

**GUIDELINES TO  
GRADUATE PROGRAMS IN HISTORY**

**DEPARTMENT OF HISTORY  
UNIVERSITY OF DELAWARE  
NEWARK, DE 19716**

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## **INTRODUCTION**

The Department of History offers M.A. and Ph.D. programs in American and European history and more limited graduate study in Ancient, African, Asian, Latin American, and Middle Eastern history. In conjunction with these, it offers special programs in the history of industrialization (including history of technology), material culture studies, American Civilization, and museum studies, as well as courses in history education.

This document explains admission procedures and standards, programs offered, and degree requirements. In addition, history programs are governed by the University's Graduate Catalogue and by the "Policies and Procedures" document issued by the Office of Graduate Studies. **Programs, however, are subject to change. Hence students are responsible for keeping up with all program changes.**

## **ADMISSION: PROCEDURES AND STANDARDS**

Candidates should apply for history graduate programs through the University's Office of Graduate Studies. Our application deadline is January 15<sup>th</sup>.

Students with a bachelor's degree in any field may apply to the Master's Degree track. Students with either a B.A. or M.A. in history or a related field may apply to the Ph.D. track.

Students in the Master's Degree track may apply to the Ph.D. track at a later date if the quality of their graduate work is sufficiently high. If admitted, they will be required to complete additional coursework beyond the 21 history units required for the M.A. In some cases, this might include a third year of coursework to prepare for the Ph.D. exams.

Admission to the graduate program is competitive. Those who meet the stated requirements are not guaranteed admission, nor are those who fail to meet all the stated requirements necessarily precluded from admission if they offer other appropriate strengths. Except in unusual circumstances, admission is offered only for the Fall semester and all decisions for all programs are made by the faculty of the Graduate Studies Committee.

### **Master's Degree Track**

Applicants should have a combined verbal and quantitative score of no less than 300 on the verbal and quantitative or verbal and analytical sections (the department has assigned numerical values to the analytical scores) of the aptitude portion of the Graduate Record Examinations (GREs); an overall undergraduate index of at least 3.0 on a 4.0 scale; an undergraduate history average of at least 3.0; and letters of recommendation from three persons familiar with the applicant's academic potential. In addition, applicants should submit a writing sample of 15 to 25 pages demonstrating their ability to do historical research and writing.

## **Ph.D. Degree Track**

Applicants should have a combined verbal and quantitative score of no less than 311 on the verbal and quantitative or verbal and analytical sections (see above) of the aptitude portion of the GREs; an overall undergraduate index of at least 3.0 on a 4.0 scale; an undergraduate history average of at least 3.5; and strong letters of recommendation from three persons familiar with the applicant's academic potential. In addition, applicants should submit a writing sample of approximately 25 pages demonstrating their ability to do historical research and writing. Applicants who do not have significant undergraduate course work in history are not normally admitted directly to the Ph.D. program.

## **GRADUATE COURSES**

The Department provides graduate instruction in the form of reading seminars, research seminars, and independent study courses.

**Reading Seminars** constitute the heart of graduate instruction in history. They introduce students to historical literature and controversies pertaining to particular historical periods or topics, and they prepare Ph.D. students for qualifying exams. The approach may be historiographical, chronological, topical, or a mixture of these. The Department also offers five basic historiography courses that serve to introduce students to changing historical interpretations. Although historiography courses are run as reading seminars, they are counted as distinct for purposes of degree requirements.

**Research Seminars** train students to engage in independent historical research. In some seminars students may choose their topics within a broad chronological period. Regardless of the approach used, the emphasis is upon original research, evaluation of sources, and the ability to write a coherent, sustained paper in clear prose. Group discussion and evaluation of papers constitute important components of the research seminar.

**Independent Study** courses, numbered 666 and/or 866, consist of reading or research projects undertaken with faculty supervision. There are two types of 666 courses and 866 are used for a research project option.

1. Some are attached to advanced undergraduate lecture courses. A student taking such an independent study course attends the lectures and fulfills all the undergraduate assignments, and in addition meets on a regular basis with the professor -- and often with other graduate students as well -- to discuss supplementary readings. The student is also expected to perform additional written work. This kind of 666 component of an undergraduate lecture course constitutes a "mini-seminar" at the graduate level.

2. In 666 courses that are not attached to undergraduate lecture courses, students engage in directed independent reading and/or research. Students seeking to enroll in such courses, which are most appropriate for those working at the Ph.D. level or specializing in areas of study not normally covered by departmental Course offerings, must secure permission of the Chair of the Graduate Studies Committee.

### **REQUIREMENTS FOR THE M.A. DEGREE**

Unless otherwise noted, the time limits, cumulative index, residence, and other requirements for the M.A. are those specified by the University Office of Graduate Studies. All graduate course credits must be earned at the 600 level or above.

The Master's degree is awarded upon successful completion of a two-year sequence of courses designed to familiarize students with the substance, interpretation, and practice of history. The M.A. serves both as a terminal degree for those students who seek greater exposure to historical study before entering a variety of careers from high-school teaching to museum work, and as a preparatory degree for those students who intend to pursue a Ph.D. Master's Degree track students who hope to switch to the Ph.D. track should arrange their graduate programs with Ph.D. requirements in mind.

The Master's degree track student must fulfill the following requirements:

**Complete 30 credits** of graduate work, of which at least **21 credits** must be in **history**. The history credits must include:

- **One** of the Department's five basic **historiography** courses: United States Historiography, European Historiography, Historiography of Technology, Philosophy of History, and Historiography of Material Culture (previously called Readings in American Material Life).
- **Four reading seminars**: With the approval of the Chair of the Graduate Studies Committee, a 666 component of an undergraduate lecture course may count as a reading seminar. Such approval will be given only when a 666 component includes regular "mini-seminar" meetings to discuss graduate-level readings.
- **Either two research seminars or one research seminar plus an M.A. thesis.**

## **REQUIREMENTS FOR THE PH.D. DEGREE**

Unless otherwise noted, the time limits, cumulative index, residence, and other requirements are those specified by the University.

The degree of Doctor of Philosophy recognizes the candidate's command of specific fields of history as well as the ability to conceive and execute a Ph.D. dissertation. After completing course work and successfully passing qualifying exams, Ph.D. students work under the supervision of a dissertation director and faculty committee to complete a major research project that produces new historical knowledge or reshapes existing historical understanding.

The Ph.D. track students must fulfill the following requirements:

1. **Complete 30 credits** of graduate work, of which at least **24** must be in **history**. The history credits must include:
  - **Two** of the Department's five basic **historiography courses**: U.S. Historiography, European historiography, Historiography of Technology, Philosophy of History, and Historiography of Material Culture (previously Called Readings in American Material Life).
  - **Four reading seminars** - with the approval of the Chair of Graduate Studies, a 666 component of an undergraduate lecture course may count as a reading seminar. Such approval will be given only when a 666 component includes regular "mini-seminar" meetings to discuss graduate level readings.
  - **Two research seminars**

Students may petition the Graduate Studies Committee to accept up to nine credits of course work taken at another institution as long as the credits were not used to complete another degree. If the credits were used to complete another degree then the Department may choose to substitute other courses in place of those accounted for by transfer credits. In the latter case, no credits are transferred, but the requirements are modified so that the student avoids repeating courses they've had elsewhere. In neither case will substitution be permitted or credit given for research seminars taken elsewhere.

### **2. Professional Development Portfolio**

Every entering Ph.D. student will begin to keep a portfolio of his or her accomplishments in courses, teaching, and professional development during matriculation in the graduate program. The portfolio, which will serve multiple purposes, will include a number of important items (see below) that students will be responsible for compiling, providing students with a tangible vehicle to participate in progressing toward candidacy. The Chair of the Graduate Studies Committee reviews portfolio as part of the post-3<sup>rd</sup> semester review. Graduate Studies Committee will use the portfolio to aid its assessment of each student following the qualifying exam. In addition, the Graduate Studies committee may ask for a student's portfolio when it is

considering nominations for awards during the pre-doctoral years, and students may wish to share their portfolio with faculty who are supporting their applications for grants, internships, and jobs. Finally, the portfolio may be an important part of the job interviewing process later in students' careers.

The portfolio for second year Ph.D. students should include the following organized in a three ring binder:

- a. Table of contents
- b. Current C.V.
- c. Research and writing seminar papers, including faculty comments. Students may wish to include additional seminar papers, extended review essays, internship reports, and other significant research done while matriculating in the department.
- d. Unofficial transcript of UD coursework
- e. Brief letter from the student's prospective dissertation advisor certifying that the student has made satisfactory progress and that the faculty member has agreed to direct the fourth field of the Ph.D. qualifying exam.

As the student progresses beyond coursework, the following may be added:

- f. Syllabi of courses designed and taught by the student while matriculating in the History Department. Students may choose to include course evaluations, but these are not required. Syllabi of course for which the student was a TA should not be included.
- g. Qualifying exam reading lists, exam essays, and faculty comments on essays.
- h. Successful grant and fellowship applications, awards, and prizes won during the period of matriculation.
- i. Publications and manuscripts submitted for review; conference papers
- j. A statement about the student's dissertation interests and expected next steps towards the prospectus, which should be written in consultation with the student's advisor

## **2. Demonstration of Reading Competence in a Foreign Language:**

Entering Ph.D. track students are encouraged to take a language examination as soon as possible and are expected to have met their language requirement before taking the qualifying exams in the fall of their third year. Students may retake a language examination until receiving a passing grade. Foreign language competence will be demonstrated by passing a departmental reading examination, earning a grade of B or better in one of the foreign language reading courses offered by the Foreign Language and Literature Department, or a history or literature graduate course in which a significant portion of the assigned reading is in a foreign language. The latter option requires the approval of the UD History Department course instructor. Although the departmental requirement includes only one foreign language, the faculties in American history, European history, the history of technology, and the history of American civilization may set additional language or skill requirements; students should check with their advisors about such additional requirements. Students are encouraged to take any preparatory courses or instruction

leading up to the departmental exam that may be helpful. Language exams that are administered by faculty of a history department and passed at another institution at the graduate level within the last five years may satisfy this requirement. In exceptional cases, the Graduate Studies Committee will entertain petitions from students who wish to take the language exam in a foreign language not covered by the history department faculty.

#### **4. Passage of Qualifying Exams**

Please see attached appendix for full details on the field exams. Once a student has Successfully passed the written and oral qualifying exam, the Graduate Studies Committee will review the student's portfolio and discuss advancing the individual to Candidacy. The committee will base its decision on the whole record of a student's performance, including the portfolio and a recommendation for advancing to the Ph.D. from the student's main advisor.

#### **5. Dissertation Prospectus Defense:**

No later than six months following successful completion of qualifying exams and passage into candidacy, each student must submit a written dissertation prospectus to his/her dissertation director and be prepared for an oral exam related to the dissertation topic. The goal is to outline and conceptualize the dissertation project. The student should be prepared to discuss such things as the topic's significance, a plan for investigating the topic, and types of research materials to be used. This exam is administered by a committee of three faculty members that includes the student's dissertation director and two other members of the student's dissertation committee. Students may teach only **one** course for the Department (as an adjunct) before passing their prospectus defense.

#### **6. Presentation of Dissertation-Based Research Paper (DIPSOP): (Dissertation in Progress and Occasional Papers)**

Within one year of passing the qualifying exams, each student will present a research paper, based on his or her dissertation, to a departmental assembly of graduate students and faculty members. Two commentators, one a graduate student and one a faculty member will lead a discussion session of the paper.

#### **7. Completion of a Ph.D. Dissertation:**

The dissertation must make a significant contribution to historical knowledge, uphold professional standards of research and interpretation, and be written in clear, well-organized English prose.

The dissertation is written under the guidance of a dissertation director and three other faculty members who together constitute the student's dissertation committee. Composition of this committee must be approved by the Graduate Studies Committee; at least one faculty member of the dissertation committee must be from outside the department.



The candidate must defend the dissertation before the Dissertation Committee in a forum that is open to the University as a whole. This oral defense, which is chaired by the dissertation director, is concerned with the content, methodology, and significance of the dissertation.

### **ADVISEMENT PLAN**

1. The Chair of the Graduate Studies Committee will assign **each** incoming student a temporary faculty advisor in September. Temporary advisors will be drawn primarily from the membership of the Graduate Studies Committee for that year.
2. First year students may, at any time, replace their temporary faculty advisor with a permanent faculty advisor.
3. Students are required to choose a permanent faculty advisor during their first year. After securing the agreement of a faculty member to serve as permanent advisor, the student must notify the temporary advisor, the chair of the GSC, and the administrative assistant to the graduate program of his or her choice no later than April of that year.
4. Students in the graduate program may, at any time, choose a new permanent advisor. Both the chair of the GSC and the administrative assistant to the graduate program should be notified immediately of any such changes.
5. Faculty advisers, both temporary and permanent, are required to meet with each of their advisees at least twice a year. It is the advisers' responsibility to assist in planning individual class schedules, to ensure that course selections will fulfill degree requirements, and to ensure that doctoral students are making adequate preparation for major and minor field qualifying examinations and the dissertation.
6. Permanent faculty advisers are required to review the files of their advisees who have completed their third semester of course work and to present a written report to the GSC on the progress and performance of each of those students. Reports should be submitted to the administrative assistant to program by the beginning of the winter term in January.
7. The Chair of the Graduate Studies Committee will review the portfolio and academic record of each Ph.D. student after he or she has completed three full semesters (or 21 credits) of graduate study. On the basis of this review, the Chair will inform the student whether he or she is making satisfactory progress. If either a permanent faculty adviser or the chair of the GSC should find cause for concern about the performance of any students who have completed three semesters of coursework, the GSC will meet to review the files of those students. The permanent faculty advisers of the students in question will be requested to attend that meeting.
8. In early spring, the Graduate Chair will also send a notice to all 2<sup>nd</sup> year PHD students to remind them that they are required to sit for qualifying exams the following fall.

The Graduate Chair will remind students that prior to taking the major exams, they should have full-filled the language requirement.

### **FINANCIAL AID**

The Department awards teaching assistantships, graduate assistantships, fellowships, and tuition scholarships on a competitive basis. The fellowships and assistantships include tuition remission for the fall and spring semester plus a living expense stipend. Teaching assistantships normally require students to work up to 20 hours per week, leading discussion sections and grading in a lower-level survey course or, more rarely, grading for a large, non-sectioned lecture course. Graduate Assistants are also required to work up to 20 hours a week at their assigned tasks. Fellows do not usually perform any additional duties aside from their academic studies. **Financial awards can be withdrawn if students fail to progress satisfactorily.**

It is Department policy that during fall and spring semesters teaching and graduate assistants may not work more than the twenty hours a week required by the assistantship and fellows may not be employed. Graduate students who have passed their qualifying exams may teach during summer and winter sessions if such opportunities arise. Tuition scholars have no employment restrictions. A petition may be made to the Graduate Studies Committee for an exception to these policies.

Students admitted to the Ph.D. program normally receive up to 4 years of aid (assuming that they are starting without graduate credit and/or are required to take 30 hours of coursework in our Ph.D. program). Students admitted to the M.A. program may receive up to 2 years of aid. Students who transfer into the Ph.D. program with a previously-awarded M.A. from our history program or with one or more history courses accepted toward the completion of the 30 required hours normally receive up to a total of four years from all graduate degree-granting programs.

Graduate students with more than one incomplete will not be considered for renewal of financial aid. The Graduate Studies Committee may, however, consider petitions for dispensation from this regulation.

### **ADMINISTRATION AND INQUIRIES**

The graduate program is administered for the Department of History by its Graduate Studies Committee. This committee consists of faculty members appointed by the Department and two student members elected by the graduate students in history.

For more information about the University of Delaware, Department of History Graduate Programs **please write to the Graduate Studies Committee Chair, Department of History, 236 Munroe Hall, University of Delaware, Newark, DE 19716 or email [History@udel.edu](mailto:History@udel.edu).**

SUMMARY OF PROGRAM REQUIREMENTS

M.A.

30 credits - 21 of which must be history credits

Reading Seminars 1() 2() 3() 4()

Research Seminars 1() 2() or Thesis () plus 1() Research Seminar

Historiography ()

Progress review ()

Ph.D.

30 graduate credits - 24 of which must be history credits

Historiography 1() 2()

Reading Seminars 1() 2() 3() 4()

Research Seminars 1() 2()

Foreign language: Departmental () Additional ()

Post-third semester progress review ()

Written and oral exams passed ()

Dissertation committee formed ()

Prospectus defense ()

Presentation of dissertation-based research paper (DIPSOP) ()

Dissertation completed ()

Dissertation defended ()

## **APPENDIX**

### **QUALIFYING EXAMINATIONS FOR PH.D. STUDENTS**

#### **STATEMENT OF PURPOSE**

Doctoral education in history aims at training scholars who perform at the highest level, historians whose dissertations contribute significantly to our understanding of the past and whose skills as teachers and public historians engage their audiences. To serve that end, qualifying examinations test four kinds of knowledge: historical content, historiography, method, and theory. Their purpose is to assess each student's understanding of four diverse and broadly defined fields, framed in conjunction with faculty.

Qualifying examinations give students the opportunity to demonstrate that they have acquired essential intellectual skills from course work, that they are prepared to begin their dissertations, and that they can meet professional standards. By immersing themselves in exam preparation, students develop expertise and confidence that help them write dissertations and sustain their future careers.

#### **PREPARATION**

Preparation for qualifying exams begins when students enter the program; all course work and additional reading provides the groundwork for successful exams. They may supplement regular courses by auditing undergraduate history courses and by taking graduate courses offered in other departments for credit. (Courses from other departments cannot be counted toward the requirement of four reading courses. Students may petition the GSC to make an exception to that rule.) Students should also enhance their knowledge through teaching assistantships at the survey level.

Full-time students admitted to the Ph.D. program must take qualifying exams during the fall of their third year. To be eligible, they must resolve incompletes and complete language exam(s) by September 1.

In their second year, students will form their examining committees. It is their responsibility to consult with their advisers during the third semester of coursework and to ask four professors to direct individual reading fields and serve as an examining committee. At least three will be History Department faculty, and the student's adviser will normally serve as coordinator of the committee. If the adviser is not part of the examining committee, a coordinator will be chosen by the committee. By May 1, students will submit the appropriate form listing PhD. exam committee members and specific subfields to the Graduate Studies administrative assistant.

Examinees will consult with each member of the examining committee to define fields and begin compiling reading lists. It is the student's responsibility to design lists that are sufficiently broad and diverse. The length and organization of reading lists may vary, depending on the field and on discussions with the faculty member directing the field. In general, lists will comprise approximately 50-80 books or their equivalent in articles.

Once students have prepared lists, members of the examination committee will help them prepare in each field. The examining committee as a whole shall ensure that the

student's four fields are sufficiently broad, diverse, and distinct. The entire examining committee will also approve all questions for the written exam.

### **FORMAT, EVALUATION, AND APPEALS**

(See also specific sections for topical specializations, the Hagley Program, and the American Civilization Program.)

Doctoral qualifying examinations consist of a take-home written examination followed by an oral examination. Passing the qualifying examination constitutes the final step before a student submits his or her portfolio to the Graduate Studies Committee to apply for advancement to candidacy.

#### **Written Examination: Guidelines**

Examinations will generally begin the second week of October, and no later than eight weeks before the last day of the Fall semester. Within a five-week exam cycle, Students will choose the order for their four written examinations; they will have a week to write each exam and a one-week respite, and will receive them serially (on a weekly basis).

Faculty will submit three to five questions for each field electronically to the Graduate Studies administrative assistant, one week in advance.

The graduate administrative assistant will send questions to the student by 9:00 AM Monday of the appropriate week. Examinees will write two essays in each field, choosing among the three to five questions. Each essay will consist of no more than 3,000 words (excluding citations), and should not be substantially shorter. Students must submit exams electronically to their entire committee, as well as to the Graduate Studies administrative assistant, by 8:00 a.m. the following Monday.

Examinees may use books, articles, and other resources in writing their essays. Throughout the examination process, they may seek clarification of the questions from the examiners but may not otherwise discuss their essays with anyone. Examinees are responsible for doing their own work in accordance with the code of academic conduct set forth by the University's Office of Student Conduct.

#### **Written Examination: Evaluation**

Individual examiners will determine whether the student has demonstrated proficiency in the field. A passing exam should demonstrate competence in history, historiography, and critical historical thinking. Each essay must include a thesis and an analytical framework.

Members of the exam committee will evaluate the essays in the fields they are directing and assign a grade: high pass, pass, or fail. Each committee member will also read all of the other essays the student has written for his or her other three fields. Committee members will meet to discuss the written exam unless they agree unanimously that no meeting is necessary. Committee members will submit their written reports to the committee chair, the Director of Graduate Studies, and the Graduate Administrative Assistant. The Graduate Administrative Assistant will send copies of all four reports to the student.

If the student passes the entire written exam or fails no more than one question, he or she may proceed to the oral exam, which must be scheduled by Reading Day of the fall semester.

If the student fails an entire field (two questions), he or she must retake that portion of the exam. Normally, this will take place by February 1 in the following calendar year, although the student's adviser may petition the GSC for an extension.

If the student fails two or three questions in different fields, he or she must retake the entire exam, administered by the same committee. The retake exam must be completed before the spring break of the same academic year. The oral exam must then be scheduled within one month of passage of the entire exam.

Students may not retake the exam if they fail four or more questions.

### **Oral Examination: Guidelines**

Two-hour oral examinations will be administered by the examining committee before Reading Day in early December. The oral exam is both a test of students' knowledge and of their ability to think quickly and express ideas coherently. Examinees may be asked to discuss their answers on the written exam, questions posed on the written exam that they did not choose, topics or questions from any of their fields or reading lists, and their dissertation plans.

### **Oral Examination: Evaluation**

Once a student passes the oral examination, the chair of the committee will report on the results of the exam to the Director of Graduate Studies and petition the GSC for advancement to candidacy.

If a student fails the oral exam, he or she may retake it. The retake oral exam must be scheduled by February 15 of the following spring semester.

### **Appeals**

If a student wishes to protest the examining committee's judgment, or if a committee member disagrees with the judgment of the rest of the committee, or if the committee as a whole cannot agree about the outcome of an exam, a statement of grounds for an appeal may be submitted to the Graduate Studies Committee. All GSC members will read the exam, the committee members' comments, and the appellant's statement. If the GSC disagrees with the judgment of the examining committee, it may constitute a new examining committee.

## **EXAMINATION FIELDS**

### **NORTH AMERICAN/U.S. HISTORY**

The North American/United States history examination will comprise four fields:

1. Early American History (Pre-Columbian to mid-19th century), divided into three broad and diverse themes. (Examples might include consumption and material life; political culture and political economy; religion; slavery and the Civil War.)
2. Modern United States History (mid-19th century to the present), also divided into three broad and diverse themes. (Examples might include

- the Civil War and Reconstruction; industrialization; reform movements; popular culture; African-American history.)
3. An outside field in non-American history, non-American/American comparative history, or a discipline outside History. That field may or may not bear upon the student's dissertation interests, but it must not simply duplicate the fourth field. (Examples might include modern nationalisms; comparative slave systems; the Atlantic World in the early modern period; Africa from colonialism to independence; comparative industrialization in the nineteenth and twentieth centuries; literary theory; art history; anthropology; historical geography.)
  4. A broad topical or chronological field in a particular area of interest bearing on a possible doctoral thesis. A student may choose comparative or transnational themes in defining this field. This dissertation field is intended to help define the parameters of the dissertation topic and to build a reading list that can be used in writing the dissertation prospectus.

The four fields should not overlap significantly, and fields 1 and 2 should each contain three sections that prepare the student broadly in distinct topics. The chronological division between fields 1 and 2 shall be determined by the student and the examiners.

### **EUROPEAN HISTORY**

The four fields for the concentration in European History will be defined as follows:

- A) European history will be divided into four broad time periods: ancient, medieval, early modern, and modern. Fields must be distributed in at least two of these time periods.
- B) Each field should cover at least 150 or 200 years of history.
- C) No more than two fields may be devoted to a specific subject area (e.g., economic history) or nation (e.g., France).
- D) One field may be taken outside European history or outside the department.

### **HAGLEY PROGRAM**

Hagley Fellows emphasizing American history will follow the format for the American history exam. Fellows who identify primarily as non-US historians may substitute exams on non-American nations or regions for the first two fields, or may follow the format of the qualifying exam in European history. Students planning transnational or comparative dissertations should see "Other Concentrations" below.

### **HISTORY OF AMERICAN CIVILIZATION**

The four fields for the program in the History of American Civilization will include:

1. Early American History (Pre-Columbian to mid-19th century), divided into three broad and diverse themes. (Examples might include consumption and material life; political culture and political economy; religion; slavery and the Civil War.)
2. Modern United States History (mid-19th century to the present), also divided into three broad and diverse themes. (Examples might include the Civil War and Reconstruction; industrialization; reform movements; popular culture; African-American history.)
3. Minor or Outside Field. This may be in a discipline other than history (e.g. art history, historic preservation, women's studies, English, anthropology) or in another historical subject matter (e.g. European or Latin American history).

4. Special Interest Field in Material Culture Studies. This field relates to the subject of the student's dissertation. A member of the Department of History usually advises this, but some students have worked with faculty in Art History and other options may be possible.

#### **OTHER CONCENTRATIONS**

Students who wish to do a qualifying examination that does not fall into one of the above categories (e.g., Asian, African, or Latin American history; public or digital history; transnational/comparative history, etc.) may petition the GSC with alternative proposals. Such exams will be required to conform to the structure of other exams (four fields, written exams scheduled in October, etc.). All fields shall be structured around change over time. The GSC will have the discretion to accept or reject the petition, or to require revision and resubmission.