

GUIDE TO THE COMPREHENSIVE QUALIFYING EXAMINATION
DEPARTMENT OF HISTORY
UNIVERSITY OF TEXAS AT AUSTIN

The Comprehensive Qualifying Examination is one of the chief milestones students in the University of Texas History graduate program must pass before being admitted to doctoral candidacy. Examinations are administered in each of twelve major fields offered by the History Department (United States, Atlantic, Cross-Area Thematic, Latin America, Medieval Europe, Early Modern Europe, Modern Europe, Science, Technology & Medicine, East Asia, South Asia, Africa, and Middle East). Each comprehensive exam examination covers a list of about 150 books (or an equivalent total of books, articles, and other readings) appropriate to the field and to the particular interests of the student being examined.

The examination consists of two parts: 1) a portfolio of written materials; and 2) an oral examination. Reading lists are drawn up and the portfolio is evaluated by a committee of three faculty members, who also conduct the oral examination. The student's prospective supervisor normally serves as the chair of the examining committee and helps the student choose the other two members. Note that all examiners must be members of the History Department graduate faculty (that is, the History Graduate Studies Committee).

The Department's "Official Guide to Graduate Study in History" states that "The qualifying examination is intended to establish the student's competence in a broad field of history, such as might be required to teach core courses in the subject, as well as to test the student's command of material more closely related to his or her dissertation area." Examining committees have substantial flexibility in carrying out this directive; they are encouraged to tailor their reading lists and portfolio assignments to the needs and interests of individual students.

Students should discuss their plans for the qualifying examination with both the Graduate Adviser and their prospective supervisors soon after entering the graduate program. In consultation with their prospective supervisors, they should then make plans to approach other potential examiners and begin to construct appropriate reading lists. Prospective supervisors are asked to convene a meeting of the full examining committee in the spring of the student's second year to coordinate plans for the examination. At that time, students are expected to send the Graduate Adviser a brief report listing the members of the examining committee and the areas each member will cover.

The examination portfolio must include: 1) reading lists for each of the three components of the student's major field; 2) a set of historiographical essays or equivalent written work (e.g., short papers, lectures, etc.) on topics agreed upon in consultation with each examiner, all such work to be written expressly for inclusion in the portfolio; and 3) a vita. The portfolio may also include additional material chosen to reflect the student's previous work and future dissertation plans.

Two or more weeks after receiving the completed portfolio, the examining committee will conduct the oral examination. The oral examination is intended to allow the committee to probe the student's command of the major field; it is not restricted by the specific contents of the essays in the portfolio, but may range over any of the topics covered in the reading lists. The length of the oral examination is determined by each examining committee; most run about two hours.

After the oral examination, the members of the examining committee will jointly decide whether the student has or has not passed both parts of the qualifying examination. A decision to pass the student must be unanimous. The examining committee will then prepare and sign an evaluation of the student's performance on the examination, which will be placed in the student's file.

A student who fails the comprehensive qualifying examination may, at the discretion of the examining committee, be allowed to add materials to his or her portfolio and to take the oral examination one additional time, at a time to be designated by the examining committee.

All History graduate students who entered in fall 2005 or after will be expected to pass the comprehensive qualifying examination by the end of their sixth semester in the program. Those who do not do so will face possible loss of eligibility for departmental fellowships and teaching assistantships. Students may petition the Graduate Program Committee for an extension of this deadline, but such extensions will be granted only in light of unusual personal or programmatic circumstances.

The "Faculty" page on the History Department website includes links to lists of faculty who work in each of the eleven major fields. When appropriate, a student may petition to have a member of the History Department graduate faculty serve as an examiner for a field for which he or she is not already listed, but all such requests must be approved by the Graduate Program Committee.

Members of the faculty area committees have drawn up general guidelines for examinations in each of the eleven major fields, and most members of the graduate faculty have also prepared brief accounts of their own approaches to the examinations, given below. Additional such materials will be issued as they come to hand.

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UNITED STATES HISTORY

The comprehensive qualifying examination for students in the United States field covers all of United States history. Ordinarily, one examiner covers the period before the Civil War and Reconstruction; another, the period from the Civil War and Reconstruction to the present; and the prospective doctoral supervisor covers the dissertation field. An alternative structure may be followed if approved by the examining committee, the Graduate Adviser, and the chair of the United States Area Committee.

In the following paragraphs, individual professors describe their areas of specialization and sketch their own approaches to preparing students for their examinations.

UNITED STATES, PRE-1865

Robert Abzug

My pre-Civil War research involves religion and reform movements and, more broadly, cultural and intellectual history, especially in the early republic and antebellum era. My reading lists, usually 50-60 books, focus on the general area of cultural and intellectual studies against a backdrop of key works in political and economic history. Students create a portion of the list to reflect their own particular interests. I meet with students periodically both to discuss the content of the readings and their historiographical setting and to familiarize the student with the kinds of questions I am likely to ask them to address in their portfolio essays and in their oral exams.

George Forgie

I teach courses and can supervise students in the period from the origins of the American Revolution through the end of Reconstruction. I am interested particularly in the political and constitutional origins and development of the United States; in the politics of slavery; and in the origins, course, and aftermath of the American Civil War. I would be happy to help students from their earliest days in our program to identify the important books and articles addressing key questions of this period, and meet with them regularly as they master this historiography and define thesis and dissertation topics.

Neil Kamil

I am prepared to supervise examinations in the history of the Atlantic world from the fifteenth through the eighteenth centuries. Reading lists are compiled in consultation with each student to suit individual interests. These lists customarily separate 50-60 books into various categories and are usually characterized by a more or less equal distribution of European and American titles. I ask students to prepare essays each month to address historiographical questions that arise within each category. Ultimately, these questions form the basis of qualifying examinations.

Mark Lawrence

My specialty is the history of U.S. foreign relations, especially the history of U.S. policymaking with respect to decolonization and Third World nationalism during the Cold War. I am happy to supervise graduate fields in any era of U.S. foreign relations (from the eighteenth century down to the present). For students whose interests reach beyond the experience of the United States, I am also prepared to supervise fields in twentieth-century "international history" – the study of transnational interactions and trends that supercede a strictly national approach (i.e., the Cold War, comparative imperialism, or globalization). Students working with me will begin by assembling a reading list of approximately 50 books. Ideally, these choices will be clustered around three or four themes that will provide coherence to the entire exercise and result, at the end of the process, in exam questions. I require that students meet with me regularly while preparing for their exams. Students may also opt to write occasional

papers summarizing and analyzing their reading.

Robert Olwell

I see the qualifying exams as laying a groundwork both for the student's later teaching career and for their dissertation. To this end, my reading fields typically consist of a list of 50-60 books that are drawn from a large bibliographic list that I have compiled as well as additional works that might be suggested by myself or the student. After consultation, we create a reading list that addresses both the larger subjects and themes of early American historiography as well as the student's individual research, subject, or methodological interests.

Alan Tully

My research centers on the political culture of the eighteenth century British Atlantic colonies. I am pleased to supervise students whose interests focus on the seventeenth and eighteenth century colonies located in the Atlantic world of the extended British Empire and on the Revolutionary crisis that reshaped the constituent societies. Incoming students will immediately begin to work out a reading list for comprehensive examinations and potentially for dissertation work. This will be done in the context of regular meetings in which we will explore major historiographical issues and build areas of concentration.

UNITED STATES, POST-1865

Robert Abzug

My work in post-Civil War America is broadly in the area of cultural and intellectual history, with specializations in religion, psychology, as well as America and the Holocaust. My readings lists for this field usually are comprised of 50-60 books, ones that concentrate on cultural and intellectual history against the backdrop of political and economic history. In addition, I usually have students select books in psychology, anthropology, and sociology. I meet periodically with students to discuss the readings and familiarize them with the kinds of questions I ask on the exams.

Daina Ramey Berry

My research interests include 19th century American History, Comparative Slavery, and Southern History, with a particular emphasis on the role of gender, labor, family, and economy among the enslaved. For the comprehensive exams, I work with students to develop a reading list of secondary books and articles (approximately 75 total). I train them to become familiar with historiographical debates from the 19th century to the present. It is important for students develop an understanding of the ways in which historians respond to one another; and how both temporality and place shape their thinking and scholarship. In addition to historiography, my goal is for students to “find their writing voice;” therefore, I assign shorter essays that require them to develop an original thesis and well--- supported argument. Finally, I want students to finish this program with a curriculum vita, sample syllabi, and a statement on research and teaching philosophies in order to prepare for a challenging job market.

H. W. Brands

I write about and teach American history, broadly conceived. My books and articles cover topics from the eighteenth century to the twenty-first, and include works of narrative history, interpretive history, and biography. I examine politics and foreign policy, business and economics, society and culture. I recently published a general history of the United States during the Gilded Age and am completing a biography of Ulysses S. Grant. My graduate students have written dissertations and theses on diverse aspects of American politics and foreign policy.

Erika Bsumek

My research and teaching fields include Native American history, history of the U.S. West, and environmental history. I am prepared to supervise students in any of those areas. With my assistance, students who work with me will compile a bibliography of the most important books and articles in the field. We will then meet at monthly intervals over the year to discuss readings and themes in preparation for the exam. Students will present short essays and "think pieces" related to those themes at scheduled intervals.

Laurie Green

My research and teaching fields lie most broadly at the intersection of cultural, social, and political history in the modern U.S., with specializations in race, gender, and sexuality, and in women's, African American, southern, urban, popular culture and labor history. In working with graduate students to prepare for field exams, I help them develop a personally tailored list of books, merging titles that I recommend with those in which the student has a strong interest. We then meet on a regular basis over the course of a semester to discuss clusters of these books. In preparation for these meetings, I have the student write short papers (5-7 pages) that compare and contrast these works. On the basis of these meetings we develop themes that will become the basis for examination questions.

Madeline Hsu

My research bridges US and Chinese history in tracking the diasporic cultures, communities, and practices accompanying transPacific migrations. I currently or have served on the editorial boards of the *Pacific Historical Review*, the *Journal of Chinese Overseas*, *Chinese America: History and Perspectives*, and was book review editor for the *Journal of American Ethnic History* 2005-2008. Recent scholarship has examined the Cold War's impact on American ideologies of immigration restriction and racial inclusion; ethnic representation and food entrepreneurs; diplomacy and considerations of class in Asiatic exclusion; and discourses of family and economic roles in immigration debates.

Jacqueline Jones

My fields of specialization include U. S. labor, African-American, southern, and women's history, with a focus on the nineteenth and twentieth centuries. The reading list for the comprehensive exam (consisting of 50-60 books and developed in consultation with the student) reflects the goal of preparing the student to teach the second half of the U. S. survey. I expect students to master the period 1865 to the present regardless of their

specific dissertation field. Components of the portfolio might include “thought pieces,” historiographical essays, course syllabi, and/or sample lectures. Students should plan to meet with me regularly as they prepare for their exams.

Mark Lawrence

My specialty is the history of U.S. foreign relations, especially the history of U.S. policymaking with respect to decolonization and Third World nationalism during the Cold War. I am happy to supervise graduate fields in any era of U.S. foreign relations (from the eighteenth century down to the present). For students whose interests reach beyond the experience of the United States, I am also prepared to supervise fields in twentieth-century “international history” – the study of transnational interactions and trends that supercede a strictly national approach (i.e., the Cold War, comparative imperialism, or globalization). Additionally, I will supervise fields in the basic historiography of the United States since 1865, particularly for students emphasizing political and diplomatic history. Students working with me will begin by assembling a reading list of approximately 50 books. Ideally, these choices will be clustered around three or four themes that will provide coherence to the entire exercise and result, at the end of the process, in exam questions. I require that students meet with me regularly while preparing for their exams. Students may also opt to write occasional papers summarizing and analyzing their reading.

Megan Raby

I work in the areas of history of science and environmental history. My own research emphasizes the nineteenth and twentieth century US and Caribbean, but I am prepared to supervise exams with other regional and temporal focuses. Students will develop a reading list of approximately 50-60 books and articles in consultation with me. The readings should reflect the student’s research interests, while at the same time ensuring broad coverage of relevant topics and historiographic debates. We will schedule meetings at least once a month to discuss the readings, identify major themes, and formulate potential exam questions. Students are encouraged to write short essays in preparation for these meetings.

Michael Stoff

I teach and do research in U. S. history in the late 19th and 20th centuries. As a generalist, I've written in a wide range of fields within this chronological frame, though most of my scholarly work has focused on American political culture, domestic politics and public policy, and U. S. foreign policy between the onset of World War I and the end of World War II. I train graduate students across a broad range of subjects including economic, political, social, and diplomatic history as well as modern U. S. historiography. In preparing students for comprehensive exams, I meet with them every two weeks to discuss a list of some 50 books and focus their attention on key historiographic questions, broadly conceived. I then ask them to design an undergraduate survey course based on those questions. That course and those questions serve as the basis for both the written and oral portions of the exam.

Emilio Zamora

My research interests are working class history, Texas history, Mexican American history and oral history. I welcome the opportunity to work with students in Borderlands, Latino and Mexican American history. I believe in meeting regularly with the students for at least four months before the examination and in guiding them in the preparation of bibliographies on key themes and three or four general essays that correspond to possible questions on the examination. Although the portfolio and the oral examination that follow will determine whether students pass or not, I consider their diligence and effort during the preparation phase in my overall evaluation.

AFRICAN HISTORY

For students of African history, the qualifying examination is an opportunity to meet two mutually reinforcing goals: to familiarize students with a large body of literature related to their research field as well as to topics closely connected to African history, such as the African diaspora and other related themes. Due to the nature of jobs in the field of African history, which often entail teaching courses on the African diaspora and survey courses on world history, students use exam preparation as a time to familiarize themselves with broad geographical and historical themes. In preparing lists, students often work with faculty members outside of the field of African history, and if need be, outside of the department. African history students divide their lists into typically three parts. The dissertation field comprises one list, to familiarize students with the historiography on their dissertation topic. The second and third lists include the themes that may extend beyond the continent of Africa into the African diaspora or other topics related to fields of interest. Many students, for example, use the second and third lists to explore themes such as imperialism, African diaspora, or religion. The preparation process involves regular meetings with committee members to discuss reading materials in order to draw out the important debates and perspectives within the body of literature on a topic.

Ben Brower

My research and training is situated between the fields of modern European and Middle Eastern history, centered on France and North Africa. I train students to read questions in these fields based on critical theory and social history. Students will formulate a list of at least 75 entries, selected in consultation with me. This list will form the basis of the comprehensive exam, and it will reflect the student's specific research interests, as well as their future teaching and advising duties. Students are expected to take at least one seminar with me prior to the examination.

Ruramisai Charumbira

I offer training in the cultural history of precolonial and colonial Africa with an emphasis on feminist theory, memory, and gender history. I welcome everyone, but it is advisable for students to take a course with me prior to the examination – including individual directed study – so we can establish a working relationship where I get to know the students' intellectual interests and passions. Examination preparation involves developing a research agenda for the dissertation and beyond, as well as a teaching agenda that

begins with thoughtful syllabus design in the students' area of training and interest.

Toyin Falola

My reading list introduces students to the seminal texts (roughly 40 books) in African historiography, while also providing enough flexibility for students to tailor the list to fit their needs (i.e. social or economic histories). Suiting the student's research interest, the list will have an emphasis on precolonial, colonial, or post-colonial eras.

Abena Dove Osseo-Asare

My main research interests with regards to African History are history of medicine and science, plants and environmental history, oral history, and political history. Countries where I have special interest and research experience include Ghana, South Africa, and Madagascar. I mainly work in the 19th-21st centuries, but am also interested in pre-colonial African societies and trans-Atlantic slavery. I encourage students to think about their dissertation topic and future teaching goals in compiling a list. Along with books, students are expected to identify recent dissertations related to their topic, and articles, given that I work in emerging fields with limited past scholarship that are shifting quickly. Writing assignments include bibliographic essays, with particular attention to how available source materials shape historical scholarship.

EAST ASIAN HISTORY

The UT History Department offers graduate training in Chinese and Japanese history, from the earliest written records (ca. 1200 B.C.E) up to the contemporary period, in a broad range of specialties, including cultural history, economics, gender, memory, nationalism, philosophy, religion, and science in East Asia. Students should choose a period of concentration: in Chinese history, periods are roughly defined as early (up to 600 C.E.), pre-modern (600-1800), modern (1800-1950), or contemporary (1950-present); in Japanese history, they are defined as premodern (up to 1868) and modern (since 1868). The comprehensive qualifying examination will test the student's knowledge of primary and secondary literature in the specified field, in preparation for dissertation research, and also to provide a foundation for future teaching.

Huaiyin Li

I work primarily in modern Chinese history and studies of contemporary China, with a particular interest in social history, agrarian studies, Chinese historiography, and the macro- and comparative history of state building, development, and globalization. Students working with me are expected to finish about 50 books or their equivalents that cover the major topics of the field while accommodating their particular research interests.

Mark Metzler

I offer examination fields in Japanese history (modern and pre-modern), and in international political economy. In consultation with me, students will determine a list of approximately 40 books (or equivalent articles), designed to cover the best and most

recent literature in the selected field as shaped by their own scholarly interests.

Nancy Stalker

I offer examinations in modern and pre-modern Japan; my research specialties include religious and cultural movements and their connections to issues of modern national identity. Students will receive guidance in developing lists of both recent and classical works in these fields. Student lists will focus on their areas of interest.

SOUTH ASIAN HISTORY

The South Asian area includes a number of subfields that students can emphasize in their coursework and as preparation for future teaching. For their comprehensive qualifying exams, students should work out a list of readings with the three professors on their examining committee. These readings will vary according to the interests of the students and the recommendations of the professors. Subfields include, for example, pre-modern and modern South Asian history, the British Empire in India, Islam in South Asia, women in South Asia, and historiography.

Indrani Chattarjee

Though my own research is on the intersections of political economy, the household and law in the making of the subcontinent, I am prepared to examine candidates on the larger historiographies of the early and later colonial periods. Students wishing to work with me should be prepared to meet once a month to identify themes of interest, construct relevant bibliographies, and establish writing protocols. They are expected to read widely, establish connections between regions, themes and fields of study, identify the questions that shape the texts under consideration, and succinctly articulate an analysis of the archival and interpretative traditions of each. In order to help students prepare, I encourage them to write short expository essays, and discuss them in the monthly meetings.

Sumit Guha

My interests are interdisciplinary and comparative, but always grounded in sources from Southern Asia over the past thousand years. I would work with students to create a list of forty to fifty books or the equivalent reading in collections of articles on themes such as: (1) Environmental history and politics; (2) Political economy and ethnicity; (3) Language, literature and power; and (4) the comparative history of medicine in the past three centuries. I would seek to introduce non-English materials in both Indian languages and relevant European languages.

Cynthia Talbot

I offer training for the exams in all or a portion of the history of South Asia from prehistory to 1750, with an emphasis on non-Muslim sources and historiography.

MIDDLE EASTERN HISTORY

The UT History Department offers graduate training in Middle Eastern history from 600 to the present. Students can choose to concentrate in one or more of three general periods: medieval (600-1500), early modern (1500-1800), or modern (1750-present). They can also work out a period of concentration that cuts across these chronological lines, based on their desired specialization and research plans (e.g., Ottoman history, which spans all three periods). The reading for the comprehensive exam is intended to provide broad knowledge of the historiography in the student's main period of concentration, preparation for general teaching responsibilities, and familiarity with the more specialized literature related to the student's dissertation topic. The reading list as worked out with the student's committee thus represents a combination of the essential literature in the field and more individualized material on particular countries and themes of relevance to the student's research interests.

Kamran Aghaie

I offer training in modern Middle Eastern history with a focus on Iran, and Islamic history with a focus on Shi'ism.

Ben Brower

My research and training is situated between the fields of modern European and Middle Eastern history, centered on France and North Africa. I train students to read questions in these fields based on critical theory and social history. Students will formulate a list of at least 75 entries, selected in consultation with me. This list will form the basis of the comprehensive exam, and it will reflect the student's specific research interests, as well as their future teaching and advising duties. Students are expected to take at least one seminar with me prior to the examination.

Yoav Di-Capua

I offer training in modern Middle Eastern history with a focus on the intellectual history of modern Egypt and the Arab world.

Denise Spellberg

I offer training in medieval Middle Eastern and Islamic history, with emphasis on intellectual and religious developments.

LATIN AMERICAN HISTORY

The comprehensive qualifying examination for students in the Latin American field covers all of Latin American history. Ordinarily, one examiner covers the colonial period; another, the national period; and the prospective doctoral supervisor covers the dissertation field. An alternative structure may be followed if approved by the examining committee, the Graduate Adviser, and the chair of the Latin American Area Committee.

Candidates who choose an "alternative structure" would substitute a field relevant for research or teaching for the dissertation field.

Procedure and Format for the LA Qualifying Exam

- 1) Students choose a date for their oral examination that must be cleared with all committee members and recorded with the history Graduate Office.
- 2) A **minimum of six weeks** prior to the oral examination students must finalize with the three field supervisors the specific written material “to be written expressly for inclusion in the portfolio.” The dissertation supervisor will then collect the exam materials in all three fields and distribute these to the student on the first day of the exam period.
- 3) Students will have a **maximum of six weeks** in which to complete their answers. They must submit their completed portfolio **at least two weeks** before the oral examination. (Students should note that this is to be considered an exam period and that their essays must be their work and their work only. Once the exam writing has begun, students must not discuss or consult with any of their colleagues about anything related to the essay responses. Examiners will answer procedural questions only.) **The page length for this written material should be between 20-25 pages for each field, and can be no longer than a maximum of 25 pages for each field.**

Students from non-Latin American fields with different requirements should liaise with their prospective LA examiners about the exam format. Each examining professor determines the content of the written material for each field, which can vary widely. Possible formats or topics include, but are not limited to: 1) a historiographical essay or essays relating relevant themes in a field to the dissertation topic; 2) analytical essay or essays in response to a question; 3) teaching materials (ex. class lectures, syllabus).

Jonathan C. Brown

Quite simply, students should develop their comprehensive reading lists around the books that they read in their seminars, expanding the themes to different countries and different time periods. One should strive for depth of understanding rather than comprehensiveness, as no graduate student can cover all countries of Latin America and every major historiographical genre.

Virginia Garrard Burnett

Students should develop their reading lists around their own areas of theoretical and regional interests, but with the understanding that they should "stretch" beyond their usual intellectual comfort zones, using the opportunity to read books in related areas (i.e., theme, theory, or region) that they might not otherwise choose to read. In creating the list, I am not so much concerned with numbers of books (the constraint of "50 per category" seems artificial to me), but rather that the categories the students devise to organize the readings make serious sense. It is essential that each knows how all the books within a given category articulate with one another, and also that s/he understands how the different categories "talk" to each another.

Jorge Cañizares-Esguerra

Students are expected to be self-driven and entrepreneurial. Students will come up with their own lists, tailored according to their needs, in consultation with the supervisor. The list should include literatures in languages other than English (Spanish and Portuguese, of

course, but knowledge of the huge body of literature in French on colonial Latin America is also expected).

Susan Deans-Smith

I view comprehensive examinations as an intense exercise which provides a valuable opportunity for students to refine their skills in critical thinking and broad synthesis, and to develop their own voices. They also provide an important opportunity for students to think about themselves as teachers and to begin to think seriously about how to construct and develop syllabi for future courses.

Lina del Castillo

The comprehensive exam should prepare students to identify the ways in which scholarly debates develop and change over time. The books that have most shaped a student's understanding concerning his or her major topic of interest can serve as the foundation for the growth of the reading list. From there, the student should, in consultation with their advisor, identify the works that can best engage with these 'foundational' texts around the significant questions posed by the authors, the methodology employed, and the sources used. I strongly encourage students to go beyond U.S.-based historical treatments and debates concerning Latin American history. The process of categorizing scholarly works is itself a fundamental dimension to the exercise. Students should be able to justify their choices and identify critical points of contact and of disjuncture among not only the categories they develop, but also the books they choose to include in their list. Students should also be able to demonstrate their grasp of general historical trends and processes, as well as illustrative exceptions, as evidenced by their development of teaching materials.

Seth Garfield

Students preparing for the comprehensive exam should situate scholarly literature within the broader theoretical and historiographical debates in Latin American history. In this sense, students should focus not only on the data and methodology of a given monograph, but how an author's findings dialogue thematically with other texts and how they contribute to an understanding or reevaluation of broader historical processes. In addition, since the comprehensive exams should also serve an exercise to prepare graduate students for undergraduate teaching, students should evaluate how the information distilled from discrete texts can be arrayed to flesh out and illuminate larger themes in Latin American history.

Ann Twinam

I am less concerned about the precise works read than that the student demonstrate the ability to write about and to discuss the chosen works with a conceptual and an analytical sophistication that includes an appreciation of historiographical context. Such a demonstration would necessarily rest on a significant amount of reading, but need not include every major work or all of the latest revisionist pieces.

European History at UT covers several chronological periods: late antiquity, medieval, early modern, modern. These fields are flexible, though, and can be combined in any number of ways. (Most of the professors' interests cross these chronological divides.) Europe, too, has flexible boundaries. Students, consulting with the faculty, choose those boundaries with an eye to understanding vital historiographical debates, preparing for research, and developing the background they will need to teach. Europe is often combined with global, Atlantic, Mediterranean, imperial, or international. Students may also choose to add a thematic field; gender and sexuality, religion, visual culture, environment, and imperialism are only some possibilities.

Immediately after the student has identified the three members of his or her examining committee, the student's prospective supervisor should schedule a meeting to define the three sub-fields to be examined and to begin the process of compiling reading lists for each sub-field. Students will be expected to have read approximately 50 books for each sub-field. The list of books will usually be based at least partly on coursework the student has already completed and should represent major historiographical issues within the field. Where feasible and advisable, the student and the examining committee may agree to a combined list of 150 books rather than three individual lists of 50 books each. The members of the examining committee may collectively approve the combined reading list and continue to consult with one another (in some form or another) during the student's reading period. After drawing up reading lists, the student should work out a schedule of meetings with each faculty member on his or her committee. During those meetings, the student and professor discuss the readings so as to prepare for the examination.

LATE ANTIQUITY PROFESSORS FRAZIER, NEWMAN, SPELLBERG, EBBELER (CLASSICS)

MEDIEVAL EUROPEAN HISTORY (Professors Frazier, Newman, Spellberg)

In medieval history, each student will ordinarily prepare one area that demonstrates an ability to locate major historical and historiographical issues in the period 500-1500, and two areas (topical or national) that relate generally to the student's dissertation field.

EARLY MODERN EUROPEAN HISTORY (Professors Biow, Bodian, Canizares-Esguerra, D. Davis, Frazier, Hardwick, Hunt, Kamil, Levack, Matysik, Martinich, Olwell, and Vaughn).

Students taking major field exams in early modern European history will develop a grounding in the major historiographical debates of the field by reading a core list of books, and choosing two additional geographic or thematic areas of their choice. One of these will represent the broad topic of the dissertation. In practice, these expectations will play out in different ways depending on students' particular interests.

MODERN EUROPEAN HISTORY (Professors Brower, Coffin, Crew, Hopkins, Hunt, Lawrence, Levine, Lichtenstein, Louis, Matysik, Neuberger, Neuburger, Raby, Vaughn, Wynn)

Students may combine two broad fields (national, regional, trans-regional, chronological,

or thematic) with one more narrowly defined field supporting dissertation research.

In the following paragraphs, individual professors describe their areas of specialization and sketch their own approaches to preparing students for their examinations.

Miriam Bodian

I work on early modern European History, focusing on the cultural, political, and religious history of Iberian Jews. My interests include the Spanish and Portuguese inquisitions in Europe and the Americas, the Reformation and the Jews, and early modern thinking about religious toleration. I expect students doing a field with me to compile a list of readings (50-60) in consultation with me. Students will be asked to write short essays on clusters of these readings, analyzing what the authors are doing: what questions they pose, how they use sources, how they structure a book or article, and what their underlying assumptions are about historical processes.

Ben Brower

My research and training is situated between the fields of modern European and Middle Eastern history, centered on France and North Africa. I train students to read questions in these fields based on critical theory and social history. Students will formulate a list of at least 75 entries, selected in consultation with me. This list will form the basis of the comprehensive exam, and it will reflect the student's specific research interests, as well as their future teaching and advising duties. Students are expected to take at least one seminar with me prior to the examination.

Jorge Cañizares-Esguerra

Students are expected to be self-driven and entrepreneurial. Students will come up with their own lists, tailored according to their needs, in consultation with the supervisor. The list should include literatures in languages other than English (Spanish and Portuguese, of course, but knowledge of the huge body of literature in French on colonial Latin America is also expected).

Judith Coffin

My own research fields are modern Europe, especially France, and gender and sexuality. I supervise students, however, in a wide range of fields, from France and its empire, comparative gender and sexuality, to 19th- and 20th century social or cultural history, including history of radio. I expect students to customize their topics and pick their themes. We jointly draw up a reading list and lay out a schedule. We meet roughly once a month over the next semester or two to discuss the readings. All this is done in consultation with the student's other field examiners, so that the student gets as broad and thorough preparation as possible.

David Crew

I work primarily in the history of twentieth century Germany, with an emphasis upon Nazi Germany, the Holocaust and their aftermath. My main research and teaching

interests are visual history (with a particular focus upon the history of photography), the rise of modern consumer societies, and the history of memory. Students who decide to work with me to prepare for their major field exams will be asked to read a list of approximately fifty appropriate books, along with relevant articles. Together, we develop a list of important themes which the examination questions will address.

Alison Frazier

My research fields include Mediterranean intellectual history of the medieval and early modern periods, WITH A focus ON religion, political culture, education, and manuscript/print on the Italian peninsula during the long Renaissance (c. 1200-c. 1600). Students preparing for qualifying exams with me develop a major field list of about fifty books. By meeting ONCE A MONTH to discuss the student's reading response essays, we identify themes for examination questions.

Julie Hardwick

My research fields include early modern French History (16-18c), early modern gender history, and early modern social and/or economic history. Students who read with me will compile a bibliography of about 50 books in the specialty of their choice as one of the three areas in their early modern European major fields.

Bruce Hunt

I work primarily in the history of modern science and technology. These are intrinsically transnational subjects, and I have worked with students preparing for major field examinations in US, European, Latin American, and African history. When a student asks me to serve on his or her major field committee, we sit down and jointly draw up a list of about fifty appropriate books and articles and lay out a schedule for the student to read them. We then meet at roughly monthly intervals over the next semester or two to discuss the readings and draw out themes on which to base potential examination questions.

Neil Kamil

I am prepared to supervise examinations in the history of the Atlantic world from the fifteenth through the eighteenth centuries. Reading lists are compiled in consultation with each student to suit individual interests. These lists customarily separate 50-60 books into various categories and are usually characterized by a more or less equal distribution of European and American titles. I ask students to prepare essays each month to address historiographical questions that arise within each category. Ultimately, these questions form the basis of qualifying examinations.

Mark Lawrence

My specialty is the history of U.S. foreign relations, especially the history of U.S. policymaking with respect to decolonization and Third World nationalism during the Cold War. I am happy to supervise graduate fields in any era of U.S. foreign relations (from the eighteenth century down to the present). For students whose interests reach beyond the experience of the United States, I am also prepared to supervise fields in twentieth-century "international history" – the study of transnational interactions and trends that supercede a strictly national approach (i.e., the Cold War, comparative

imperialism, or globalization). Additionally, I will supervise fields in the basic historiography of the United States since 1865, particularly for students emphasizing political and diplomatic history. Students working with me will begin by assembling a reading list of approximately 50 books. Ideally, these choices will be clustered around three or four themes that will provide coherence to the entire exercise and result, at the end of the process, in exam questions. I require that students meet with me regularly while preparing for their exams. Students may also opt to write occasional papers summarizing and analyzing their reading.

Brian Levack

Most students who work with me define one of their three major fields as early modern Britain (16th and 17th centuries). Students can also read with me in early modern European political thought, English legal history and the history of magic and witchcraft in Europe. Students reading for an exam in any of these fields should take at least one seminar and one conference course with me.

Philippa Levine

My interests lie at the intersections of race and sex in the British Empire, particularly in the 19th and 20th centuries. At present I work mostly on the ways in which science and medicine shaped imperial attitudes and expansion, both for colonizer and colonized. I have supervised PhDs in both modern British and British imperial history (from the 18th to the 20th centuries) in topics ranging from medical history to art and music as well as crime, literature and journalism. I like to offer students a broad overview of the major themes in these fields as well as a focused set of readings on the particular topics and methodologies that interest them. I emphasize theoretical and methodological as well as substantive training, and encourage a trans-national perspective. Students with an interest in imperial topics should know that I will also strongly advocate for the relevant language training in their area.

Tatjana Lichtenstein

I specialize in modern East European and Jewish history. My own work focuses on Jewish politics and on relations between Jews and non-Jews in the Bohemian Lands in the first half of the twentieth century. I can supervise readings in a variety of subjects in the history of modern Eastern Europe, especially themes such as nationalism, states and minorities, war, genocide, and expulsions, as well as many aspects of modern Jewish history in Europe and beyond. We would work out reading lists together and meet every three or four weeks for discussion of the materials.

Wm. Roger Louis.

My fields of interest include the decline, rise, and fall of the British Empire plus area studies in Asia, the Middle East, and Africa. The research seminar each fall alternates between “The Transfer of Power in India” and “The Making of the Modern East”. In the spring semester each year the reading course focuses on significant books in the fields of British, Middle Eastern, and Indian history. The reading course in the spring semester meets simultaneously and after the Faculty Seminar on British Studies.

Tracie Matysik

I work in the fields of modern European intellectual history and critical theory. When I work with a student in these fields, I ask him or her to draw up a preliminary draft of a reading list, and then we jointly revise it to guarantee a list that is both broad and coherent. I encourage the student in this phase to think about the reading in terms of major themes. While the student is reading, I like to meet with him or her once every three or four weeks to discuss the readings and to formulate historiographical and critical-theoretical questions. For the portfolio I generally ask students to write a review essay on a topic derived from our reading and to craft a syllabus for a thematic course in a related teaching field.

Joan Neuberger

My research and teaching fields include Modern Russia (19c-20c), and film and visual cultures. I work with students in a wide variety of fields, including Eastern and Central Europe, and all forms of media and cultural history. I encourage students to draw up their own bibliographies of works on important historiographical debates in the field, from which we will then choose 50 books. We meet regularly in the months preceding the exams to discuss the readings and to develop a set of appropriate exam topics.

Mary Neuberger

My research and teaching interests revolve around modern Eastern Europe — both the Balkans and East Central Europe. I am interested in a variety of topics within these fields such as empire, nationalism, gender, identity, as well as material and consumer culture. I can supervise students in a variety of fields including modern Eastern Europe (generally with a focus on either the North or South), or thematic fields on my above listed interests. I also have supervised fields on the Balkans under Ottoman rule, and/or East Central Europe under Habsburg rule. I generally encourage students to draw up their own list of books (with my help) and then try to meet monthly if possible to discuss important themes and questions in the books. I hope that students come out with a general knowledge of the state and concerns of the field.

Martha G. Newman

I work primarily in European religious and cultural history of the medieval period. My particular focus is on the religious history of the eleventh through thirteenth centuries, with a special interest in monasticism and gender studies. Students who wish me to serve on their examination committees will ordinarily have taken at least one of my courses, completed their language requirements, and identified a dissertation topic. I will work with each student to compile a list of about 50 books and articles. We will then meet regularly to discuss the readings; I will often expect the student to write short essays that identify themes and debates. Through these discussions, we will identify themes for the examination questions.

Denise Spellberg

I offer training in medieval Middle Eastern and Islamic history, with emphasis on intellectual and religious developments.

James Vaughn

My research focuses on the political, intellectual, and economic history of Great Britain and the British Empire during the long eighteenth century (c. 1688-1832). I am happy to offer qualifying examination fields that prepare students for teaching and dissertation work in the history of Britain and the British imperial world (including the Atlantic world and South Asia) from the Stuart period to the Victorian era, the history of European overseas expansion from Columbus to the First World War, and the history of capitalism from its emergence to the present. When a student decides to prepare an exam field with me, we jointly determine a list of 40-60 books that explores the major debates and topics in the field as well as examines particular areas relevant to the student's research interests. We draw up the reading list and determine a schedule for progress one year before exams are to be completed. We then meet regularly over the course of the year to discuss the scheduled readings as well as the general development of the historiography.

Charters Wynn

My research and teaching field is the history of the Soviet Union, with a focus on labor and political history. Most students who ask me to serve on their committee have taken my graduate courses on "Revolutionary Russia" and "Stalinist Russia." I expect them to have begun preliminary research on their dissertation topic. After a student has drawn up a fifty book reading list, we jointly make changes to ensure the list covers all the central historical developments and historiographical debates and includes major works in the field. Part of the list is devoted to books in the student's own particular research area. During the semester preceding the comprehensive exam we meet regularly to discuss the readings and possible examination questions.

HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE

(faculty: Abzug, Bsumek, Canizares-Esguerra, Green, Hunt, Kamil, Levine, Martinez, Matysik, Osseo-Asare, Raby)

The Comprehensive Qualifying Examination in the History of Science, Technology, and Medicine is designed to establish the student's competence to teach core courses in the field as well as to pursue more specialized work related to his or her dissertation area. By the spring of his or her second year, the student and his or her prospective supervisor should assemble a three-member examining committee and begin to work out what material each examiner will cover. Committees and reading lists will be tailored to the needs of individual students, but generally one examiner will cover a core list of readings in the history of science, technology, medicine, including major themes and issues in the field; one will cover a chronologically, geographically, or thematically defined field related to the student's interests (such as modern British history, or the global history of

health and disease); and the third, usually the student's prospective supervisor, will cover material related more directly to the student's dissertation topic. Each examiner will draw up a list of about fifty books or articles and will engage to meet regularly with the student to discuss their reading. Contributions to the student's portfolio may take the form of historiographic essays, course syllabi, or other materials as agreed by the examiners.

Robert Abzug

My pre-Civil War research involves religion and reform movements and, more broadly, cultural and intellectual history, especially in the early republic and antebellum era. My reading lists, usually 50-60 books, focus on the general area of cultural and intellectual studies against a backdrop of key works in political and economic history. Students create a portion of the list to reflect their own particular interests. I meet with students periodically both to discuss the content of the readings and their historiographical setting and to familiarize the student with the kinds of questions I am likely to ask them to address in their portfolio essays and in their oral exams.

Erika Bsumek

My research and teaching fields include Native American history, history of the U.S. West, and environmental history. I am prepared to supervise students in any of those areas. With my assistance, students who work with me will compile a bibliography of the most important books and articles in the field. We will then meet at monthly intervals over the year to discuss readings and themes in preparation for the exam. Students will present short essays and "think pieces" related to those themes at scheduled intervals.

Jorge Cañizares-Esguerra

Students are expected to be self-driven and entrepreneurial. Students will come up with their own lists, tailored according to their needs, in consultation with the supervisor. The list should include literatures in languages other than English (Spanish and Portuguese, of course, but knowledge of the huge body of literature in French on colonial Latin America is also expected).

Laurie Green

My research and teaching fields lie most broadly at the intersection of cultural, social, and political history in the modern U.S., with specializations in race, gender, and sexuality, and in women's, African American, southern, urban, popular culture and labor history. In working with graduate students to prepare for field exams, I help them develop a personally tailored list of books, merging titles that I recommend with those in which the student has a strong interest. We then meet on a regular basis over the course of a semester to discuss clusters of these books. In preparation for these meetings, I have the student write short papers (5-7 pages) that compare and contrast these works. On the basis of these meetings we develop themes that will become the basis for examination questions.

Bruce Hunt

I work primarily in the history of modern science and technology. These are intrinsically

transnational subjects, and I have worked with students preparing for major field examinations in US, European, Latin American, and African history. When a student asks me to serve on his or her major field committee, we sit down and jointly draw up a list of about fifty appropriate books and articles and lay out a schedule for the student to read them. We then meet at roughly monthly intervals over the next semester or two to discuss the readings and draw out themes on which to base potential examination questions.

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Abena Dove Osseo-Asare

My main research interests with regards to the history of science are: the history of biomedicine and alternative therapies, history of drugs and pharmaceuticals, colonial and post-colonial science, reproductive health care and the body, plants and the environment, and histories of scientific racism and racial difference. Countries where I have special interest and research experience include the United States, United Kingdom, Ghana,

South Africa, and Madagascar. Students may select a particular country or region of the world to focus on, such as the United States/North America or United Kingdom/Western Europe, but I expect them to read some books that also explore their selected theme in other parts of the world. I encourage students to think about their dissertation topic and future teaching goals in compiling a list. Writing assignments include bibliographic essays, with some attention to how themes in the history of science overlap emerging research in medical anthropology, or the social study of science.

Megan Raby

I work in the areas of history of science and environmental history. My own research emphasizes the nineteenth and twentieth century US and Caribbean, but I am prepared to supervise exams with other regional and temporal focuses. Students will develop a reading list of approximately 50-60 books and articles in consultation with me. The readings should reflect the student's research interests, while at the same time ensuring broad coverage of relevant topics and historiographic debates. We will schedule meetings at least once a month to discuss the readings, identify major themes, and formulate potential exam questions. Students are encouraged to write short essays in preparation for these meetings.