main field.

Second semester of preparation:

- Complete the readings on your three lists, complete notes on the readings that you will use during the exam and organize those notes for quick access and review.
- Discuss possible exam dates with your committee chair, who will consult with the rest of the committee. When satisfied that you are prepared to take the exam, the committee chair will take the lead in scheduling both the written and oral portions of the exam.
- Write at least one practice question per field and solicit feedback from examiners.
- Submit your undergraduate course syllabus to your committee chair for approval. Once approved, submit a copy of your syllabus to the Academic Program Manager for Graduate Studies (LaDonna Bowen) via email attachment.

Additional Requirements in Proficiency

History Track

Each student must pass a **language translation exam** before being admitted as a Ph.D. candidate. HSOC faculty may administer these exams on an individual basis. Students can also enroll for courses in the School of Modern Languages at Georgia Tech or at Georgia State in downtown Atlanta. (Every other spring, Georgia State offers exam preparation courses, which Georgia Tech students can take on a cross-listed basis.) These courses are not required in order to take the exam, but they do provide some training. Language courses do *not* count for credit. Examinees translate passages with the aid of a dictionary and a grammatical reference. A passing performance satisfies the language requirement. *As part of this process, students must contact the Academic Program Manager for Graduate Studies (LaDonna Bowen) to obtain a form that the examiner and DGS sign to indicate that the student has passed the translation exam and satisfied the language requirement.*

Students can petition the DGS and HSOC Graduate Program Committee for rigorous alternative ways to fulfill the language requirement (e.g., with advanced quantitative methods, computer language or programming, etc.).

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

Sociology Track

All sociology-track doctoral students, including international students, must demonstrate proficiency in advanced quantitative methods. A quantitative methods course taken to fulfill the advanced methods requirement of the M.S. degree meets this requirement. Supervising faculty, however, can also require PhD students to take additional methods classes beyond what is required for the M.S. to prepare them for dissertation work and for their future profession. Sociology track students do not need to pass a language exam.

The Dissertation

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

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

Full-time work on the dissertation generally begins immediately after successful completion of the comprehensive exams. The person you choose as your **dissertation advisor**, working with the DGS and after consultation with you, organizes and chairs a **dissertation reading committee**. *It should consist of four faculty, of which at least three are within HSOC.* The candidate submits a **dissertation prospectus**, which is typically 15 pages and must be approved by the dissertation

reading committee *by the end of the first regular term following the comprehensive exams during which a student holds an assistantship or fellowship covering the cost of tuition.* (Those who pass their qualifying exams prior to the sixth term of receiving funds may petition the Graduate Committee for a one-term extension to this rule.) Students not receiving funding as well as those studying part-time *must have a dissertation prospectus approved within a calendar year of passing the qualifying exams.*

The dissertation advisor will schedule the prospectus defense while informing the DGS and Academic Program Manager for Graduate Studies (LaDonna Bowen). A copy of the prospectus is kept on file in the HSOC Graduate Office. Upon successful defense of the prospectus, the committee will approve the **Request for Admission to Candidacy form** for the student to proceed with work on the doctoral thesis. Students must ensure that the form required for Admission to Candidacy is signed by the school chair, the DGS, and the dissertation committee members. Students obtain this form here: <https://grad.gatech.edu/theses-dissertations-forms>

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

The dissertation reading committee, still chaired by your advisor, will also serve as the core of your **Oral Examination Committee**. *This committee of at least five faculty, including at least one from outside the School of History and Sociology, must be approved by the Office of Graduate Education at Georgia Tech at least fifteen days prior to your defense.* Students must contact the Academic Program Manager for Graduate Studies (LaDonna Bowen) for instructions regarding the Office of Graduate Education's approval process. The committee will determine through reading the thesis and by oral examination whether the dissertation meets acceptable standards.

The pace of progress at this advanced stage of the program will vary. Students should expect to spend at least three years beyond the master's degree to complete the work for a Ph.D. The development of a thesis normally requires students to register for at least 18 credits of HTS 9000 ("Doctoral Thesis"). Part-time students must register for a minimum of three hours per semester.

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

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

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

M.S. and Ph.D. students **must petition to graduate during the semester proceeding the semester of anticipated graduation**. The deadline for the petition is posted in the official calendar available at <http://www.registrar.gatech.edu/calendar>. The student must submit an Online Application for Graduation (OAG): <https://registrar.gatech.edu/info/online-application-graduation-oag-graduate-students>

The Institute also requires that students be enrolled for one hour in the term in which they graduate. Students can request a waiver of this requirement by completing an Enrollment Requirement Waiver Form available at: <https://grad.gatech.edu/theses-dissertations-forms>

Request for Enrollment Waivers must be submitted prior to the term of graduation. For more information on deadlines: <https://grad.gatech.edu/theses-dissertations-deadlines>. Waivers will only be granted to students who have completed all the requirements for their degree. (Please note that if you choose a waiver, you are denied all facilities, including access to the library, entry to the building after hours, etc.)

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

In order to participate in commencement, all necessary forms must be submitted by the date and time specified by the Registrar and published online in “OSCAR (On-Line Student Computer Assisted Registration).” Read carefully the checklist of documents to be submitted along with the Ph.D. dissertation, available at: <https://grad.gatech.edu/sites/default/files/documents/Thesis-Submission-Checklist.pdf>

All Ph.D. candidates are required to submit their work electronically: the Institute has formatting instructions that must be respected and that are obtainable from the Office of Graduate Education: https://grad.gatech.edu/sites/default/files/documents/thesismanual_2020_april_2021.pdf.

Normally Ph.D. theses are put in the public domain at once and made available to scholars all over the world. Students may, however, request that this process be delayed for up to one year after they have submitted their thesis if they fear that immediate publication may jeopardize their professional careers. Discuss this option with the DGS if necessary.

PROFESSIONALIZATION

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

The Graduate Forum and the HSOC Speakers Series

Many Monday afternoons are set aside for a seminar that brings the School's graduate students together to build a research culture and research community. The precise format of the gathering varies and includes a variety of speakers.

Graduate students themselves generally organize the Graduate Forum under the supervision of the DGS. As an example of a session of the Graduate Forum, graduate students might present a conference paper or a dissertation chapter that is pre-circulated and commented upon by one of their peers.

The HSOC Speakers Series, by contrast, is organized by a faculty-led committee that includes a graduate student-representative. Several times a semester, invited speakers from inside and outside Georgia Tech present new research as part of this series. At other times, HSOC faculty might give a paper on their research interests in order to introduce students to their work and to contribute to the community's intellectual conversation.

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

Reading group

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

Writing and presentation skills

Writing, communicating, and presenting research are integral to successful scholarship. Georgia Tech's Center for Teaching and Learning (CTL) (<https://www.ctl.gatech.edu/>) and Georgia Tech's Communications Center (<https://communicationcenter.gatech.edu/>) are excellent resources for students who seek to learn how to make clear presentations, teach effectively, and improve their writing. These centers also provide guidance for job seekers and offer courses on such topics as

preparing a CV for maximum impact and where to search for jobs.

We **strongly** urge our students to take CTL courses and to take advantage of the services offered by the GT Communication Center.

Professional Societies

Every graduate student, and particularly those who intend to get a Ph.D., are strongly advised to join one or more professional societies pertinent to their field of interest (ASA: American Sociological Association; AHA: American Historical Association; HSS: History of Science Society; SHOT: Society for the History of Technology; 4S: Society for Social Studies of Science, etc). These organizations offer discounted membership to students, travel grants to annual meetings, and opportunities to participate as graduate student members. Membership includes a subscription to the society's journal. The annual meeting of the society is a place where you can meet leading scholars in the field, get an idea of the most exciting directions in which the field is moving, meet other graduate students with the same interests and issues as your own, gain a rapid overview of many of the latest books published in the field, and network with the national and international research community. *It is imperative that you become involved with your professional society as soon as you enter the program as a doctoral student.* Ask the DGS or one of your professors for advice.

Jobs and grants

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

Teacher Apprenticeship Program (TAP)

The School's Teacher Apprenticeship Program (TAP) enhances graduate teacher training for students completing a Ph.D. in the History and Sociology of Technology and Science. This program aims to provide Ph.D. students greater and more systematic teacher training and experience than generally provided through teaching assistantships in HSOC. It also aims to provide Ph.D. students with more time to focus on their dissertation research, thereby reducing the time to completion for their degree.

TAP students receive funding as a Graduate Research Assistant/Graduate Teaching Assistant (GTA) in the fall and spring semesters of their apprenticeship. During the following summer, TAP students are paid to teach a course in a short summer session. TAP students work closely with a faculty mentor during each semester of the program. The faculty mentor provides assistance and feedback on important teaching activities, such as constructing syllabi, assignments, and exams; delivering lectures; and grading course materials.

TAP also complements the teacher training offered in the Center for Teaching and Learning (CTL)

at Georgia Tech. CTL offers two courses focused on pedagogy and the development of teaching skills: CETL 8713 “Fundamentals of Teaching and Learning in Higher Education,” and CETL 8717 “Course Design for Higher Education.”

Students interested in TAP should complete at least the first of these courses prior to applying for TAP. Students may be enrolled in the second course at the time of their application. Both courses must be completed before students can begin TAP. During TAP, students can take the CTL capstone course, CETL 8718 “Teaching Capstone,” in the semester that they serve as a teaching associate. Completing this coursework will allow the student to earn a “Tech to Teaching” certificate from CTL.

Example TAP Schedule:

- **Fall Semester:** TAP student works closely with their faculty mentor to develop a course by creating a syllabus, lectures, assignments, and examinations. TAP students do not have TA duties in this semester, allowing them to focus on their dissertation as well as their course development.
- **Spring Semester:** TAP student works as a teaching associate for a course in HSOC taught by the student’s TAP faculty mentor. In this role the TAP student delivers several lectures and plays a significant role in the construction of the course (selecting readings, topics assignments, etc.), as well as in grading. TAP students complete the CTL teaching capstone course in this semester.
- **Summer Semester:** TAP student teaches the course that they constructed with their faculty mentor, who continues to provide guidance and mentoring during the course. Short summer courses allow students to gain teaching experience and earn a stipend, but they also keep the course limited to 5 weeks and thus allow students to remain focused on dissertation research.

Applying to the Teacher Apprenticeship Program:

TAP is a competitive program that offers an additional year of funding for Ph.D. students. To apply to TAP, students should submit the following materials to the DGS:

- An updated C.V.
- A letter of application that explains the student’s progress in the program (e.g., the student’s dissertation proposal has been approved), proposed schedule (including which course to serve as a teaching associate for and which course to teach), and proposed faculty mentor. The letter of application should also discuss the student’s participation in the CTL trainings described above.
- A letter of nomination and support from the student’s proposed faculty mentor.

The HSOC Graduate Committee will consider applications for TAP in spring semester each year. The DGS will announce the deadline for applications annually.

PROGRAM EVALUATION

Georgia Tech and HSOC take your learning experience very seriously. HSOC has several measures in place to evaluate our success in meeting your educational goals. This evaluation is based on getting constant feedback from students that tries to measure their satisfaction with the program and to identify ways of improving the situation. It involves considerable paperwork, some effort from you, considerable effort from the faculty, and an enormous effort from the DGS and the Academic Program Manager (LaDonna Bowen). Your cooperation is imperative.

Here are some of the procedures currently in place:

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

GRADUATE STUDENT AWARDS

Graduate students are eligible to be considered for various awards in HSOC and at Georgia Tech.

Homer Rice Award

Given annually in the spring, the Homer Rice Award will be given to an HSOC graduate student who through volunteerism has fostered a sense of community in the School of History and Sociology, as well as broader communities. Named in honor of Dr. Homer Rice, Georgia Tech's former athletic director, the award offers a modest monetary stipend as well as recognition on the HSOC award wall in the Old CE Building.

Nominations should describe a student's efforts to support a vibrant academic community in HSOC and achievements in integrating professional and personal development among graduate students, consistent with the spirit of service and volunteerism advocated by Homer Rice. HSOC graduate students or faculty may nominate any current graduate student for the award.

Graduate Teaching Assistant of the Year

In conjunction with CTL, the School of History and Sociology names a "Graduate Teaching Assistant of the Year" and a "Graduate Instructor of the Year." HSOC faculty members can nominate students for either school award, and award winners are selected by the HSOC Graduate Committee in January or February. HSOC award winners are then nominated for the campus-wide awards given by CTL.

ACADEMIC STANDARDS AND ETHICS

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

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

Course work is evaluated predominately by writing essays. Typically, for an A grade, an essay must be presented as a research paper, properly documented with footnotes and bibliography. The paper must draw explicitly and constructively on the material in the course. It must be well argued, with an intro that situates the argument in the literature and indicates how the paper adds to what we know already. It must draw together the main argument in a concluding summary. It must respect requirements in terms of length, delivery date, etc.

Georgia Tech Policy on Equal Opportunity, Nondiscrimination, and Anti-Harassment

Georgia Tech prohibits discrimination, including discriminatory harassment, on the basis of race, ethnicity, ancestry, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, national origin, age, disability, genetics, or veteran status in its programs, activities, employment, and admissions. This prohibition applies to faculty, staff, students, and all other members of the Georgia Tech community, including affiliates, invitees, and guests.

Students who witness or feel that they have been a victim of discrimination or harassment are encouraged to consult the policies and procedures outlined [here](#).

Succeeding in the Program

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

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

ORIENTATION FOR INCOMING STUDENTS

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

REGISTRATION PROCEDURES

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

THE OFFICE OF DISABILITY SERVICES

HSOC faculty and staff regularly work with Georgia Tech's Office of Disability Services (ODS),

which collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech Community.

Graduate students seeking academic and other accommodations related to a disability are encouraged to contact ODS (<https://disabilityservices.gatech.edu/>). Students are also more than welcome to contact the DGS for additional information.

MENTAL HEALTH SERVICES

HSOC strongly supports students seeking the mental-health support that they need to improve their well-being.

Students seeking mental health services are encouraged to contact Georgia Tech's Center for Mental Health Care and Resources (<https://mentalhealth.gatech.edu/>).

Students seeking immediate assistance outside of normal business hours should call 404.894.2575 and select the option to speak to an after-hours counselor.

Ivan Allen College also has a “satellite counselor,” Frances Baumgartner, who is available for brief consultations and potential referrals. Students interested in this service should email frances.baumgartner@studentlife.gatech.edu to schedule an appointment.

POLICY ON DEFERRING GRADUATE FUNDING

HSOC is fully aware that students' time in graduate school can coincide with various life events and opportunities. Budget permitting, HSOC strives to allow full-time, funded students to defer the funding that HSOC initially promised them for a semester – or in highly exceptional circumstances a year – upon the birth or adoption of a child or if a family member needs substantial, ongoing care due to illness.

Students who win external fellowships or an assistantship from another entity at Georgia Tech can also defer their funding for the duration of the fellowship or assistantship, again budget permitting.

Students navigating these or similar circumstances should alert the Director of Graduate Studies as early as possible of their desire to defer their funding.

ADDITIONAL RESOURCES FOR PREGNANT AND PARENTING STUDENTS

HSOC strongly encourages pregnant or parenting students to acquaint themselves with the federal protections provided to them through Title IX (<https://diversity.gatech.edu/equity-compliance/reporting-options/i-am-pregnant-or-parenting-student>)

Full-time, funded students who are expecting a child (including via adoption) should also be sure to read the policy on deferring graduate funding immediately above.

EMAIL AND WEBSITES

All Georgia Tech students will receive a free email account. To activate your account, follow these directions. <https://grad.gatech.edu/faq/knowledgebase.php?article=100>

Please notify the Academic Program Manager for Graduate Studies (LaDonna Bowen) of your email address. She will make sure you are on the graduate student list: hsoc-grad-students@lists.iac.gatech.edu.

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

SPACE AND COMPUTERS

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

SUPPORT FROM HSOC AND GT FOR TRAVEL TO CONFERENCES AND FOR RESEARCH

HSOC is committed to funding graduate student travel for purposes of research and professional activity. Students requiring travel support should always seek additional funding from the conference organizers, from the archive to be visited, and from Georgia Tech's student government association (SGA), <https://www.sga.gatech.edu/conferencefunds>, which has a pool of funds available for these purposes. Students should also pursue travel funding through Ivan Allen College: <https://research.iac.gatech.edu/iac-gt-funding/grad-trav>

Students seeking HSOC travel support must apply directly to the DGS. They will need to fill out a standard TAR (Travel Authority Request) at least three weeks before they plan to leave.

This form requires that they make reasonable estimates of their travel and accommodation

expenses, as well as incidentals. The DGS has the right to refuse requests that he or she deems excessive. In particular, when going to conferences, students should ideally make arrangements to share hotel rooms.

On returning from the travel the student fills out a TES (Travel Expense Statement) detailing all costs incurred. *The claim must be fully substantiated with receipts: no request that is not backed by a receipt will be reimbursed. The School does not reimburse money spent on alcoholic beverages.*

All students must evaluate their conference experience before being reimbursed (see Program Evaluation). A sample form is shown in Appendix III.

APPLYING FOR EXTERNAL FELLOWSHIPS AND GRANTS

Students are strongly encouraged to apply for external fellowships and grants to support their research and studies more generally. The Georgia Tech library subscribes to the **Pivot Funding Database**, an incredibly useful database of grants and fellowship opportunities. Students can access this resource on the Georgia Tech library website by searching under "Databases."

Students should also speak to the DGS and their advisors regarding potential grants and fellowship opportunities.

AFFILIATED RESEARCH CENTERS

HSOC has a significant hand in a number of research centers on campus, such as the Center for Women, Science and Technology. Many of these centers offer assistantships and fellowships to HSOC students. The DGS can provide additional information upon request.

STUDENT REPRESENTATION

Each year HSOC graduate students elect a representative to serve on various committees in HSOC: the Graduate Committee, Undergraduate Committee, Speakers Committee, and Awards Committee. In addition, students elect representatives to coordinate the Graduate Forum and assist with graduate recruitment, as well as to serve on the IAC Graduate Student Advisory Board.

The student elected as the representative to the Graduate Committee serves as the primary organizer of the graduate student community and the primary point of contact between the DGS and the graduate student community. This representative also coordinates elections through which students select their representatives to various committees and positions each year. Finally, this student is responsible for advocating on behalf of the HSTS graduate student body on issues related to anti-racism and diversity, equity, and inclusion.

Individual students are encouraged to bring their concerns to the DGS and, if that proves unsatisfactory, to the Chair of HSOC.

Students may also wish to participate in activities sponsored by the campus-wide graduate

student organization at Georgia Tech.

GRADUATE STUDENT HOUSING

Graduate students may elect to live on campus in Georgia Tech dormitory housing. Information about that is available from the campus housing office: www.housing.gatech.edu. In addition, the Atlanta area has a wealth of affordable rooms, apartments and houses which students can rent. The housing office has compiled a list of nearby apartments that frequently house Georgia Tech students.

RESEARCH RESOURCES AT GT AND IN ATLANTA

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

In addition, our students have easy access to the libraries at Emory University and at Georgia State University, where the Southern Labor Archives are also housed. There is a regional branch of the National Archives in Atlanta and important research materials at the Atlanta History Center, the Auburn Avenue Research Library, and the Atlanta University Center's Woodruff Archives. The Williams Museum of Paper and Papermaking has outstanding collections of artifacts and research materials, including the archives of the Technical Association of the Pulp and Paper Industry. Similar materials for another industry can be found at the American Society of Heating, Refrigeration and Air Conditioning Engineers. Historians at Georgia Tech have long worked to preserve archival materials on the history of Southern industry and one such collection, the papers of the Fulton Bag & Cotton Mill, are located in Georgia Tech's archives, which are housed in the Georgia Tech library and feature other useful collections. The Carter Presidential Library is another important research resource in our area, and it contains significant materials on Science and Technology policy during the Carter administration.

CULTURAL AND RECREATIONAL RESOURCES OF ATLANTA

Atlanta has the array of cultural resources you would expect of a large urban center: interesting restaurants, an excellent symphony, art museums, theaters, botanical gardens, a zoo, historical attractions, and parks. By North American standards, the public transit system is good, the biking infrastructure is rapidly developing, the city is served by several interstate highways, and the airplane connections are excellent, especially if you want to fly Delta. Several attractive and interesting neighborhoods are within a short distance of Georgia Tech.

READMISSION POLICY

If a student has remained out of school for any reason for two or more consecutive terms

(including summer term), that student must apply for readmission. The readmission process requires all applicants to complete the application, submit a payment of \$30.00 via the Readmission Application web site: <https://registrar.gatech.edu/current-students/readmission>. All supporting information such as transcripts from other schools attended, petitions, etc. must be included with the application form. These documents may be mailed to:

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

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

Readmission Application Deadlines

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

**APPENDIX I. – CHECKLIST FOR REQUIREMENTS IN HSOC GRADUATE PROGRAM
(8-15-2022)**

M.S.

Required Courses, History and Sociology Tracks

- HTS 6001 – Social Theory
- HTS 6002 or HTS 6114– History of Technology or History of Science
- HTS 7001 – Foundations of Socio-
- Historical Analysis HTS 6743 – STS Core Seminar

Required Course, History Track Only

- HTS 6101/6102/6103 – U.S., European, or non-Western History

Required Course, Sociology Track Only

- Advanced Sociological Methods I

Electives, History and Sociology Tracks*

- elective _____
- elective _____
- elective _____
- elective _____
- elective _____

**Note: Electives must include at least 12 credit hours within HSOC. Electives may include no more than 6 credit hours of HTS 890x “Special Problems” or HTS 6801 “Research Paper” combined. Students who wish to proceed to the Ph.D. must take at least 3 hours of HTS 6801.*

Research-Based M.S.

- register for HTS 6801(supervised by _____ and read by _____)

Graduation

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

Ph.D. (beyond the above, research-based M.S. students only)

Comprehensive Examinations

- register for HTS 7999 (minimum 18 credit hours)

History Track

- 1) History of Technology and/or Science (supervised by _____)

)
2) Modern History of Asia/Europe/U.S. (supervised by_

)
3)_ (supervised by_____)

_____ (administered by_____)

Language translation exam in _

Sociology Track

1) Sociology of Science and/or Technology (supervised by_

)
2) Social Theory (supervised by_

)
3) _____ (supervised by_

)
 Advanced quantitative skills requirement (fulfilled by
_____)

Doctoral Minor (minimum 6 credit hours)

elective _____

elective _____

Dissertation

registered credit hours – HTS 9000 (minimum 18 credit hours)

admission to Ph.D. Candidacy with dissertation title and reading committee

Dissertation title:

Supervisor: _____ Reader: _____

Reader: _____ Reader: _____

dissertation defense

Additional external examiner: _____

Graduation

online application for graduation (applied for in semester *before* graduation, for more information: www.registrar.gatech.edu/students/deinfo/oag.php)

registration in semester of graduation (minimum 1 credit hour)

APPENDIX II. – DEGREE FORMS

Master's Students

- **Online Application for Graduation Form (OAG)**
<https://registrar.gatech.edu/info/online-application-graduation-oag-graduate-students>
- **Research Paper Form*** - Requires original signature by 1st and 2nd reader.

Doctoral Students

- **Comprehensive Fields Form*** – Requires original signature by committee members before starting study.
- **Reading Committee Form*** – Requires original signature by Dissertation Reading Committee.
- **Schedule Prospectus Defense Form*** – Requires original signature by Ph.D. thesis advisor.
- **Request for Admission to Ph.D. Candidacy Form***
Signed by students, advisor, and reading committee members after successful completion of dissertation prospectus. <https://grad.gatech.edu/theses-dissertations-forms>
- **Certificate of Thesis Approval Form***
Student should prepare this form via DocuSign before their dissertation defense. The dissertation committee signs this form when they decide that the student has successfully defended the Ph.D. dissertation. <https://grad.gatech.edu/theses-dissertations-forms>
- **Doctoral Minor Form***
Student must complete before the dissertation defense. <https://grad.gatech.edu/theses-dissertations-forms>
- **Survey of Earned Doctorate Form**
Student should prepare this form at the same time as online dissertation submission.

Purpose and Use of the Survey of Earned Doctorate Form

<https://grad.gatech.edu/theses-dissertations-forms>

Confidentiality of Survey of Earned Doctorate Data

<https://grad.gatech.edu/theses-dissertations-forms>

- **Enrollment Waiver Form***

To be completed by students seeking to waive the enrollment requirement in their graduation term should prepare prior to term. Students must meet the requirements indicated on the form. <https://grad.gatech.edu/theses-dissertations-forms>

- **Library Information and UMI Fee Form**

Student must prepare this form as part of the dissertation submission package.

- **Doctoral Dissertation Agreement Form and UMI Copyright Registration Request Form**

Student must prepare this form as part of the dissertation submission package.

***Download from HSOC Graduate website at
<http://www.HSOC.gatech.edu/graduate/forms>**

APPENDIX III. – MEETING/CONFERENCE FEEDBACK FORM

**HSOC Graduate Program
Meeting/Conference Feedback Form**

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

1. Personal Details

- a) Name:
- b) Date and Place of Meeting:
- c) Title of Meeting:

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

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

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

2. This section is only for those who presented a paper. Others please go directly to section 3 below.

- a) Judging by audience response during and after the paper, would you say that your paper:
 - () Was very well received and excited considerable interest ()
 - Was fairly well received and excited some interest
 - () Was politely received but did not excite much interest (
 -) Don't know

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

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

- d) How can *the DGS* help you improve your presentation at conferences?
3. Regarding the papers that you attended at the conference, what were the three best papers that you attended (give authors and titles)
- a)
 - b)
 - c)
4. What particularly impressed you about these papers? Use the three criteria (organization, content, and performance) as guides when giving your overall impression.
5. Using the three criteria (organization, content, and performance), what characterized the worst papers that you attended? (no names or titles, please)
6. What opportunities did you take for networking at this conference? (e.g., attended opening reception, had a drink or a meal with other grads/faculty etc.)
7. How would rate this conference experience overall in terms of your goals (see 1.g)?
- Very productive () Productive () A waste of time ()
8. What will *you* do to ensure that your next conference experience is rewarding?
9. What steps should *the DGS* take to ensure that your next conference experience is rewarding?

APPENDIX IV – GRADUATE STUDENT ACHIEVEMENTS FORM

HSOC Graduate Student Achievements in the period April 1, 2011 to April 30, 2012

(Please write NONE if that is the case)

NAME

- 1. Masters paper or Ph.D. completed (give title)**

- 2. Awards, Prizes or Grants**

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

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

- 5. Other activities of note**

APPENDIX V. - GRADUATE TEACHING ASSISTANT EVALUATION FORM

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

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

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

Organization 1 2 3 4 5

Presentation 1 2 3 4 5

Content 1 2 3 4 5

Would you like this GTA again, if possible? Any

other comments (**optional**):

APPENDIX VI. – FACULTY FIELDS OF RESEARCH

The School of History and Sociology (HSOC) faculty provides students with exciting interdisciplinary and international perspectives on problems of history, social change, and public affairs. HSOC faculty members are known for outstanding research, publication, teaching, community service, and leadership. For more information on faculty research and teaching, please visit: <https://hsoc.gatech.edu/people/professors>.

Daniel Amsterdam

Associate Professor: U.S. History, Politics, Urban Studies

Laura Bier

Associate Professor: Middle East, Women and Gender

Kate Pride Brown

Associate Professor: Environmental Sociology, Social Movements

Andrew Buskell

Assistant Professor: History and Philosophy of Science, STS

Bhumika Chauhan

Assistant Professor: Labor, Automation, Globalization, Social Movements

Helen Anne Curry

Kranzberg Professor: History of Science, Technology, Agriculture and Environment

Douglas Flammig

Professor: U.S. History, Regionalism, Social History

Carla Gerona

Associate Professor: U.S. History, Atlantic World

Allen Hyde

Assistant Professor: Urban Sociology, Inequality, Quantitative Methods

Kimya Loder

Assistant Professor: Sociology of Race, Gender, Sexuality, Social Movements

Hanchao Lu

Professor: East Asia, Social History, Urbanization

Mary McDonald

Homer Rice Professor: Sports, Society and Technology

Todd Michney

Associate Professor: Urban History, African American History

Sanyu Mulira

Assistant Professor: History of the African Diaspora, Black Internationalism, Women's History

Willie Pearson, Jr.

Professor: Sociology of Science, Race, Family

Amit Prasad

Associate Professor, Sociology of Science and Technology, STS

Sherie Randolph

Associate Professor: African American History, Gender, Social Movements

Eric Schatzberg

Professor, History of Technology, US History

Jennifer S. Singh

Associate Professor: Sociology of Medicine.

John Smith

Associate Professor: Sports History.

Victoria Thompson

Professor and Chair: Urban Social and Cultural History; French and European History; Women and Gender

John Lawrence Tone

Professor: History of Spain and Cuba, French Revolution, Medicine

Germán Vergara

Associate Professor: Environmental History, Mexican History

Bill Winders

Professor: Political Sociology, Food and Agriculture.

Yaqi "Sam" Yuan

Assistant Professor: Sociology, Quantitative and Mixed Methods, Health Care and Aging, Cross-National Research

Calvin Zimmerman

Assistant Professor: Sociology of Race, Gender, Education, Childhood