



Graduate Student Handbook

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Welcome to the Master of Arts (M.A.) Program in History at the University of Illinois, Springfield (UIS). In this program, you will be actively engaged in the practice, methods, and techniques of creating history. The M.A. in History emphasizes the development of the analytical research tools necessary to study the past. The curriculum focuses on the comprehension and appraisal of historiographical perspectives and debates, the methodologies and practices of research in primary sources, and the development of skills necessary for the interpretation of the past for a public audience. This handbook is designed to help you navigate your journey through this academically rich and challenging program. It contains guides to the curricula for the three concentrations (American, World, and Public History) explains the schedule, process, requirements, and procedures for the three closure options (thesis, historiographical essay/position paper, and project), and contains helpful links and resources, including those related to awards and scholarships.

With this handbook and other available resources, the Department of History hopes to help all students reach their goal in a timely manner. However, ultimately, success requires students to take responsibility for their own careers and learning. It should be understood that this handbook does not replace the official course catalog (http://www.uis.edu/uiscatalog/documents/2013-2014UIS_Catalog-Graduatesection.pdf). In case of any discrepancies, the rules, policies, and procedures in the official course catalog are to be followed.

M.A. Requirements

Master's degree candidates in history must complete 44 semesters hours. Students who entered the M.A. program prior to August 2014 should consult their DARS report for the graduation requirements.

There are three concentration options for M.A. Students in the Department of History: U.S. History, European and World History, and Public History. Students declare a concentration when first enrolling as an M.A. student at UIS. In order to change a concentration, students will complete the Change of Curriculum form, available at:

<http://www.uis.edu/registration/forms/documents/CHANGEFCURRICULUMFM.pdf>

Students enrolled conditionally will need to declare a concentration after successful completion of HIS 501 and HIS 503 using the change of curriculum form.



The M.A. Core

- HIS 501 Graduate History Colloquium 4 Hrs.
- HIS 503 Researching and Writing History 4 Hrs.
- HIS 510 Graduate Readings Seminar 8 Hrs.*
- HIS 560 Position Essay and Historiography 8 Hrs. **OR**
- HIS 570 Public History Internship and Project 8 Hrs. **OR**
- HIS 580 Thesis 8 Hrs. **

Total Core 24 Hrs.

*HIS 510 may be repeated as long as the course topics vary. Master's students are encouraged to take graduate seminars.

**The closure requirement options available for each concentration are included below in each concentration category. The number of hours required for the closure is included in the core course requirement total, not in the concentration hour totals.

American History

The American concentration stresses research and study of topics pertinent to the origins and development of the United States, the land, its people, and its place in the world. American concentration requires:

- 500-level History elective: 4 Hrs.
- Courses emphasizing periods, regions, or themes in American History: 12 Hrs.
- Elective History Course (European, World, or Public History): 4 Hrs.
- Closure Requirement: HIS 580 Thesis: 8 hrs.

Total Hours in concentration: 20

European and World History

The European and World concentration highlights the research and study of topics in non-U.S. History germane to the interests and specializations of the current faculty. European and World concentration requires:

- 500-level History elective: 4 Hrs.
- Courses emphasizing periods, regions, or themes in European or World History: 12 Hrs.
- Elective History Course (American or Public History): 4 Hrs.
- Closure Requirement: HIS 560 Position Essay and Historiography **or** HIS 580 Thesis: 8 hrs.

Total Hours in concentration: 20

Note: The University of Illinois at Springfield does not offer foreign language instruction sufficient to qualify students in the European or World History concentration for admission to most Ph.D. programs.

Public History

The Public History concentration stresses the blending of academic and applied history with intent to broaden public awareness of the value of studying the past. The Public History concentration requires:

- HIS 502 Public History Colloquium: 4 Hrs.
- HIS 515 History and Digital Media: 4 Hrs.
- History courses examining methods and applications: 8 Hrs.
- History courses emphasizing periods, regions, or themes (American, European, World, or Public History): 4 Hrs.
- Closure Requirement: HIS 570 Public History Internship and Project **or** HIS 580 Thesis 8 hrs.

Total Hours in concentration: 20

Electives and Independent Studies

Graduate students may take 400-level courses to fulfill elective requirements for the M.A. degree. Graduate students enrolled in 400-level courses are expected to perform at a higher level than undergraduates and to complete extra work as defined by the instructor. Examples of such work include reading and reporting on material in addition to that required of undergraduate students, completing an annotated bibliography in the professional literature of the field, or meeting separately with the instructor to research a specified topic.

Course retake policy

Students must earn a grade of B or better in all courses counting toward the master's degree. History graduate students may repeat program courses for grade improvement only once.
[Managing your plan of study](#)

You can track your progress through the program by using the DARS system, available at: <http://www.uis.edu/registration/> and scroll down to "Enter DARS Web for Students". Additionally, this handbook provides checklists for each concentration in the appendices. You may use these, in addition to working with your assigned academic adviser, to ensure that you are making progress toward completion of your degree. The DARS system, however, reflects the most up-to-date information held with the registrar's office, and must show that you have completed all requirements in order to graduate.

Registering for courses

For instructions on how to register for courses, see this handy video: http://prezi.com/9rfk8bc3immu/enrolling-in-courses/?auth_key=535aeada15189a6e71c7cf40aaf8e3313f4afc86

Incomplete courses

Students have one calendar year to complete missing coursework. This year is dated from the end of the semester of the class in which the student is taking an incomplete. However, it is extremely advisable that students meet with the instructor of the class and set a schedule for the submission of missing work as soon as possible.

Conditional Admission

Conditionally admitted students must maintain a grade point average of 3.0.

Study Abroad Opportunities

It is possible to study abroad as a Master's student here at UIS and to receive graduate credit. UIS has both short-term study abroad programs (typically occurring in the summer) and semester and year-long programs. Students may pursue study abroad to gain facility in languages not offered by UIS in order to complete research, to take specialized coursework in areas of interest, and to incorporate experiential learning into a course of study. In order to incorporate study abroad into your graduate experience, please consult with your graduate adviser as soon as possible. Credits received through study abroad are received as a block of credit and are distributed to students' requirements through consultation with an adviser. For a list of short-term and semester/year-long programs, application procedures—including for study-abroad scholarships—and other information on study abroad, please contact the office of International Programs (217) 206-8319 or explore the website: www.uis.edu/internationalprograms.

Closure Requirements

To attain a Master's degree, the student must complete a closure exercise appropriate to the chosen area of concentration. Candidates must successfully complete twelve hours of core requirements (HIS 501, HIS 503, and HIS 510) before enrolling in credit hours toward the closure requirement (HIS 560, HIS 570, or HIS 580).

The thesis (HIS 580) is a formal written presentation of historical research based on primary sources. The project (HIS 570) derives from an internship served with an historical agency or other entity. The position paper and historiography (HIS 560) is a thorough written examination and evaluation of the essential secondary sources devoted to a specifically defined topic. The position paper and historiography is offered in the recognition that primary research facilities in European and World History topics pose difficulty of access. The student is encouraged to master the research and analysis undertaken by professional historians in these areas.

In each case, the student will defend the completed exercise before a committee comprised of at least three faculty members (two from the History Department, one from another Academic Program).

Closure Options

A thesis, position paper, or project is the capstone experience for your graduate degree. Successful completion of a closure exercise will demonstrate a student's ability to produce historical research and historiographical analysis in a self-directed academic endeavor. While the final product should represent the culmination of your work in the program, this is also a learning experience, when students apply the skills they have been learning and practicing in seminars. The thesis and project both incorporate several steps which must be completed before undertaking your thesis or project. These include selecting a committee, writing a proposal, and defending your proposal.

I. The Thesis Option

The thesis (HIS 580) is a formal written presentation of historical research based on primary sources. The thesis is typically 60-100 pages in length. It demonstrates a student's mastery of their chosen topic. Students analyze primary sources, craft a narrative, and position their research within the historiography.

Proposal

Students choosing one of these options will need to write a proposal and undergo a proposal defense. The proposal and proposal defense provide the first stages of review for your adviser and committee members. It is an opportunity to discuss your research plans, determine the scope and feasibility of your project, and identify resources that will help you in the completion of your project. Your adviser will work with you to guide you through his or her own expectations of things required in the proposal, but there are some elements which every proposal should contain. A thesis or position-paper proposal should include: a working title, an introduction to the subject, discussions of potential arguments, research questions, and methodology. It should also present a preliminary bibliography, and a timeline for completing your thesis or project. Your adviser may ask you to include additional information, so make sure that you consult with your adviser during the proposal draft process. In total, your proposal should be approximately 3-7 pages in length, excluding your bibliography.

The proposal defense should be a formative experience: it is an opportunity to discuss your ideas and get feedback and resources from your committee members. You will need to schedule a time with your adviser and committee members, as well as circulate a copy of your formal proposal *at least* two weeks in advance of your proposal defense. The defense usually takes between 1-1.5 hours. You will be asked to make brief introductory remarks about what brought you to this topic and about what work you might already have done on this topic. Members of the committee will

then ask questions and offer suggestions. At this meeting, committee members determine the roles that they will play during the writing of the thesis.

Your proposal should be formatted following the guidelines provided in the style-sheet appendix, which is based on *A Manual of Style for Writers of Research Papers, Theses, and Dissertations* (7th ed.). Your proposal must be typed in 12 pt. Times New Roman font, have 1” margins, and be double spaced. Each page must be numbered. Footnotes and bibliography must follow the guidelines from the *Manual of Style* (7th ed.).

Introduction

Your proposal should include a clear and succinct description of your planned topic. This can include an explanation of why it interests you and why you think this topic warrants further investigation. This will include contextualizing your project within the historiographies related to your research and should include a discussion of your research questions and potential argument.

Research questions

Responsible historical research is driven by questions. It is important that you identify in your proposal a series of questions that will drive your project. Present the main research question you are answering, as well as other questions that are essential for understanding the larger research question.

Methods

Here, you will need to discuss the methods you will use to pursue your research. Methods consist of two parts: the approach to identifying primary source materials, and the interpretive frameworks you may apply in your analysis. For a *thesis*, this will include identifying and analyzing the primary source collections you upon which you will be basing your project. Be sure to include an examination of the strengths and limitations of your source materials. You will also need to identify and justify the research methods you will use to approach your primary sources. Why are the methodological perspectives you propose useful for this project? What are the strengths and weaknesses of your methodology? For a *position paper*, you will identify the appropriate areas of secondary scholarship that you will be using, both in theoretical/methodological relevance, and in terms of content-based materials. As with the thesis, you will need to consider the potential strengths and weaknesses of the scholarship on your topic. Students undertaking both the project and the thesis will need to identify obstacles that may hinder completion of the project.

Preliminary Chapter Outline

In this section, you will need to identify the chapters you propose to draft. For each chapter, you will need to summarize the topics included in the chapter, and how each chapter relates to and builds on your main research section. Here, you should also identify the timeline you propose for completing drafts and revisions for your chapters.

It is important for you to be realistic about the time it will take to complete your thesis. Your adviser will need to see drafts of your chapters, often more than once, before determining that your thesis or project is ready for a defense. The draft you will present for your thesis or position paper defense will need to be completed well before the end of the semester you plan to

graduate. (Typically final revisions are due shortly after exam week ends in a given term (the HIS department secretary is given this date via email each term by the registrar's office).

Bibliography

You will need to include a bibliography. You should discuss the length of your preliminary bibliography with your adviser. The bibliography should be divided into primary and secondary sources, and must be formatted using *A Manual of Style* (7th ed.). Running citations must be in footnote form.

II. The Position Paper Option

The position paper and historiography (HIS 560) is a thorough written examination and evaluation of the relevant secondary and methodological sources devoted to a specifically defined topic. It is typically 60-100 pages in length. The final product demonstrates the student's ability to describe the evolution of scholarship on their chosen topic, categorize works according to methods and themes, and identify promising areas for future scholarship. The position paper and historiography is offered in the recognition that students in the European and World concentration may not have access to or facility with primary research materials.

Proposal

Students choosing one of these options will need to write a proposal and undergo a proposal defense. The proposal and proposal defense provide the first stages of review for your adviser and committee members. It is an opportunity to discuss your research plans, determine the scope and feasibility of your project, and identify resources that will help you in the completion of your project. Your adviser will work with you to guide you through his or her own expectations of things required in the proposal, but there are some elements which every proposal should contain. A thesis or position-paper proposal should include: a working title, an introduction to the subject, discussions of potential arguments, research questions, and methodology. It should also present a preliminary bibliography, and a timeline for completing your thesis or project. Your adviser may ask you to include additional information, so make sure that you consult with your adviser during the proposal draft process. In total, your proposal should be approximately 3-7 pages in length, excluding your bibliography.

The proposal defense should be a formative experience: it is an opportunity to discuss your ideas and get feedback and resources from your committee members. You will need to schedule a time with your adviser and committee members, as well as circulate a copy of your formal proposal *at least two weeks* in advance of your proposal defense. The defense usually takes between 1-1.5 hours. You will be asked to make brief introductory remarks about what brought you to this topic and about what work you might already have done on this topic. Members of the committee will then ask questions and offer suggestions. At this meeting, committee members determine the roles that they will play during the writing of the thesis.

Your proposal should be formatted following the guidelines provided in the style-sheet appendix, which is based on *A Manual of Style for Writers of Research Papers, Theses, and Dissertations*

(7th ed.). Your proposal must be typed in 12 pt. Times New Roman font, have 1” margins, and be double spaced. Each page must be numbered. Footnotes and bibliography must follow the guidelines from the *Manual of Style* (7th ed.).

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Research questions

Responsible historical research is driven by questions. It is important that you identify in your proposal a series of questions that will drive your project. Present the main research question you are answering, as well as other questions that are essential for understanding the larger research question.

Methods

Here, you will need to discuss the methods you will use to pursue your research. Methods consist of two parts: the approach to identifying primary source materials, and the interpretive frameworks you may apply in your analysis. For a *thesis*, this will include identifying and analyzing the primary source collections you upon which you will be basing your project. Be sure to include an examination of the strengths and limitations of your source materials. You will also need to identify and justify the research methods you will use to approach your primary sources. Why are the methodological perspectives you propose useful for this project? What are the strengths and weaknesses of your methodology? For a *position paper*, you will identify the appropriate areas of secondary scholarship that you will be using, both in theoretical/methodological relevance, and in terms of content-based materials. As with the thesis, you will need to consider the potential strengths and weaknesses of the scholarship on your topic. Students undertaking both the project and the thesis will need to identify obstacles that may hinder completion of the project.

Preliminary Chapter Outline

In this section, you will need to identify the chapters you propose to draft. For each chapter, you will need to summarize the topics included in the chapter, and how each chapter relates to and builds on your main research section. Here, you should also identify the timeline you propose for completing drafts and revisions for your chapters.

It is important for you to be realistic about the time it will take to complete your thesis. Your adviser will need to see drafts of your chapters, often more than once, before determining that your thesis or project is ready for a defense. The draft you will present for your thesis or position paper defense will need to be completed well before the end of the semester you plan to graduate. (Typically final revisions are due shortly after exam week ends in a given term (the HIS department secretary is given this date via email each term by the registrar’s office).

Bibliography

You will need to include a bibliography. You should discuss the length of your preliminary bibliography with your adviser. The bibliography should be divided into primary and secondary sources, and must be formatted using *A Manual of Style* (7th ed.). Running citations must be in footnote form.

III. The Project Option

The project (HIS 570) derives from an internship served with an historical agency or other institution. Students will present a portfolio and a product (archive, catalog, exhibit, etc.) that demonstrate independent research, mastery of specific skill sets appropriate to public history. The portfolio will consist of relevant materials pertaining to the research, creation, and presentation of the project; a 5-10 pp. essay describing the internship experience drawn from an internship journal; and a 10-15 pp. reflection essay.

Students choosing this option will be required to participate in a “pre-professional”, or internship, experience during their first semester. In the subsequent semester, after identifying an appropriate public history project, the student will develop a portfolio, which will be defended in order to finalize the closure experience.

Identifying an Internship

You will meet with your adviser to discuss skills you aim to develop within the project as well as sites where you may be interested in working. This process is initiated with a short, informal proposal that identifies your preliminary goals, interests, and kinds of projects you are interested in pursuing. Your closure adviser will help you to determine an appropriate site suitable to your goals. Students who have already volunteered at museums, libraries, archives, or other locations are welcome to propose those sites as potential internship sites. The adviser and student will work together to find an appropriate internship location.

During the internship, the student’s work will be assessed by the closure adviser, the field supervisor, and self-reporting. Throughout the internship, you are required to maintain a journal that records your number of hours worked and tasks performed. Additionally, the closure adviser will meet with the field supervisor and the student separately during the course of the internship to make sure that both parties are satisfied with the progress being made. If satisfactory progress is underway, the closure adviser, field supervisor and you will meet together to identify possible independent projects and appropriate resources.

The internship usually takes place in a graduate student’s third semester; you will need to register for internship hours. Typically, students register for 4 credits hours for the internship and 4 credit hours for the project, though this may vary and you will need to talk with your closure adviser to determine the best way to divide your internship/project hours. As a guideline, 4 credit hours is the equivalent of 160 working hours.

Proposal

Once you have identified a project, you and your adviser will establish a committee that will evaluate the quality of your project (see description of process above). You will also need to

create a formal proposal and schedule a proposal defense with your committee members. As in the case with the thesis option, the project proposal defense is an opportunity to discuss your plans, determine the scope and feasibility of your project, and identify resources that will help you in the completion of your project. A project proposal should include: a working title; a description of the project; a discussion of the project's significance as an historical work; an outline of the stages for finalizing the project; a timeline for completion; and a bibliography identifying the primary and secondary sources you will be using.

The proposal defense is a formative experience: it is an opportunity to discuss your ideas and get feedback and resources from your committee members. You will need to schedule a time with your adviser and committee members, as well as circulate a copy of your formal proposal *at least* two weeks in advance of your proposal defense. The defense usually takes between 1-1.5 hours. You will be asked to make brief introductory remarks about what brought you to this topic and about what work you might already have done on this topic. Members of the committee will then ask questions and offer suggestions. At this meeting, committee members determine the roles that they will play during the writing of the thesis.

Your proposal should be formatted following the guidelines provided in the style-sheet appendix, which is based on *A Manual of Style for Writers of Research Papers, Theses, and Dissertations* (7th ed.). Your proposal must be typed in 12 pt. Times New Roman font, have 1" margins, and double spaced. Each page must be numbered. Footnotes and bibliography must follow the guidelines from the *Manual of Style* (7th ed.).

Selecting an adviser and establishing a committee

The closure adviser is the person with whom you will be working most closely as you move through the stages of your capstone experience. For a thesis or position paper, you will be consulting frequently with your adviser in preparing your proposal, drafting and revising chapters, helping you select your committee members, and completing the final product. For a project, the closure adviser will also help you to identify an appropriate internship to suit your interests and work with you and your field supervisor to determine an appropriate project. Your closure adviser is not necessarily the graduate adviser you were assigned when you entered the program, though it may be. Ideally, your closure adviser should be the person in the department with the greatest expertise and/or interest in the topic. It is also useful to select someone with whom you have worked well in the past, and someone who will help you do your very best work. Once you have approached your adviser about serving on your committee, he or she will work with you to identify the other members of your committee. You are required to have three total members consisting of the following: your closure adviser, one additional member of the History Department faculty, and one faculty member from outside of the department. The Dean officially appoints the outside reader (or Dean's representative), but it is recommended that you and your closure adviser invite a particular faculty member who possesses methodological, or geographical expertise that complements your research area. If it is appropriate to your topic, you may request a fourth member who brings additional expertise to the subject. This is

frequently a member from the community, and is especially common with projects. Once you have approached your prospective committee members and they have agreed to participate on your committee, the adviser will write a memorandum to the Associate Dean of the College requesting that your committee be established. Once this stage is approved, any changes in the original committee must be requested through the Associate Dean.

Registering for Closure Hours

Once your committee approves your proposal, you will need to register for closure hours. Students register for HIS 580 (Thesis option), HIS 570 (Project option), or HIS 560 (Position Paper and Historiography option). You are required to complete a total of eight credit hours for the closure requirement as part of the history curriculum. Students who need longer to complete their closure experience must register for 1 credit hour of continuing education credit. You will need the permission of your project/thesis/position paper adviser or department chair to register for closure hours. The department's administrative assistant will then provide you with a code to use for registration.

Closure Defense

The closure defense is the formal presentation of your completed thesis, position paper, or project to your committee members, providing an opportunity to discuss the final product, evaluate your level of mastery of your topic, and determine whether or not your closure experience meets the requirements for completion of the M.A. in History.

To proceed with your defense, you will need to meet with the closure adviser to determine whether or not the final product is ready for defense. A defense cannot be scheduled without the approval of the closure adviser. As in the proposal defense, you will need to schedule a time with your adviser and committee members, as well as circulate a copy of your thesis/position paper/project *at least* two weeks in advance of your proposal defense. Defenses must be scheduled no later than November 30th for the fall semester, or April 30th for the spring semester. At the beginning of the defense, you will be asked to briefly talk about the process of writing the thesis and about challenges you faced and how you dealt with them. Committee members will ask questions about your final product and will provide feedback for bringing your thesis/project/position paper to final form. When the discussion is concluded, you will be asked to leave the room while the committee deliberates.

There are generally three possible outcomes: pass, pass with revisions, and unsuccessful. Almost all final products need some revisions before they are ready for final submission. In some cases, the student may be asked to make substantial revisions. A student who is unsuccessful at the defense has one additional opportunity to defend the thesis/project/position paper. **You have not passed or finished the program until you have passed your thesis defense.** Students who have not completed their revisions at the end of the spring semester may petition to walk in the spring graduation ceremony with adviser approval. In order to walk in spring graduation in this

case, students need to have submitted their graduation contracts on time and then complete a student petition for “exception: commencement participation.” Students will not receive their final degree until they have submitted appropriate paperwork and the thesis committee have signed off on the thesis/position paper/project and approved final revision.

Other Helpful Resources

- What can you do with an M.A. in history: <http://www.uis.edu/history/about/degree/>
- For resources on applying for jobs, writing job letters, resumés, curriculum vitae, etc., see <http://www.uis.edu/career/index.html>

Funding your graduate study

- Chapin Research Award: <http://www.uis.edu/history/about/scholarships/>
- Porter Coble Scholarship for Graduate Students in History: <http://www.uis.edu/history/about/scholarships/>
- Financial Aid <http://www.uis.edu/financialaid/>
- Study abroad scholarships: <http://www.uis.edu/internationalprograms/globalexperience/scholarships.html>
- Graduate Public Service Internship Program: <http://cspl.uis.edu/graduateinternprograms/>
- Graduate Assistantships: <http://cspl.uis.edu/graduateinternprograms/graduateassistantships.htm>
- Teaching Assistantships: It is possible to arrange teaching assistantships with faculty teaching online. Please contact a history faculty member about this option.
- Whitney M. Young Fellowship: <http://www.uis.edu/whitneymyounggraduatefellowship/>

Further Campus Resources

- Disability Services: <http://www.uis.edu/disabilityservices/>
- Counseling Center: <http://www.uis.edu/counselingcenter/>
- Center for Teaching and Learning: <http://www.uis.edu/ctl/>
- Student Health Benefits and student health insurance: <http://www.uis.edu/humanresources/studentinsurance/>

History M.A. Checklist

I. To check progress towards degree, see your DARS report:

<http://www.uis.edu/registration/> and scroll down to “Enter DARS Web for Students”

II. To select courses for a particular term, see the dynamic course schedule:

<http://www.uis.edu/registration/courseSchedule/index.html>, and select relevant term.

III. Closure Requirement

Topic: _____

Committee:

Committee Chair: _____

Departmental Representative: _____

Dean’s Representative: _____

Date proposal draft due to committee chair: _____

Date revised proposal due to committee: _____

Proposal defense date: _____

Internship site and supervisor (Public History concentration only): _____

Closure Requirement: 8 hours (Requires permission of committee chair to register)

560 Position Essay and Historiography (European/World Concentration only): Term(s)
taken: _____ OR

570 Public History Internship and Project (Public History Concentration only): Term(s)
taken: _____ OR

580 Thesis (All Concentrations): Term(s) taken: _____

Date(s) thesis draft(s) due to adviser: _____

Date pre-defense revisions due to adviser: _____

Thesis defense date: _____

Revisions (if necessary) due: _____

**Costs associated with research, travel, lodging, etc. for the closure requirement can be defrayed by application and receipt of the Chapin Award. Details at: <http://www.uis.edu/history/about/scholarships/>*

Style Guide for Theses, Projects, and Position Paper Options

Margins

Margins must be 1.5" on the left and 1" margins on all other sides. Margins must be clean, with no headings, page numbers, or other markings outside of the required margins. Page numbers must be at least one inch from the edge of the page. Theses not meeting this requirements will not be accepted for closure.

Font

Font should be 12 pt. Times New Roman font. Italics, bolding, and underline are allowed for headings and for other formatting purposes, but should be used judiciously in the text. See *A Manual of Style* (7th ed.) for proper usage of italics and underlining in written text.

Line spacing

Your thesis must be double spaced and spacing must be consistent throughout the text of the final document. Single spacing can be used in tables and table headings, image captions, block quotes, footnotes, and bibliography references. In the bibliography, however, there should be an additional space *between* references. *A Manual of Style* (7th ed.), pp. 392-396 has examples of page formatting.

Headings

You may find that your thesis chapters require sub-headings. If so, your system of headings and sub-headings must be consistent throughout, with appropriate formatting for differentiating between headings, subheadings, and subsequent levels of subheadings.

Heading Is Bold and Capitalized

Second-Level Headings are Not Bold

Third-Level Headings are Flush Left and Italicized

A Manual of Style (7th ed.) has a detailed discussion of subheadings on pg. 398.

Footnotes

All notes in the thesis should be presented in footnotes, at the bottom of each page. End notes are not acceptable. Footnote formatting follows *A Manual of Style* (7th ed.). The first line of footnotes should be indented ½". Each note is numbered with a superscript roman numeral. Entries are single-spaced with a space between individual entries.

Title Page:

The final version of your thesis, project, or position paper must include a title page modeled after the sample on the following page.

TITLE

by

STUDENT'S NAME

**A thesis submitted in partial fulfillment
of the requirements for the degree of**

Master of Arts

(History)

University of Illinois, Springfield

YEAR

M.A. Thesis Committee:

Dr. ?????(Chair)

Dr. ?????(Departmental Representative)

Dr. ????? (Dean's Representative)