



Georgia Tech · Ivan Allen College of Liberal Arts

School of History and Sociology

Graduate Program Handbook

September 2025

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Disclaimer

This handbook is accurate at the time of release. Changes in the budget situation, staff movements, and other unanticipated developments might affect intellectual emphases and course offerings. For updates since this release, see [the School of History and Sociology website](#).

September 2025

Introduction

The purpose of this handbook is to provide information about the MS and PhD programs in the [School of History and Sociology](#), the research and teaching capacities of the School, and important facilities and resources at Georgia Tech.

The handbook also lays out rules and regulations governing the degree programs and other essential academic guidelines for students and faculty. These rules and regulations are often italicized and warrant close attention by enrolled students.

The School encourages students to consult this handbook often as they progress through their program. They can also consult their academic advisor, the Director of Graduate Studies, and the Academic Program Manager for Graduate Studies with questions about degree program requirements and procedures.

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 modern history. The School of History and Sociology (HSOC) was formed in 1990, initially under the name History, Technology, and Society (HTS), at which time we formally established an undergraduate degree. Two years later, we created MS and PhD programs and enrolled our first students. At the beginning, we conceived our programs uniting the specialized study of technology and science with more general inquiry into history and sociology. This focus has since expanded to include the study of many issues that shape contemporary societies.

The School's strength in the study of technology and science 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, Georgia 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, which in addition to science and technology also encompasses advanced education in humanities and social science.

At Georgia Tech, schools perform the functions that departments do in other universities. The School of History and Sociology is a multi-disciplinary unit, currently comprising more than twenty-five faculty members with diverse expertise. HSOC programs of study, which at the master's level include tracks in Technology and Science and Politics, Power, and Inequality and at the PhD focuses on Technology and Science, share a core curriculum. They aim to provide students with advanced research skills in history and sociology and to deepen students' knowledge in HSOC faculty's core areas of expertise:

Science, Technology, and Medicine
Politics, Power, and Inequality

Social Justice and Social Change Communities, Places, and the Environment

In addition, students are encouraged to take some courses in other schools of the [Ivan Allen College of Liberal Arts](#) at Georgia Tech, and in appropriate courses campus-wide, as well as at other universities in the Atlanta area.

HSOC students thus develop competence in the disciplines of history and sociology while gaining distinctive cross-disciplinary perspectives on issues of major importance – from technological transformation to environmental transformation, community development to global development, social justice to social change.

HSOC Community Values

The HSOC 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.

As a community, HSOC continuously seeks to identify, interrogate, and move beyond intellectual approaches rooted in systems of oppression and exclusion. It pursues 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, 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, particularly as historians and sociologists. 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.

(Amended version of the Emory University Land Acknowledgement.)

Faculty and Administration

The HSOC administrative offices and the offices of faculty members are located in the Old Civil Engineering (OCE) Building at 221 Bobby Dodd Way on the Georgia Tech campus in midtown Atlanta.

The key contact points for information about the program are:

- [Professor Helen Anne Curry](#), Director of Graduate Studies (DGS)
- Academic Program Manager for Graduate Studies

The DGS and Academic Program Manager offer advice and assistance to students from the start of the application process through their successful completion of the degree program.

The School Chair of HSOC is Professor Victoria Thompson and the Associate Chair is Professor Jennifer Singh.

For a full list of current faculty members, please go to the [HSOC website](#). There you can see who is associated with the department, identify their fields of research, and in many cases their CVs and lists of publications. Faculty names and areas of research are also listed in [Appendix III](#), current to the time of this handbook's release.

Overview of HSOC Graduate Degrees

HSOC runs MS and PhD degree programs. Students may enroll in either program in either a full-time or part-time capacity.

MS in History and Sociology of Technology and Science

The [*MS in History and Sociology of Technology and Science*](#) is a 30-credit hour program with core courses, electives, and an optional research paper. Students choose between two tracks: *Technology and Science* and *Politics, Power, and Inequality*. The technology and science track explores technology and science from a historical and sociological perspective. The politics, power, and inequality track examines contemporary issues such as racial justice, urbanization, globalization, environmental change, and labor and workforce transitions.

The MS degree program is suitable for a broad range of students interested in enhancing their knowledge of historical events and contemporary social issues and enhancing their research and communication skills. It prepares students to analyze issues related to science and technology and pressing contemporary problems using sociological methods and theoretical frameworks alongside archival research and historical perspectives. This combination of content and skills-based training equips graduates for careers in education, healthcare, conservation, government, social services, community action, non-governmental organizations, philanthropy, libraries and archives, museums and historic sites, political lobbies, science communication, journalism, and allied domains or for further academic study in the humanities, social sciences, law, policy, and related fields.

The MS in History and Sociology includes a 5-year joint BS/MS option open to undergraduate students in the School's HTS major by application.

PhD in History and Sociology of Technology and Science

The [*PhD in History and Sociology of Technology and Science*](#) may be pursued by students who have completed the Technology and Science track of the MS in History and Sociology of Technology and Science. It provides deeper engagement in selected fields of study within the history and sociology of technology and science and enables students to conduct independent research. It encompasses comprehensive examinations in three fields and the preparation of doctoral thesis.

The PhD program trains exceptionally qualified students who seek careers in research and education. 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 in think tanks, public agencies, museums, and private businesses.

Degree Pathways

All incoming students enter the MS degree program, even those who have already earned a MS degree or higher from another institution or degree program. All incoming students (both full time and part time) who are planning to extend their studies to the PhD must fulfill the requirements for the MS and complete their master's research paper before preparing for the comprehensive exams. Those hoping to continue to the PhD are expected to maintain a GPA of at least 3.5, earning at least as many As as Bs on their coursework.

Students who are self-funded (including through the University System of Georgia's TAP program or similar initiative) must submit an application to the Graduate Committee for admission into the doctoral program before they can transition from their MS to PhD studies. Instructions on applications by part-time students to continue to the PhD can be found below (under [Continuing Student Applications](#)).

Full-time students can expect to graduate with their MS after three semesters. (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 PhD varies depending on the topic studied and the motivation of the individual. The HSOC graduate program aims to have full-time students well advanced in their PhD research and writing by their seventh semester (inclusive of semesters spent in the MS program). It is not unusual for a PhD to require six years of full-time enrollment from the start of the MS to the submission of the doctoral thesis. See the outlined [milestones to completion](#) below for an idealized timeline.

Admissions

Instructions regarding admission to the HSOC graduate degree programs and a link to the Georgia Tech application portal are [available on the School's website](#).

There are two deadlines for admission. These are typically **January 10** for students seeking financial support from the School of History and Sociology and **February 15** for those who intend to self-fund. Historically, the School has been able to offer financial support to 2–4 new full-time students each year, depending on strength of the application pool and institutional economic circumstances.

New Student MS and PhD Applications

Students normally enter the program in Fall semester (mid-August through early December). Full-time funded students may *not* enter the program in Spring semester (January through early May). (Please consult the [Georgia Tech Academic Calendar](#) for further information on semester dates.)

Prospective students may apply to the MS program intending to be either full-time or part-time students. Prospective students applying to the PhD program must intend to study in a full-time capacity. Prospective students wishing to pursue the PhD as part-time students must apply initially to the MS degree program and will apply separately to the PhD as a continuing student (as described in [the next section](#)).

The following materials must be provided by applicants to be considered for admission as new students in either the MS (part- or full-time) or PhD (full-time) programs:

- Completed Georgia Tech Graduate Application Form
- Georgia Tech Application Fee (as of 1 August 2025): \$95.00 for domestic applicants and \$105.00 for international applicants *
- Certified undergraduate transcript and any graduate transcripts
- Three letters of recommendation
- Statement of purpose (see description below)
- Writing sample (see description below)
- Statement of adequate funds (for international students only)
- [Demonstration of English language proficiency](#) according to the Georgia Tech institute standards

- * Georgia Tech offers Application Fee waivers for a range of qualifying individuals, including first-generation college students, federal Pell Grant recipients, NSF GRFP awardees, Fulbright scholars, US veterans and military service members, among other. Review the [Application Fee waivers website](#) for further details.

The *statement of purpose* should be a concise, well-written document about the applicant's academic and research background, as well as their career goals. It should discuss special areas of research interest. Additionally, it can communicate how Georgia Tech's graduate program will

help the applicant meet career and educational objectives.

The *writing sample* should enable the Graduate Committee to evaluate the applicant's capacity for research and to judge whether they will be able to meet the intellectual challenges of the degree program to which they are applying. A typical writing sample is a 10–20 page essay that an applicant has written for academic purposes at an earlier stage of their career. It helps the Graduate Committee assess an applicant's capacity to succeed in graduate-level courses in history and sociology.

In considering applications, the Graduate Committee places considerable weight on the statement of purpose, past academic record, letters of recommendation, and writing sample. When a test of English language proficiency is required, a TOEFL score of 110 is desirable.

If an applicant requires advice on the application procedure, they can contact the Georgia Tech [Graduate Admissions offices](#). Questions that are specific to the graduate degrees in History and Sociology can be directed to the Academic Program Manager for Graduate Studies.

Continuing Student PhD Applications

Students who are self-funded (including through the University System of Georgia's TAP program or similar initiative) must submit an application to the Graduate Committee for admission into the doctoral program before they can transition from their MS to PhD studies. Applications are typically submitted after the master's research paper is complete.

This application includes:

- a statement of purpose (see description for new student applications above)
- a writing sample, typically the master's research paper
- three letters of recommendation, preferably from HSOC faculty
 - *At least one of the letters of recommendation must 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.

BS/MS Option Applications

The application process for Georgia Tech undergraduates who wish to pursue the five-year BS in HTS/MS in HSTS is discussed below (under [BS/MS Program in History and Sociology](#))

Financial Support

Tuition and fees needed to enroll in HSOC graduate degree programs change annually. [Updated tuition and fee schedules](#) are published regularly by the Office of the Bursar. HSOC graduate students meet these financial requirements in diverse ways: many full-time students have assistantships awarded by the School at the time of their admission to the program, some students are self-funded, and some students are supported through employee or retiree educational assistance programs.

Nearly all full-time students admitted to the HSOC PhD program are supported by graduate assistantships. These Graduate Teaching Assistantships and Graduate Research Assistantships provide for tuition remission as well as [a stipend of about \\$2,291 per month](#) (at the time of writing) through the Fall and Spring semesters. Students on assistantships are required to devote approximately 13.33 hours a week to their employment as teaching or research assistants. Students who will work as Graduate Teaching Assistants are expected to take a training course offered by the [Center for Teaching and Learning](#) when they arrive at Georgia Tech.

Assignments to Graduate Teaching Assistantships and Graduate Research Assistantships are made by the DGS in consultation with the Director of Undergraduate Studies and the School Chair and depend on the undergraduate teaching needs of the School and the availability of funds to support faculty research. Assignments are communicated to students prior to the start of each semester.

Some full-time students receive fellowships that increase the level of financial support. Several fellowships that are awarded at the School level provide supplements to the standard graduate stipend rate: the Walter M. Jones fellowship, the Kenneth Kranzberg fellowship, and the Henry Lesson Smith fellowship. These fellowships typically are awarded by the Graduate Committee at the time of admission, based on an applicant's record of academic achievement, letters of recommendation, and fit with the research and teaching capacities of the School. Other fellowships are administered at the College or Institute level; for example, qualified HSOC students have in the past received the [President's fellowship](#).

Subject to their meeting expectations for academic achievement and progress through the degree program, full-time PhD 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.

HSOC does not award assistantships or fellowships to part-time students.

Further [resources on fellowships and funding are curated by Georgia Tech's Office of Graduate Education](#) and include opportunities based on nationality, research topic, and need. The Institute also compiles [information regarding financial aid](#) (i.e. loans) for graduate students.

HSOC students have an outstanding record of receiving external grants and fellowships. Some also secure teaching as adjunct professors in the Atlanta area to support additional years of

dissertation writing. Students seeking external support should consult the relevant professional resources, e.g.:

- [History of Science Society Jobs and Fellowships](#)
- [Society for the History of Technology Jobs and Fellowships](#)
- [Society for Social Studies of Science Fellowships and Postdocs](#)

The School offers financial support for student travel and research, as detailed under [Conference and Research Travel Funds](#).

International Students

International students require a visa, typically either an F1 student visa or J1 exchange visa, in order to pursue their studies at Georgia Tech. A valid student visa is required to apply to the Department of Homeland Security for admission into the United States at the port of entry. Students will have either a Form I-20 (F and M visas) or Form DS-2019 document (J visas). These forms are issued by Georgia Tech.

To obtain a visa, international students need to provide evidence of financial support to cover the cost of attendance (tuition fees, room/board, and books) for their first year in the program. (For students accepted into the PhD program full-time, their offer of admission with funding will serve as this evidence.) This amount varies slightly from year to year but can be calculated based on [figures from the Office of Scholarships and Financial Aid](#). In 2024, the figure was about \$35,300.

For acceptable financial documentation types and requirements, including for financial award letters from Georgia Tech, review the guidance on the [Office of International Education Financial Document Requirements page](#).

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. The [Office of International Education](#) provides valuable information and advice for prospective and current international students. The state department also maintains a website on [International Student Visas](#).

International students on F1 and J1 visas can be employed part time by Georgia Tech. [More information on the terms of employment is provided by the Office of International Education](#).

The Office of International Education offers [drop-in advising for international students](#). HSOC encourages students to resolve questions, especially ones that may be particular to their circumstances, through the OIE and to keep the DGS and Academic Program Manager informed about issues as they arise.

MS in History and Sociology of Technology and Science

The MS in History and Sociology of Technology and Science consists of five core courses focused on method, theory, and research and communication skills in history and sociology complemented by electives that deliver in depth knowledge on particular topics. It strives to balance the provision of research skills and know-how with opportunities for substantive critical engagement.

Graduate courses offered by the School of History and Sociology are listed in the [Georgia Tech course catalog](#) and [OSCAR student information system schedule of classes](#) under the category History, Technology, and Society (HTS).

On entering the MS program, students indicate whether they wish to enter the *Technology and Science* track or the *Politics, Power, and Inequality* track. As noted in the [overview](#), the technology and science track explores technology and science from a historical and sociological perspective.* The politics, power, and inequality track examines contemporary issues such as racial justice, urbanization, globalization, environmental change, and labor and workforce transitions.

*MS students who intend to continue to the PhD in History and Sociology of Technology and Science *must* enroll in the Technology and Science track.

Degree Requirements

The master's degree program consists of a minimum of 30 credit hours. The two degree tracks share five core HTS courses (15 credit hours) centered on advanced concepts and methods in history and sociology and key skills in research communication. Students on the *Technology and Science* track take an additional two HTS courses (6 credit hours) from among a list of designated technology and science courses.

The remaining credit hours comprise free electives, typically from among the HTS graduate courses offered by the HSOC faculty. Electives may include approved courses from other Schools at Georgia Tech (or [from other institutions through cross-registration](#)) to a maximum of 3 credit hours.

Students are advised of the following academic expectations:

- *All work toward the MS 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.

Curriculum

HTS Core Courses

All MS students are required to take five core HTS courses covering central concepts and methods in history and sociology and key skills in research communication:

- HTS 6001 Social Theory
- HTS 6003 History and Theory
- HTS 8803* Politics, Power, and Inequality
- HTS 8803* Communicating Social and Historical Research

and one of either:

- HTS 6125 Quantitative Methods in Social and Historical Research
- HTS 8803* Qualitative Methods in Social and Historical Research

* Denotes these courses will be taught under the Special Topics number until they are approved as new courses by the USG, projected for AY 2026–27.

HTS Elective Courses

MS students take an additional five elective courses to complete the required 30 credit hours. These electives must include at least 12 credit hours of HTS classes. The electives may include no more than 6 credit hours combined of HTS 890x Special Problems (an independent study arranged with an HSOC faculty member) or HTS 6801 Research Paper (the supervised preparation of a [master's research paper](#)).

Special Problems electives typically take shape through discussions between a student seeking to fulfill a specific subject area or training need and a faculty member positioned to advise in that area. The Academic Program Manager must also be consulted well before the close of registration for the intended semester of study so that the correct course registration can be set up.

The Research Paper elective is similarly arranged independently between the student planning to write a master's paper and their agreed advisor. In this case, the DGS can facilitate conversations establishing the advisory relationship. The Academic Program Manager must also be consulted well before the intended semester of paper preparation so that the correct registration can be set up and relevant master's research paperwork completed. See further discussion under [master's research paper](#).

Students may also fulfill an elective requirement by enrolling in an undergraduate seminar offered by HSOC faculty at the 4000 level, in agreement with the DGS and the course instructor. Students so enrolled will normally be expected to do more reading and writing than the undergraduate students in the seminar.

- *These courses (including independent readings and research) must be taken on a letter-*

grade basis.

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. For students continuing to the PhD, this work should aim primarily at preparation for the comprehensive exams, though in some cases it may also cover independent research projects, including research that may lead to the dissertation. Students also have the opportunity to incorporate a non-credit internship or work experience into their degree curriculum through the existing [Georgia Tech Graduate Internship Program](#). They may also audit classes (i.e., participate in classes without receiving credit or being graded) where permitted by the instructor.

Technology and Science Track Elective Requirements

Students on the *Technology and Science* track are required to take at least two of their five electives from the subset of HTS graduate courses focused on technology and science broadly construed. The current list of HTS Technology and Science track electives includes:

- HTS 6002 Proseminar in the History of Technology
- HTS 6110 Gender, Science, and Technology
- HTS 6111 Technology and Modern Culture
- HTS 6112 Studies in Science and Engineering
- HTS 6113 Development, Science, and Technology
- HTS 6114 Topics in the History of Science
- HTS 6115 Sociology of Science and Technology
- HTS 6116 Global Environmental History
- HTS 6118 Science, Technology, and the Economy
- HTS 6120 Inequality, Science, and Technology
- HTS 6121 Science, Technology, and National Security
- HTS 6122 Topics in History of Medicine
- HTS 6123 Social and Cultural Studies of Biomedicine
- HTS 6124 Science and Technology Beyond Borders
- HTS 6743 Science, Technology & Society (STS): Core Seminar

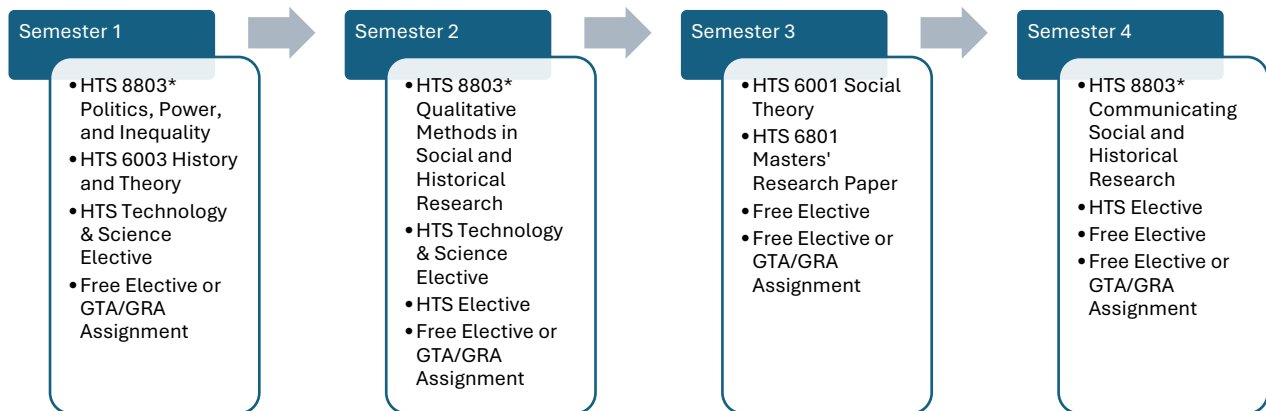
Politics, Power, and Inequality Track Elective Requirements

Students on the *Politics, Power, and Inequality* track are required to take five HTS electives without subject area restriction. The list of electives among existing HTS courses includes, in addition to the Technology and Science electives listed above, the following:

- HTS 6101 Social and Political History of the United States
- HTS 6102 Social and Political History of Europe
- HTS 6103 Social and Political History of the Nonwestern World
- HTS 6106 Business Organizations and Political Economy
- HTS 6117 Urbanization
- HTS 6119 Race and Ethnicity

These elective options are regularly supplemented by Special Topics courses in areas of new faculty expertise.

Example curriculum for 2-year, full-time MS (Technology and Science track)



Further Registration Considerations

Credits for Graduate Assistantships

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

Students who are assigned to a GTA or GRA position will register for the relevant assistantship at the time of registering for classes and should consult the Academic Program Manager for guidance:

- HTS 8997 Teaching Assistantship
- HTS 8998 Research Assistantship

As noted above, assignments to Graduate Teaching Assistantships and Graduate Research Assistantships are made by the DGS in consultation with the Director of Undergraduate Studies and the School Chair and depend on the undergraduate teaching needs of the School and the availability of funds to support faculty research.

Summer Instruction and Employment

Students may register for directed reading (HTS 890x) or the research paper course (HTS 6801) in the summer if a faculty member is willing to take on the advisory role and the DGS approves. Our teaching faculty have 9-month employment contracts and are not contractually obliged to teach over the summer.

Full-time funded students typically are offered the option of being employed as a GTA for one or more summer sessions. This opportunity to earn additional income is announced by the DGS in the Spring semester and is optional.

Taking Courses Outside of HSOC (at Georgia Tech and beyond)

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 of Liberal Arts or in other divisions of Georgia Tech. Students may also opt to pursue [certificates](#) relevant to their future career goals. Many HSOC students complete the Ivan Allen College certificate in Science, Technology and Society (STS), which requires four courses including HTS 6743 (STS Core Seminar).

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

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

- Credit hours for additional methodological courses required by an advisor to ensure adequate preparation for research *are not* counted in these three credit hours. (Note that advisors must follow the guidelines outlined below, under [Additional Training Needs](#), in establishing additional requirements for students.)
- Transferred credits from graduate programs in other universities (see next item) *are* counted as hours acquired outside the School.

Transfer Credits

A student can apply up to six hours of transfer credit to our program *if they were not used towards the acquisition of another 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 they have already received a master's degree in history or sociology. This may include modifying course requirements to take into consideration existing training (for example in methods or a required core subject) but cannot include a reduction in required credit hours.

Master's Research Paper

MS students who do not intend to continue to the PhD may elect to complete their degree entirely through coursework (a course-based master's degree) or to prepare a master's research paper (a research-based master's degree). All MS students who intend to continue to the PhD *must* prepare a master's research paper, as this provides evidence of the capacity to do original research.

Students routinely receive 3 hours of course credit for the master's research paper (HTS 6801 Research Paper), although 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.

Advising

The research and writing will normally be advised by a member of the HSOC faculty, who is chosen by the student with the agreement of the faculty member. This faculty member should be identified by the student as early as possible in the process of deciding a topic. *For full-time students, this must be no later than the end of the second semester of study and ideally sooner. For part-time students, this must be no later than the end of the Fall or Spring semester prior to the intended start of master's paper preparation and ideally sooner.*

Typically, the advisor of a master's research paper is the faculty member whose research expertise most closely aligns with the student's intended topic of research. Ideally, the student will have taken a graduate seminar or other course with the proposed advisor (if one has been offered) or, at a minimum, met with the faculty member to discuss their research interests. Students are encouraged to email prospective advisors to initiate conversations early in their first year of study; the DGS can also assist in identifying appropriate advisors and establishing contact.

Expectations

The master's research paper must be based upon substantial original research. The final paper, which will normally be 30–50 pages in length, must be read and approved by the faculty advisor (the “first reader”) and by at least one other member of the HSOC faculty (“second reader”), who is chosen in consultation with the advisor.

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](#). The DGS circulates more detailed [guidelines for the master's research paper](#) to students and faculty advisors when those students are starting their papers (see [Appendix V](#)). Students or faculty members who have not received the guidelines should request them from the DGS (hacurry@gatech.edu).

HSOC students have published their master's research papers in peer-reviewed journals, incorporated them into their doctoral dissertations, and disseminated them in other scholarly formats.

Timeline and Essential Paperwork

Taking sufficient time to research, write, and revise is essential for students hoping or needing to complete a satisfactory master's research paper. Full-time students are encouraged to engage in the original research that will become their master's research paper beginning in their second semester and to complete their research paper by the end of their third semester at the latest. Part-time students should consult the DGS or their advisor about an appropriate timeframe.

- *Full-time students receiving funding from HSOC must complete their master's research paper by the end of their third semester of study.*

Before the HSTS program can create a section of HTS 6801 for a student working on a research paper, both the primary advisor 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. This form must be completed well before Phase II registration ends.

The master's paper must be submitted to the advisor and second reader on or before an agreed deadline. This deadline must always be well before the final date by which grades are submitted to the registrar, to ensure that the readers have time to assess the work and issue a grade for the semester.

Once the student satisfactorily completes the master's paper, the student must contact the Academic Program Manager for Graduate Studies for a form that the advisor 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.

- *Full-time students who are continuing to the PhD must complete their master's research paper by the end of their third semester at the latest (not counting the summer).*
- *All students (whether part-time or full-time) must pass the research paper and demonstrate adequate performance in their coursework overall to receive a research-based MS and to continue to the PhD.*

Changing Paths

Students who entered the program hoping to get a PhD may decide not to write a research paper. In this event they will be awarded a MS subject to satisfactory academic performance in coursework only. *They will not be permitted to continue with a PhD.*

BS / MS Program

The School of History and Sociology offers a five-year BS/MS Program for students enrolled in the HSOC undergraduate program in History, Technology, and Society (HTS) who demonstrate an interest in and ability for additional education beyond the BS degree. Students who complete this option will graduate with a BS in History, Technology, and Society and an MS in History and Sociology of Technology and Science (BS HTS / MS HSTS)

Application Process

HTS students are eligible to apply for the program after completion of 45 semester credit hours at Georgia Tech, including [HTS 2101](#), and if they show appropriate progress in their degree program thereafter. Admissions decisions are based on GPA and letters of recommendation from faculty who have served as advisors or instructors.

Students must apply through the Georgia Tech [BS/MS application portal](#).*

Applications require the following materials:

- Three academic letters of recommendation
- Statement of purpose describing the applicant's interests in History and Sociology and goals in pursuing advanced study in these fields
- Georgia Tech transcript

Admissions decisions will be made by the HSOC Graduate Committee.

* At the time this Handbook was prepared and approved, the link to apply to the BS HTS / MS HSTS degree pathway was still in development.

Curriculum

Students utilizing the BS/MS Option may share credit for two HTS 6000-level classes taken towards the MS degree in the place of the HTS Free Elective (upper division) and one of their HTS Specialization requirements for the undergraduate HTS degree.

BS in History, Technology, and Society Requirements

- Wellness (2 hours)
- Core IMPACTS (46 hours)
 - Institutional Priority (3)
 - Mathematics (4)
 - Political Science and US History (3)
 - Arts, Humanities, and Ethics (6)
 - Communicating in Writing (6)
 - Technology, Mathematics and Sciences (12)
 - Social Sciences (9)
- **History, Technology, and Society (Field of Study) (18 hours)**

- HTS 2101 Historical and Social Research (3)
- HTS 2111 or HIST 2112 US History to/since 1877 (3)
- SOC 1101 Introduction to Sociology (3)
- Global HTS Elective (1000 or 2000 level) (3)
- HTS Free Elective (6)
- **History, Technology, and Society Major Requirements (32 hours)**
 - HTS 3102 Social Theory and Structure (3)
 - Global HTS Elective (3000 level) (3)
 - Science, Technology, Medicine Electives (6)
 - HTS Seminars (8)
 - HTS Specialization (6) + HTS Graduate Seminar (3) *in place of* HTS Specialization (9)
 - HTS Graduate Seminar (3) *in place of* HTS Free Elective (upper division)
- Non-major Cluster (12 hours)
- Free Electives (15 hours)

122 total credit hours for BS in History, Technology, and Society

MS in History and Sociology Requirements

- Required Courses (15 hours)
 - HTS 6001 Proseminar in Social Theory
 - HTS 6003 History and Theory
 - HTS 6004 Politics, Power, and Inequality
 - HTS 6005 Communicating Social and Historical Research
 - HTS 6125 or 6126 Quantitative or Qualitative Methods in Social and Historical Research
- Electives (15 hours)
 - Five HTS 6000-level or above courses

30 total credit hours for MS in History and Sociology of Technology and Science

Expectations

Continuation in the BS/MS program requires the student to maintain a GPA of 3.5 or higher in Ivan Allen classes.

PhD in History and Sociology of Technology and Science

The HSOC 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-based MS in History and Sociology before advancing to candidacy for the PhD.

Students wishing to satisfy some of those requirements through transfer credit may apply to do so through the procedures described above for [transferring credits from other institutions](#).

Courses

Minimum Credit Hour Enrollments

There are no courses required for the PhD beyond those associated with the MS. However, to remain an active student (with email and library privileges), students must enroll for at least three hours during the Fall and Spring semesters each year. Any student not on [medical leave](#) who fails to meet this minimum registration requirement must apply for readmission.

Students holding a graduate assistantship and others seeking full-time student status must enroll for a minimum of twelve hours. Three of these credit hours 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 credit hour during their term of graduation.

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](#) (RCR). 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 on [the RCR website](#).

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 on the [CTL website](#).

The School asks 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 on the [CTL's International Teaching Assistants web page](#).

Doctoral Minor

In addition to an adequate knowledge of the major field of intended research, the student must demonstrate mastery of some other, smaller body of knowledge, constituting [a doctoral minor](#). According to Georgia Tech requirements for the PhD, the minor will normally consist of 6 credit hours of related courses preferably outside of a student's 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 PhD minor is chosen by the student and approved by the DGS. Courses for the doctoral minor 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 following consultation with the DGS.

Additional Training Needs and Expectations

Students must be sure to take courses that provide the methodological foundations required for their PhD research. Ideally these foundations will be acquired by taking the qualitative and/or quantitative methods courses while completing the master's degree requirements. However, a student's prospective doctoral advisor may require that a student take additional methods courses to prepare them for dissertation work and their future profession. Any coursework required by a doctoral advisor must be communicated in writing to the student, the DGS, and the Academic Program Manager with ample time for follow up (i.e., for registration, cross-registration) so that the student's anticipated timeline for degree completion is not endangered.

Comprehensive Exams

Students pursuing the PhD in History and Sociology of Technology and Science will typically enroll for a third year of graduate courses to help them prepare for a set of comprehensive examinations covering three fields. These will consist of directed readings with an exam committee member (HTS 7999) and, when appropriate, core electives.

Purpose of the Comprehensive Exams

Although traditionally the comprehensive exams marked a students' passage into the trade of teaching professionals, HSOC doctoral students have diverse career goals. Comprehensive exams prepare all students to develop the breadth and depth of knowledge required to be an expert in history and sociology and to position their own research within broader scholarly debates.

The exams are meant to explore a student's ability both to absorb a large amount of information and to integrate that information into historiographical, theoretical, and methodological contexts. A pass signifies that a student has developed several competencies. The most obvious is mastery of a given body of knowledge. Exams also provide faculty with an opportunity to assess a student's ability to write critically and to communicate ideas orally.

Exam Fields

The purpose of comprehensive exams is to ensure that students are familiar with a body of scholarship that is relevant to their research and/or prepares them to teach in a subject area. Comprehensive exams fields should therefore be broad (e.g., US History since 1873, Modern European History, History of Technology, Sociology of Science, Environmental Sociology).

Exam fields should be based on topics taught as HTS graduate seminars or taken as directed readings courses (HTS 890* Special Problems). Ideally, students will have taken classes with their exam committee members (again, potentially including a Special Problems course) prior to starting comprehensive exam preparation.

Students intending to work with a professor they have *not* previously studied under or who wish to pursue a topic in which they will have *no substantive coursework foundation* must consult the DGS well in advance of their completing the MS degree requirements and at least a semester in advance of their beginning comprehensive exam preparation.

Students will normally select two of the following four fields plus a third field of their own design, in consultation with their advisors and the DGS:

- Sociology of Science, Technology, and/or Medicine
- History of Science, Technology, and/or Medicine
- Social Theory and Social Structure
- Modern History (with a further temporal and geopolitical focus)

As discussed below (under [Reading Lists](#)), the content of these fields is decided through a

discussion between the student and the comprehensive exam committee member advising a particular field. Comprehensive exam committee members are expected to be open to students' interests and experiences in agreeing with them a list of readings for the exam.

For all students, the third exam field is considered open with regard both to focus and discipline, though we encourage students to bearing in mind the breadth and subject areas demanded on 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.*

The Comps Preparation Process

Length and Timing of Preparation

Full-time students

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 academic year of additional study. Full-time students are encouraged to take their qualifying exams during their third year of full-time study.

- *Full-time students must attempt to take their comprehensive exams 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).*

Part-time students

The pace of preparation for part-time students depends on those students' preparation during the master's program and the time constraints on their continued study. Part-time students are encouraged to plan for two semesters of supervised preparation for each exam field; however, in consultation with the DGS and with the approval of exam field advisors, these expectations may be reduced where a student shows sufficient competency prior to the completion of two full semesters of preparation in each field.

The Committee

By the end of their first year in the program, full-time students planning to continue to the PhD 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 typically be made up of three faculty members, each representing a field 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 member residing outside the School, pending the approval of the School's DGS and the chair of the student's comprehensive exam committee.

- *To 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. 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. The variability in length and content of these lists reflects the diverse expectations of fields and advisors. Students are encouraged to discuss at the outset with individual committee members their own projected capacities for reading and interpreting text and to agree each committee member a two-semester plan of preparation. As a rough guideline, students should expect to meet with exam committee members 1–2 hours every two weeks during semesters in which they are preparing for the exam.

It bears emphasizing: the structure and organization of exam preparation varies according to the needs and preferences of the student and individual exam committee members. Scheduling, format, and frequency of meetings are likely to differ from one exam committee member to the next. Some professors provide a complete reading list and review it with the student at the outset. Others ask the student to submit a preliminary list, which the professor then supplements with literature they consider essential. Exam committee members also take different approaches to scheduling. Students may meet a professor biweekly or monthly, depending on what schedule is best for both. Students may be asked to submit short written reflections, annotations, or simply discussion points prior to meetings. All of these elements should be discussed and agreed at the outset of exam preparation.

During the preparation for the exams, students may work with their exam committee members to develop mock questions on the assigned topics or request sample questions to better prepare for the written examination.

In preparing for the examination, students who have selected historical fields 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 who have selected sociological fields 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 the field being examined. In addition, students will be expected to apply theoretical frameworks (and/or understand the best methodological approaches) to sociological problems or research questions.

Undergraduate Course Syllabi

All exam candidates must demonstrate these skills by building an annotated undergraduate syllabus appropriate for teaching a course in one field of their fields. 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 email their annotated syllabus to the Academic Program Manager for Graduate Studies. The creation of a syllabus will help students to organize their knowledge of a major field and, where relevant, prepare them for future teaching opportunities. For those intending to pursue a teaching career, it will be an important component of their job application portfolio.

Scheduling the Exam

Students should communicate their desired approximate exam date to the chair of their exam committee and additional examiners when they begin preparing for 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 work with the student to schedule the examination. The chair of the committee is expected to take the lead in scheduling the exam, working with the student and other exam committee members to identify an appropriate time. The chair or student may ask the DGS for assistance if challenges or disagreements arise in exam scheduling.

The exam committee chair and the student will keep the DGS and the Academic Program Manager for Graduate Studies fully informed of the intended date for the exam, ideally cc'ing them on correspondence related to setting the exam date. This will ensure that the Academic Program Manager for Graduate Studies is available to facilitate the written exam as described below. The Academic Program Manager can also assist with finding and reserving a space for the exam where necessary.

The full examination, including a written and oral section, will take place over a period of approximately two weeks. It must ordinarily take place before the last day of classes.

The Written Exam

Students will first complete **written exams** in each of the three fields.

- *The written exams are taken over 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, which includes inappropriate use of AI technologies, will be addressed in accordance with the [Georgia Tech academic honor code](#).

The Academic Program Manager for Graduate Studies 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 an **oral exam**, conducted at one sitting by the comprehensive examination committee. *The oral exam is held in the week following the written exam.*

Students are encouraged to ask faculty about the format of the oral exam during their semesters of 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, 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 subject areas, 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. Full-time students should expect to begin this discussion with the DGS at the end of their second semester and to approach committee members during their third semester. Part-time students who expect to continue to the PhD should discuss their plans with the DGS and develop relationships with potential committee members around the time they are completing their master's research paper.
- ☐ At the appropriate time (see above), approach three faculty members to see if they will examine you for each of your fields. These faculty members will become your Comprehensive Exams Committee.
- ☐ At the start of the semester *prior* to the start of exam preparation, obtain signature form from the Academic Program Manager for Graduate Studies and circulate it to your committee members and the DGS for signature. This must be complete in advance of the registration period.
- ☐ Register for the appropriate sections of HTS 7999 while taking them for a letter grade.

First semester of preparation (or equivalent for part-time students):

- ☐ Prior to the start of the semester, put together first drafts of each of the three reading lists. Generally, these lists have 50–100 readings and are divided into sections based on critical themes in each field. Ideally, the readings are based on those completed during graduate courses you have taken with your examiners. You should ask your examiners if they have lists developed with prior students they can share.
- ☐ The first week of the semester, 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 (or equivalent for part-time students):

- ☐ 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. The exam should be scheduled no later than the last week of the semester.
- ☐ Once the committee chair is satisfied that you are prepared to take the exam, the chair will take the lead in scheduling both the written and oral portions of the exam, communicating with the other committee members, DGS, and Academic Program Manager. If scheduling challenges arise, the chair or student can ask the DGS or Academic Program Manager for assistance.
- ☐ Write at least one practice question per field and solicit feedback from examiners.
- ☐ Submit your undergraduate course syllabus to your committee chair for approval at least one week before the exam is scheduled to begin. Once approved, submit a copy of your syllabus to the Academic Program Manager for Graduate Studies via email attachment.

Sitting for the comprehensive exam:

- ☐ Expect an email from the Academic Program Manager for Graduate Studies conveying your written exam questions on Monday morning at 9 am the week of your scheduled written exams.
- ☐ Write and revise your written exam responses during the week.
- ☐ Email your exam responses to the Academic Program Manager for Graduate Studies via email attachment before 12noon on Friday the week of your scheduled written exams.
- ☐ The following week, arrive early to the scheduled time and place of your oral exam. Bring water, a snack, and a notepad and pen.

Required Additional Competencies and Skills

Students who anticipate pursuing research in a language other than their native tongue or that requires quantitative work, ethnography, interviews and survey research, GIS, or similar methodological skills must demonstrate the requisite competence in those areas before they can proceed with their dissertation.

Students can enroll for language courses in the School of Modern Languages at Georgia Tech or at Georgia State in downtown Atlanta. Language courses do *not* count for credit.

Methods courses beyond those offered in HSOC can be chosen from a variety of courses offered by Georgia Tech or at area universities that participate in the ARCHE cross-registration program.

Committee chairs can request the administration of language exams or a requirement of additional coursework in order to achieve or demonstrate these competencies. They must communicate this intention in writing to the student as well as the DGS and Academic Program Manager for Graduate Studies and must do so in the appropriate timeframe (i.e., allowing sufficient time for class registration, cross-registration, or exam preparation).

The Dissertation

The ultimate requirement for the PhD degree is the writing of an original doctoral dissertation and the successful defense of its conclusions in an oral examination. The [Georgia Tech catalog specifies](#) that “The dissertation must demonstrate that the candidate possesses powers of original thought, talent for research, and ability to organize and present findings.”

Students explore ideas for a dissertation through their master’s level coursework and seminar papers, a process that also gives students some sense of the sources they will need for more extended research. Students should also be thinking about the make-up of their thesis committee while still taking classes. That means identifying people on the HSOC faculty who can advise a dissertation on the desired topic and potentially locating other people, on and off the Georgia Tech campus, who could offer further help in research and writing.

Full-time work on the dissertation generally begins immediately after successful completion of the comprehensive exams. 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 PhD. 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.

Dissertation Reading Committee

The person you choose as your **dissertation advisor**, working with the DGS and after consultation with you, organizes and chairs a **dissertation reading committee**. The dissertation advisor is ordinarily a tenured HSOC faculty member (i.e., associate or full professor).

- *The dissertation reading committee should consist of four faculty, of which at least three are of whom are within HSOC.*
- *The dissertation advisor is often, but not always, the same as the chair of the comprehensive exams committee.*

Dissertation Prospectus

The candidate submits a **dissertation prospectus**, which is typically 15 pages and must be approved by the dissertation reading committee.

- *The dissertation prospectus must be approved 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 DGS circulates more detailed [guidelines for the dissertation prospectus](#) to students and faculty advisors when those students are starting their prospectus (see [Appendix VI](#)). Students or

faculty members who have not received the guidelines should request them from the DGS (hacurry@gatech.edu).

The dissertation advisor will schedule the prospectus defense and communicate the agreed date to the student, committee members, and the DGS and Academic Program Manager for Graduate Studies. The Academic Program Manager can assist in finding and reserving a space for the defense.

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 from the [Office of Graduate and Postdoctoral Education website](#).

The student must also submit a copy of the prospectus to the Academic Program Manager for Graduate Studies.

In addition to providing the foundation for further dissertation research, the prospectus serves as the basis for grant applications that can generate financial support for travel and writing.

Conducting Doctoral Research – IRBs and Researching Abroad

Institutional Review Board Approval

Depending on the nature of their research, students may be required to obtain approval from the Institutional Review Board (IRB). IRB approval is mandatory in advance of any research project involving human subjects, including activities such as interviews, surveys, and ethnographic observation. Requirements for IRB approval may also vary depending on the country in which the research is conducted, as additional ethical or regulatory considerations may apply. Students are strongly encouraged to contact the IRB office well in advance of beginning their research to ensure compliance with all applicable protocols. Students may use IRB office [Submission Decision Tree](#) or contact the [Office of Research Integrity Assurance](#) for further information.

Researching Abroad

Many HSOC doctoral students study topics in history and sociology beyond the United States. It is common for students with international research topics to conduct preliminary investigations abroad during winter or summer breaks within the first three years of the PhD program. These research trips enable pre-prospectus students to determine whether there are sufficient archival materials or fieldwork opportunities to support the development of their intended dissertation. Following the prospectus defense, students may wish to spend a semester abroad conducting more in-depth research as part of their dissertation work, potentially in addition to traveling during winter or summer breaks.

The HSOC graduate program has modest funds to support research trips, which are especially useful for early scouting of archives and field sites; see [information on applying for these funds](#)

below. To support longer research trips, students typically seek [external funding from academic institutions, governmental agencies, or international organizations](#), in addition to applying for internal funding through Georgia Tech graduate fellowships or travel grants.

In some cases, students may be able to hold a Graduate Research Assistantship (GRA) or Graduate Teaching Assistantship (GTA) appointment while conducting research abroad. Students should discuss this option with the DGS well in advance of a hoped-for research trip (i.e., in the first week of the semester *prior* to the intended the desired semester abroad).

Any international research travel for international students should be reviewed and approved by the Office of International Education as it may have implications for visa status and academic standing.

Oral Examination Committee

The dissertation reading committee, still chaired by your advisor, will also serve as the core of your **oral examination committee**.

- *The oral examination committee comprises at least five faculty, including at least one faculty member from outside the School of History and Sociology.*
- *The oral examination committee must be approved by the Office of Graduate Education at Georgia Tech at least fifteen days prior to the dissertation defense.*

The dissertation advisor will work with the student to schedule the dissertation defense at an appropriate time while informing the DGS and Academic Program Manager for Graduate Studies. The Academic Program Manager can assist in finding and reserving a space for the dissertation defense.

The advisor and student may wish to consider the availability of [the Georgia Tech Dissertation Defense Room](#) when scheduling the defense. They should also consider and make appropriate plans for the incorporation of remote committee members through an online meeting platform. Dissertation defenses may also take place entirely online, depending on the physical location of the student defending and committee members.

Students must contact the Academic Program Manager for Graduate Studies 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.

Students who are nearing the completion of their PhD are advised to consult carefully the [Theses & Dissertation requirements](#) set out by the university.

Leave of Absence for Dissertation Completion

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 PhD research and writing. They will not be expected to pay fees during this period but can only expect limited assistance from their PhD supervisors. Students intending to pursue this pathway should consult with the DGS and Academic Program Manager for Graduate Studies before taking action.

International students must consult with the Office of International Education before pursuing this option, as a leave of absence may have significant implications for the duration and validity of their I-20 or DS-2019 documentation.

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.*

Thesis Submission

All PhD 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 website on Theses and Dissertations](#).

Typically, PhD theses are put in the public domain at once and made available to scholars all over the world. Students may 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. Students are invited to discuss this option with the DGS at the time of completing the dissertation paperwork if they feel the circumstances apply to them.

Milestones to PhD Completion

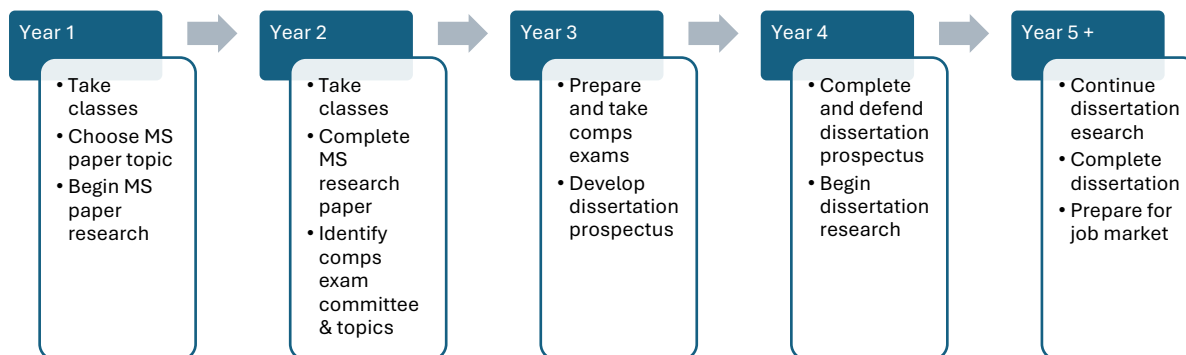
The HSOC graduate program highly values helping students achieve their academic goals in a reasonable amount of time, avoiding “academic drift.” The ideal way to do this is to settle quickly on a suitable PhD topic (if that is the degree you are after) and to test the feasibility of that topic at the MS stage. If the topic proves doable, students are urged to choose the nature and content of comprehensive fields such that they provide the intellectual foundation needed for the writing of the PhD.

What this means in practice is that the stages in this program – MS, comprehensive exams, PhD – should not be viewed as separate hurdles to be crossed but as an *integrated whole that converges on the PhD thesis*.

Students are encouraged to set clear milestones to completion, to share these with their advisors, and to keep them as best they are able.

An ideal scenario for **a full-time PhD student** involves:

- During Year 1 (6–12 months after start): choose MS topic and begin research
- Fall of Year 2 (16 months after start): complete MS 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 the dissertation and enter the job market



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

Graduation Procedures for MS and PhD degrees

Petition to Graduate

MS and PhD students **must petition to graduate**. This petition must be made during the semester **preceding** the semester of anticipated graduation.

The deadline for the petition is posted in [the official Georgia Tech calendar](#). The student must submit an [Online Application for Graduation](#) (OAG).

International students should consult the Office of International Education when planning their PhD completion as the dates of completion may have significant implications for the duration and validity of their I-20 or DS-2019 documentation.

Enrollment Requirements

The Institute also requires that students **be enrolled for at least one hour in the term in which they graduate**. Students may request a waiver of this requirement by completing an [Enrollment Requirement Waiver Form](#).

[Request for Enrollment Waivers](#) must be submitted prior to the term of graduation. The Institute maintains [a list of deadlines related to thesis submission and graduation](#).

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.)

A student who does not meet the enrollment waiver requirements may enroll for just one hour in the term of graduation. This exception to the normal minimum of three hours for graduate students may be used only once per degree. No special form or permission is needed provided that the student is a degree candidate.

Commencement

The [official Georgia Tech commencement website](#) provides information regarding the graduation ceremony for GT students, including cap and gown rental, ceremony times, invitations and receptions.

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 PhD dissertation](#).

Professionalization

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

Research Seminars and Events

Regular seminar-style events oriented around research presentations bring the School's graduate students and faculty members together to build a research culture and research community. The precise format of the gathering varies and includes a variety of speakers.

Graduate students self-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** is organized by a faculty-led committee that includes a graduate student-representative. Several times a semester, invited speakers from within and beyond Georgia Tech present their research as part of this series.

- *Attendance at the Graduate Forum and Speaker Series is required for all full-time students. Part-time students are strongly urged to attend where their circumstances allow.*

At the **HSOC Work-in-Progress series**, HSOC faculty present a paper on research interests to introduce students and colleagues to their work and to contribute to the community's intellectual conversation.

Throughout the year, there are many further opportunities to engage with researchers and research communities, whether in HSOC, at Georgia Tech, or at other Atlanta institutions. Graduate students are strongly encouraged to find research communities and events of interest and to be active participants in these.

Reading Group

Students are strongly encouraged to form a reading group that meets regularly to discuss papers or books of general interest to the student community. This shared reading group can help build a research community and encourage new ways of thinking.

Faculty in HSOC are willing to mentor such a group, if requested. Students wishing to organize a reading group are encouraged to consult with the DGS.

Writing and Presentation Skills

Writing, communicating, and presenting research are integral to successful scholarship.

The DGS circulates more detailed [guidelines for oral presentations](#) to master's students and faculty members teaching graduate seminars at the start of each academic year (see [Appendix IV](#)). Students or faculty members who have not received the guidelines should request them from the DGS (hacurry@gatech.edu).

Georgia Tech's [Center for Teaching and Learning](#) (CTL) and [Naugle Writing and Communication Center](#) 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 curriculum vitae (CV) or resume for maximum impact and where to search for jobs.

The Communication Center offers [one-on-one advising sessions](#) that students may attend on a weekly basis to develop and refine a paper or presentation over the course of the semester. Students may schedule up to two sessions per week with the same advisor, allowing for sustained support and feedback on their work.

The Communication Center also provides a [Dissertation Accelerator](#) at the end of each semester, which is designed to help students make substantial progress on their dissertations. The Center also hosts regular [Just Write Fridays](#) writing sessions, creating a structured and supportive environment for focused writing.

Every semester, the Center for Teaching and Learning and the Language Institute offer credit [courses to help non-native English-speaking graduate students improve their communication skills in English](#). These courses are a semester-long combination of synchronous instruction and individual one-on-one virtual meetings with the instructor. Students can register for these classes on the GT OSCAR website:

- CETL 8797: Oral Communication for International Graduate Students
- CETL 8723: Academic Writing for International Graduate Students

HSOC **strongly** advises students to take CTL courses and to take advantage of the services offered by the GT Communication Center.

Professional Societies

All graduate students, and particularly those who intend to get a PhD, are strongly advised to join one or more professional societies pertinent to their field of interest. These may include, among others:

- 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](#)

These organizations offer discounted membership to students, travel grants to annual meetings, and opportunities to participate as graduate student members. Membership also includes a subscription to the society's journal.

The annual meeting of the society is a place where one 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 possessing similar interests and facing similar issues, 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.

Conference and Research Travel Funds

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 society or organization hosting a conference, from the archive to be visited, and from Georgia Tech's [Student Government Association](#) (SGA), which has [funds available for these purposes](#). Students should also [apply for travel funding through Ivan Allen College](#).

The first step in planning any travel that will be funded in whole or part by HSOC or the Ivan Allen College is to become familiar with the [Georgia Tech travel policies](#). It is especially important to note the following:

- All travel must be approved in advance by the financial manager and the Spend Authorization must be fully processed through the [Workday Financials system](#).
- Policies concerning [how and when air travel may be purchased](#) are strict and often in flux. Students must be in strict compliance with the airfare purchase policies.
- Expenses must be fully substantiated with receipts, with the exception of per diem meal reimbursements. No request that is not backed by a receipt will be reimbursed.
- Students must submit all expenses for reimbursement and reconciliation within 10 days of the completion of the event or trip but no later than 45 calendar days.

Students seeking HSOC travel support, either to present a paper at a conference or to travel for research purposes, must initially apply directly to the DGS for this support.

The application to the DGS requires the following information to be sent in an email:

- Evidence of an accepted conference paper (for conference travel) or Short description of the intended research and its relevance to degree completion (for research travel)
- Travel dates
- Itemized estimate of travel costs (e.g. hotel, airfare, conference registration)
- Total cost requested from HSOC

The DGS has the right to refuse requests that they deem excessive. When going to conferences, students should make an effort to economize, for example by sharing hotel rooms or by volunteering to work at the conference in exchange for free registration.

Once the DGS has offered financial support from the HSOC graduate program, the student must then fill out the [HSOC Funding Request Form](#). This form provides the Finance Manager or designated administrator with the information they need to create a Spend Authorization. A Spend Authorization will be created on the student's behalf, and they will need to monitor its processing through the [Workday Financials system](#).

Travel expenses may be incurred only after the Spend Authorization is fully approved and the student has been so notified, and those expense must only be incurred in compliance with the most current [Georgia Tech travel policies](#).

On returning from their travel, the student submits their receipts to the Financial Manager through the [HSOC Funding Request Form](#). The Financial Manager will create an expense report in the [Workday Financials system](#) for the student to approve.

The DGS will also need to approve the expense report. Where the student has participated in a conference, they are **required** to evaluate their conference experience ([Appendix VII](#)) before being reimbursed (for the reasons behind this requirement, see [Program Evaluation](#)) and to submit this evaluation to the DGS. Only then will the DGS approve their expense report.

Fellowships, Grants, and Jobs

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."

Professional societies are also an excellent source for information regarding grants, fellowships, postdocs, academic positions, and publishing opportunities. Consult their job and fellowship postings, e.g.:

- [History of Science Society Jobs and Fellowships](#)
- [Society for the History of Technology Jobs and Fellowships](#)
- [Society for Social Studies of Science Fellowships and Postdocs](#)

Another excellent resource aggregator is www.H-net.org. Students are advised to consult this regularly for awards, prizes, grants, fellowships, and jobs in the humanities and social sciences.

When it comes to making applications, the Institute's [Career Center](#) offers many valuable resources, from CV review to cover letter writing advice to guidelines for professional interviews. It hosts many sessions and events throughout the year.

A student's advisor and the DGS can also assist in targeting resources for specific types of grants,

fellowships, and jobs. HSOC faculty can also offer advice on job materials such as CVs and cover letters.

Teaching Apprenticeship Program

The School's Teacher Apprenticeship Program (TAP) enhances graduate teacher training for students completing a PhD in the History and Sociology of Technology and Science. This program aims to provide PhD students greater and more systematic teacher training and experience than generally provided through teaching assistantships in HSOC. It also aims to provide PhD 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 Requirements

TAP 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, which must be completed by all students in TAP:** 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 CTL 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 PhD students. The HSOC Graduate Committee will consider applications for TAP in Spring semester each year. The DGS will announce the deadline for applications annually.

To apply to TAP, students should submit the following materials to the DGS once the call for applications has been issued:

- An updated CV
- 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

Student Representation

Each year HSOC graduate students are asked to serve on HSOC committees: the Graduate Committee, Undergraduate Committee, Speakers Committee, and Awards Committee. In addition, students coordinate the Graduate Forum and assist with graduate recruitment, as well as to serve on the IAC Graduate Student Advisory Board. Participating in committee work offers valuable administrative experience; helping with graduate recruitment is essential to maintaining a vibrant graduate community.

Students may also wish to participate in activities sponsored by the campus-wide graduate student organization at Georgia Tech.

The student who serves as the representative to the Graduate Committee is the primary organizer of the graduate student community and the primary point of contact between the DGS and the graduate student community. This student is responsible for advocating on behalf of the HSTS graduate student body on issues of concern.

Individual students are encouraged to bring their concerns to graduate representative of the Graduate Committee, to the DGS and, if those routes proves unsatisfactory, to the Chair of HSOC.

Succeeding in the MS and PhD Programs

When students begin either the MS or PhD degree program, the DGS helps them develop a plan of study that identifies the courses that will contribute to their educational objectives.

- *All students are urged to meet with the DGS before registering every semester to coordinate their long-term plan of study with their semesterly coursework.*

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. Students are encouraged to discuss their intellectual and career goals with faculty members.

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 Graduate and Postdoctoral Education](#).

These sessions generally take place over two days during the week before Fall classes begin. Orientation provides new arrivals with an opportunity to meet HSOC faculty and students and to familiarize themselves with HSOC, Georgia Tech, and Atlanta.

Students register for classes and fill out all paperwork required for employment at the time of orientation. Those students holding teaching assistantships must also attend workshops conducted by Georgia Tech's [Center for Teaching and Learning](#) (CTL) before the term starts. Faculty who supervise GTAs and GRAs typically make contact with those students prior to the start of the semester; however, graduate student assistants are also encouraged to email the faculty member they have been assigned to as a GTA or GRA to learn about that faculty member's expectations.

Georgia Tech offers an orientation program for incoming graduate students that includes both online and in-person activities. In addition to the general orientation, there is a separate orientation available for [international graduate students](#), which provides guidance on academic expectations, visa regulations, and settling into the United States.

Students are also encouraged to enroll in [GT6000](#), a one-credit, pass/fail course offered only during the first eight weeks of the Fall semester and only to first-semester students. The course is a small-group, peer-led orientation and provides a structured space to build community, gain insights into graduate life, and connect with campus resources.

Registration Procedures

After creating a plan of study with the DGS, students register online. They are assisted in this process by the Academic Program Manager for Graduate Studies.

Students can find information about that process in [Oscar](#) (On-Line Student Computer Assisted Registration), which is updated with a schedule of course offerings several months in advance of the term start date. Oscar includes a calendar for the term showing the various registration periods. It contains other useful information such as deadlines for fees and degree petitions.

The online registration process is straightforward, so long as students sign on during the appropriate periods and have a valid Georgia Tech email account ID.

- *It is also essential that students 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. Students should request assistance with permits and other special courses such as HTS 7999 or HTS 6801 well in advance of their final registration deadline.

Email and Communication

All Georgia Tech students will receive an Institute email account. Follow [these instructions](#) to activate your email via the [Passport account management system](#).

Students must notify the Academic Program Manager for Graduate Studies of your email address. The Program Manager maintains the graduate student email list, hsoc-grad-students@lists.iac.gatech.edu. This list is a key vehicle for communications from the DGS and School administration.

Email account and other communication technology services provided by Georgia Tech are subject to strict internal norms of good conduct.

Students are advised to maintain the highest standards of professional integrity in all communications made through publicly accessible media, even those that are supposedly protected. Information that is placed in the public domain (through personal websites, social media, or email correspondence) may be accessed by a potential employer or other unintended audiences.

Workspace and Computer Access

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.

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](#). In addition, the Atlanta area has a wealth of 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 Georgia Tech 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. The current HSOC contact person is [Jay Forrest](#).

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 the [Georgia Tech Archives](#), which are housed in the Georgia Tech library and feature other useful collections. Also on campus, the [Williams Museum of Papermaking](#) has outstanding collections of artifacts and research materials, including the archives of the Technical Association of the Pulp and Paper Industry.

HSOC students also have easy access to the libraries at [Emory University](#) and at [Georgia State University](#), where the Southern Labor Archives are also housed. (Note that books from these libraries may be ordered for delivery to campus through [Georgia Tech's library catalog](#).)

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 [Carter Presidential Library](#) is another important local research resource.

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](#). Students are also welcome to contact the DGS for additional information.

Mental Health Services

HSOC strongly supports students seeking the mental-health resources and services that they need to foster and maintain their well-being.

Students seeking mental health services are encouraged to contact Georgia Tech's [Center for Mental Health Care and Resources](#).

- **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 DGS as early as possible of their desire to defer their funding.

Additional Resources for Pregnant or Parenting Students

HSOC strongly encourages pregnant or parenting students to acquaint themselves with [the federal protections provided to them through Title IX](#). 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.

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](#). 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.

The readmission application deadlines are:

- Spring: December 1

- Summer: April 1
- Fall: July 1

Further Policies and Procedures

Program Evaluation

Georgia Tech and HSOC take your learning experience very seriously. HSOC has several measures in place to evaluate its success in meeting your educational goals. This evaluation is based in part on surveys that try to measure students' satisfaction with the program and to identify areas for improvement. It involves considerable paperwork, some effort from students, input from the faculty, and an enormous effort from the DGS and the Academic Program Manager. Student cooperation is imperative.

Here are some of the procedures currently in place:

- While enrolled in HTS graduate seminars, students' research papers and oral presentations are evaluated by their instructors according to an evaluation rubric set by the graduate program. These evaluations are submitted the DGS.
- All GTAs are evaluated at the end of each semester on their performance, including their success in giving a lecture, if they are invited to do so. It is filled out by the faculty member supervisor and submitted to the DGS.
- Students are evaluated by their committee members at each major milestone of the graduate degree program (master's research paper, dissertation prospectus defense, dissertation defense) according to an evaluation rubric set by the graduate program. These evaluations are submitted the DGS.
- 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. This form is available at [Appendix VII](#).
- All students will be invited to evaluate the DGS in an anonymous online survey in May of each year. This survey will be released by the Academic Program Manager.

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 is 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.

The DGS solicits nominations for the Homer Rice Award each spring. Letters of nomination 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 typically names a Graduate Teaching Assistant of the Year, Online Teaching Assistant of the Year, and (when appropriate) a Graduate Instructor of the Year.

The DGS solicits nominations for these awards in conjunction with the timeline required by CTL. HSOC faculty members can nominate students for any school award, and award winners are selected by the HSOC Graduate Committee. HSOC award winners are then nominated for the campus-wide awards given by CTL.

Academic Standards and Ethics

HSOC expects 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.

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 is already known. It must draw together the main argument in a concluding summary. It must respect requirements in terms of length, delivery date, etc.

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](#).

The [Georgia Tech Library](#) offers a variety of resources and workshops throughout the year focused on academic integrity, including guidance on how to properly cite sources and avoid plagiarism.

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 [Institute's policies and procedures](#).

Appendix I. Checklist for Requirements in the HSOC Graduate Program

Checklist for Degree Requirements

MS in History and Sociology of Technology and Science
PhD in History and Sociology of Technology and Science

MS in History and Sociology of Technology and Science

Required Core Courses

12 credit hours

- ☐ HTS 6001 Social Theory
- ☐ HTS 6003 History and Theory
- ☐ HTS 8803 Special Topics (Politics, Power, and Inequality)
- ☐ HTS 8803 Special Topics (Communicating Social and Historical Research)

Required Core Methods Course

3 credit hours

- ☐ HTS 6125 Quantitative Methods in Social Research
- OR*
- ☐ HTS 8803 Special Topics (Qualitative Methods in Social Research)

Technology and Science Electives

6 credit hours, Technology & Science track only

- ☐ _____
- ☐ _____

Open Electives

9 credit hours, Technology & Science track; 15 credit hours, Politics, Power, Inequality track

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Restrictions and Requirements

- Electives must include at least 12 credit hours of HTS courses.
- 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 PhD must take at least 3 credit hours of HTS 6801 (to complete the research-based MS)

Research-based MS in History and Sociology of Technology and Science

☐ Completed HTS 6801

Advisor (first reader): _____

Second reader: _____

MS Graduation Requirements

☐ [online application for graduation](#) (applied for in semester *before* graduation)

☐ registration in semester of graduation (minimum 1 credit hour)

PhD (additional to above research-based MS requirements)

Comprehensive Examinations

18 credit hours, full-time students; 9–18 credit hours, part-time students

☐ Term and faculty advisor: _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

Exam Fields

Two of the following fields

☐ Sociology of Science, Technology, and/or Medicine

Faculty advisor: _____

☐ History of Science, Technology, and/or Medicine

Faculty advisor: _____

☐ Social Theory and Social Structure

Faculty advisor: _____

☐ Modern History (focus: _____)

Faculty advisor: _____

Third field

Topic: _____

Faculty advisor: _____

Doctoral Minor

Minimum 6 credit hours

Subject area: _____

☐ Minor elective 1: _____

☐ Minor elective 2: _____

Dissertation

☐ HTS 9000 registered credit hours

☐ Admission to PhD candidacy with dissertation title and reading committee

Dissertation Title: _____

Supervisor: _____

Reader 1: _____

Reader 2: _____

Reader 3: _____

☐ Dissertation defense

Additional external examiner:

PhD Graduation Requirements

☐ [online application for graduation](#) (applied for in semester *before* graduation)

☐ registration in semester of graduation (minimum 1 credit hour)

☐ paperwork completed as described in the [Theses & Dissertations guidelines](#)

Appendix II. Forms

Many forms mentioned in this Handbook are prepared by the Academic Program Manager for Graduate Study and circulated for signature via the Docusign platform. These include the Master's Research Paper, Comprehensive Fields, Reading Committee, and other forms used to mark completion of HSOC degree requirements. Students should contact the Academic Program Manager for assistance with these forms.

All Students

- **Online Application for Graduation (OAG) Form**
- **HSOC Graduate Program Meeting/Conference Feedback Form.** Required to receive reimbursement for conference travel funded by the School. See [Appendix VII](#).

Master's Students

- **Master's 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 PhD thesis advisor.

The [Office of Graduate Education Theses & Dissertation Forms website](#) maintains the full docket of forms required for Thesis & Dissertation submission, including:

- **Request for Admission to PhD Candidacy Form.** Signed by students, advisor, and reading committee members after successful completion of dissertation prospectus.
- **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 PhD dissertation.
- **Doctoral Minor Form.** Student must complete before the dissertation defense.
- **Survey of Earned Doctorate Form.** Student should prepare this form at the same time as online dissertation submission.
- **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.
- **SmarTech Repository Agreement Form.**

Appendix III. 2025–26 Faculty Fields of Research

Daniel Amsterdam

Associate Professor: US History, Politics, Urban Studies

Laura Bier

Associate Professor: Middle Eastern History, Women and Gender

Kate Pride Brown

Associate Professor: Environmental Sociology, Social Movements

Stephanie Bryan

Postdoctoral Fellow: Environmental History, Food Studies, History of the US South

Andrew Buskell

Assistant Professor: History and Philosophy of Science, STS

Kemal Budak

Lecturer: Sociology of Religion, Immigration, Islam

Bhumika Chauhan

Assistant Professor: Sociology of Labor, Automation, Globalization, Social Movements

Christina Crespo

Visiting Assistant Professor: Science and Technology Studies

Helen Anne Curry

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

Taylor Dysart

Assistant Professor: History of Science and Medicine, Latin American and Amazonia

Carla Gerona

Associate Professor: US History, Atlantic World

Matthew Hild

Lecturer: US History, History of the US South, Labor History, Agricultural History

Allen Hyde

Assistant Professor: Urban Sociology, Inequality, Quantitative Methods

Nikolay Koposov

Distinguished Professor of the Practice: Modern European Intellectual History

Christopher Lawton

Lecturer: Social and Cultural History of the US South

Kimya Loder

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

Hanchao Lu

Professor: East Asian History, Social History, Urbanization

Mary McDonald

Homer Rice Professor: Cultural Studies of Sports; Feminist Theory; Inequality in Sports

Todd Michney

Associate Professor: Urban History, African American Communities, Real estate, Housing policy

Allison Mickel

H. Bruce McEver Associate Professor: Archaeology, Cultural Heritage, Middle East, Science and Technology Studies

Sanyu Mulira

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

Amit Prasad

Professor: Sociology of Science and Technology, STS

Sherie Randolph

Associate Professor: African American History, Gender, Social Movements

Elena Telles Ryan

Postdoctoral Fellow: Native American History, US Legal History, Revolutionary War–Era US History

Eric Schatzberg

Professor, History of Technology, US History

Bruce Siegal

Adjunct Professor: Sports Law

Jennifer S. Singh

Associate Professor: Sociology of Medicine, Sociology of Science and Technology, Health Inequalities

Johnny Smith

Julius C. "Bud" Shaw Professor: US Sports History, Popular Culture

Costas Spirou

Professor: Sociology, Urban Governance, Higher Education, Public Policy

Timothy Stoneman

Lecturer, Georgia Tech Europe: History of Technology

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, Latin American History

Bill Winders

Professor: Political Sociology, Food and Agriculture

Juliana Viezure

Lecturer: Medieval History, Latin, Early Christianity

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

Appendix IV. Guidelines for Oral Presentations

Current HSOC students and faculty can access [a Microsoft Word version of these guidelines](#) via Sharepoint.

Guidelines for Oral Presentations

The purpose of this document is to provide guidance on how to make effective oral presentations, whether in HSTS seminars, elsewhere at Georgia Tech, or at professional conferences. HSOC faculty are free to utilize these guidelines in their classes and to modify them as they see fit.

Length – Your presentation should fit comfortably into the time you have been allotted.

Visuals – Most successful presentations include a well-organized and wisely deployed visual component using PowerPoint, Prezi, or an equivalent program. Research shows that slides with many words are not effective since audiences cannot read and listen at the same time. Text in your visual materials should focus on emphasizing major points in your talk, organizing your talk, and/or helping you hold the audience's attention.

When appropriate, your slides should state what sources you drew on to provide the information or images that appear on that slide. Normally this statement of your sources will appear in small print at the bottom of the appropriate slide. You should use a single, formal citation format (Chicago, MLA, etc.) for this purpose.

Clarity – Your presentation should be well paced (not rushed), well organized, and easy to follow by someone who is not familiar with the research or issue that you are discussing. Your answers to audience questions should also be clear, well-paced, on topic and concise.

Presentation Style – You should present yourself in a professional manner. It is commonplace to use notes, even in some cases detailed ones, but you should nonetheless engage your audience by making frequent eye contact. You should also avoid saying “um,” “ah,” “like,” etc.

Creativity – Your presentation should show that you have thought seriously about how to convey information to the audience in a manner that will help them understand it quickly and retain it over the long term.

Appendix V. Guidelines for the Master's Research Paper

Current HSOC students and faculty can access [a Microsoft Word version of these guidelines](#) via Sharepoint.

Guidelines for Master's Research Papers

This document is intended to provide students with a clear set of guidelines for master's papers in the HSOC graduate program. Faculty are free to modify this document as they see fit, but they should do so at the beginning of the semester when a student begins their paper. Students should also confirm from the start whether faculty are comfortable with the guidelines below or whether they prefer to revise them.

1. The Basics

- a. The final paper should be thirty to fifty pages when double-spaced in a twelve-point font with one-inch margins on each page. Students should confirm the supervising faculty member's expectations regarding the length of the paper.
- b. The paper should focus on a topic that the supervising faculty member and the student clearly and explicitly agree on. If a student would like to modify the focus of their research as their work progresses, they must keep the supervising faculty member fully informed of any proposed changes.
- c. The paper should focus on making a clearly identifiable argument. In other words, it should be a thesis-driven paper.
- d. The student should confirm with the supervising faculty member whether they expect the paper to include a literature review section and a section discussing methods, which are more common in the discipline of sociology than in history.
- e. All information in the paper should be properly cited using the citation format that the supervising faculty member stipulates.
- f. The student and supervising faculty member should decide whether the student needs to submit a draft of the paper and when that draft should be due. They also must determine a due date for the final paper. This due date must give both the main, supervising faculty member and the secondary faculty reader sufficient time to read the paper before final grades are due.

2. **Source Base** – The paper should utilize a mixture of primary and secondary data/sources that suits the topic at hand. Faculty and students should explicitly determine what constitutes an appropriate mix of sources, ideally early in the research process. ***Students pursuing research that might demand IRB approval must proactively initiate that process – including by gaining the supervising faculty member's consent – well before the semester when they***

plan to complete their paper.

3. **Introduction and Conclusion** – The paper should begin with an introductory section that briefly orients the reader to the topic at hand, identifies its scholarly importance, and presents the paper’s argument/thesis. The paper should end with a concluding section that at a minimum recapitulates the paper’s most important points. This concluding section can also present questions or ideas for future research, among other possibilities.
4. **Clarity of Writing** – The paper should be written in straightforward prose and should be free of unnecessary jargon and flowery language. Generally, writing in short sentences is best. It should be clear that you have proofread your paper, which should be free of typos.
5. **Organization** – The paper should be carefully organized, including through the use of section breaks and section titles along with transitional language that leads the reader smoothly out of one section and into the next. Each sentence in the paper should follow logically from the sentence that preceded it, and each paragraph should follow logically from the paragraph that preceded it as well. In short, the paper should methodically lead the reader step-by-step to a full understanding of its argument.
6. **Examples and Evidence** – The paper’s argument should be rooted in properly cited and wisely selected examples and evidence from primary and secondary data/sources. Direct quotation of sources should be used selectively and quotations should not be unnecessarily long.

Appendix VI. Guidelines for the Dissertation Prospectus

Current HSOC students and faculty can access [a Microsoft Word version of these guidelines](#) via Sharepoint.

Guidelines for the Dissertation Prospectus

This document is intended to provide students with a clear set of guidelines for the dissertation prospectus in the HSTS doctoral program. A student's primary supervisor is free to modify this document as they see fit. Students should confirm from the start whether their primary supervisor is comfortable with the guidelines below or whether they prefer to revise them.

1. **The Purpose of the Prospectus** – The primary goals of the prospectus are to describe the questions that the student hopes to answer in their dissertation, identify the methods and sources they plan to use to answer them, and explain why exploring those questions will lead to an original and meaningful contribution to scholarly investigations and debates. A student's prospectus must include robust discussions of all three elements.
2. **Conversations with Advisor/Committee** – A student's prospectus should stem from substantial conversations with their primary advisor and, as appropriate, their entire dissertation committee. The contents of the prospectus should not come as a surprise to the advisor or committee.
3. **Clarity of Writing** – The prospectus should be written in straightforward prose and should be free of unnecessary jargon and flowery language. Generally, writing in short sentences is best. Conceptual arguments and/or discussion of the subject matter should be rigorously presented and carefully illustrated and should not assume prior knowledge on the part of the reader.
4. **Organization** – The prospectus should be carefully organized. Each sentence in the prospectus should follow logically from the sentence that preceded it. Each paragraph should follow logically from the paragraph that preceded it as well. In short, the prospectus should methodically lead the reader step-by-step to a full understanding of the project's goals and intended contributions.

The student should confirm with their primary advisor whether they expect a specific literature review section in the prospectus and/or a distinct section discussing the methods and sources the student plans to use. The student should also confirm whether their primary advisor expects a bibliography at the end of the prospectus.

5. **Length** -- The prospectus should be roughly fifteen pages when double-spaced in a twelve-point font with one-inch margins on each page. Students should confirm their primary supervisor's expectations regarding the length of the prospectus at the beginning of the writing process.

Appendix VII. HSOC Graduate Program Meeting and Conference Feedback Form

Current HSOC students and faculty can access [a Microsoft Word version of these guidelines](#) or [a fillable PDF version of these guidelines](#) via Sharepoint.

HSOC Graduate Program Meeting and Conference Feedback Form

This form must be completed and submitted via email to the DGS at the time of submitting travel expenses to the Finance Manager. No expenses will be authorized for reimbursement unless this form is submitted.

1. Meeting details

Name:

Date and Place of Meeting:

Title of Meeting:

Did you give a paper at the meeting? *If yes, please give the title of the paper and the title of the session in which it was included:*

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

What were your professional or personal goals for this conference?

2. Paper presentation outcomes

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

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

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:

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

How can the DGS help you improve your presentation at conferences?

3. Meeting or conference experience

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)

What particularly impressed you about these papers? Use the three criteria (organization, content, and performance) as guides when giving your overall impression.

Using the three criteria (organization, content, and performance), what characterized the worst papers that you attended? (no names or titles, please)

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.)

How would rate this conference experience overall in terms of your goals (see your response above, under Question 1)?

- ☐ Very productive
- ☐ Productive
- ☐ A waste of time

What will *you* do to ensure that your next conference experience is rewarding?

What steps should *the DGS* take to ensure that your next conference experience is rewarding?