

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

The Comprehensive Qualifying Examination establishes students' expertise in a broad field of history required to teach core courses or provide perspectives on public history on the subject. It serves as well to evaluate students' command of material more closely related to their dissertation subject. Students in the History Department graduate program must pass this examination before admission to doctoral candidacy. The exam typically concludes students' third year, which is spent reading; during that reading year, students register for three units of HIS 393L in both fall and spring. Those entering with M.A. degrees and waiving coursework requirements are often able to advance this schedule by one semester. Course requirement waiver requests should be submitted by the end of the first semester in the program.

Examinations are administered in each of *eleven major fields* offered by the History Department:

Africa	Middle East
Atlantic	Science, Technology & Medicine
East Asia	South Asia
Europe (Medieval/Early Modern/Modern)	United States
Latin America	

New major fields are possible. Please see the Graduate Program Handbook for more information on the creation of new fields.

EXAM STRUCTURE

The examination consists of two parts: (1) a portfolio of written materials, and (2) an oral examination. Reading lists are drawn up, typically by the student and with the approval of the faculty examiner, and the portfolio is evaluated by the three faculty members who also conduct the oral examination. Each comprehensive examination covers three lists with each having no more than 50 books, articles, and other readings appropriate to the field and to the interests of the student. Together, all three lists should total no more than 150 readings.

While the student's prospective supervisor serves as the chair of the qualifying exam committee, it is up to the student to choose the other two members. Note that all examiners must be members of the History Department Graduate Studies Committee (GSC). If you would like to confirm whether or not a faculty member is a GSC member, please ask the Graduate Program Administrator.

PLANNING THE EXAM

It is recommended that by the end of the second year, students should discuss their plans for the qualifying examination with their prospective supervisor. In consultation with their supervisor, they should then approach other potential examiners to form the examining committee and to begin constructing reading lists. If there are any challenges with organizing a committee, the student should speak to the Graduate Adviser.

Students must send the Graduate Adviser and the Graduate Administrator a brief report listing (1) the members of the examining committee and (2) the areas each member will cover. See also the “Finding Faculty” section below. Examining committees have substantial flexibility in planning the exam, but committees are encouraged to tailor their reading lists and portfolio assignments to the needs and interests of individual students.

PORTFOLIO

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, with 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 such as digital histories and public history materials. Please see below for any specific area requirements.

ORAL EXAMINATION

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 assess 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.

The oral exam must be scheduled for a single date and time when all members of the exam committee are able to participate. The exam cannot be split up into separate meetings. The responsibility for scheduling falls to the student, who consults with committee members to secure a date and time that suits the committee. Once a day and time have been set, the student should also reserve a room for the exam through the department’s front office. Students should feel free to consult with the Graduate Adviser and Administrator if there are problems scheduling the exam.

The supervising professor, the student, and at least one committee member are typically physically present for the oral examination. Committee members may also participate via video-conferencing. The exam is a closed event: it is not open to other graduate students, faculty, family members, guests, or the general public.

After the oral examination, the members of the examining committee jointly decide whether the student has passed both parts of the qualifying examination. A decision to pass the student must be unanimous. The committee's signed evaluation of the examination is added to the student's file.

A student who does not pass the comprehensive qualifying examination may, at the discretion of the examining committee, be allowed to add materials to their portfolio and to take the oral examination once more, at a time to be designated by the examining committee. Students who do not pass the comprehensive qualifying exam cannot advance to doctoral candidacy and may be removed from the program.

COMPLETION OF THE EXAM

History graduate students are expected to pass the comprehensive qualifying examination by the end of their sixth semester in the program. Those who do not do may face additional disciplinary action, including the loss of departmental funding or termination from the program. Petitions for the extension of this deadline due to extenuating circumstances will be adjudicated by the GPC as part of the annual review.

CHOOSING FACULTY FOR THE QUALIFYING EXAMS

The “Faculty” page on the History Department website includes the names of faculty from the eleven major fields. Requests for a member of the History Department GSC to serve as an examiner for a field in which they are not affiliated must be approved by the GPC.

The remainder of this document describes procedures for exams in each major field, and provides professors’ descriptions of their approach to the comprehensive exams that are listed by area committee.

<i>Africa</i>	<i>p. 3</i>
<i>Atlantic</i>	<i>p. 4</i>
<i>East Asia</i>	<i>p. 6</i>
<i>Europe</i>	<i>p. 7</i>
<i>Latin America</i>	<i>p. 11</i>
<i>Middle East</i>	<i>p. 14</i>
<i>History Of Science, Technology, And Medicine</i>	<i>p. 15</i>
<i>South Asia</i>	<i>p. 18</i>
<i>United States</i>	<i>p. 18</i>

AFRICAN HISTORY

For students of African history, the qualifying examination is an opportunity to meet two mutually reinforcing goals: to familiarize students both with a large body of literature related to their research field and with topics closely connected to African history, such as the African diaspora. 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. African history students typically divide their lists into three parts. The dissertation field comprises one list to familiarize students with the historiography on their thesis topic. The second and third lists include 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 imperialism, 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 lies 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 formulate a list selected in consultation with me. This list forms the basis of the comprehensive exam; it reflects the student's specific research interests, as well as their future teaching and advising or professional duties. Students are expected to take at least one seminar with me prior to the examination.

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.

ATLANTIC HISTORY

The major field of Atlantic History falls into colonial and national subfields, but chronology and geography may be quite flexible. In preparation for comprehensive exams, students typically choose to specialize in either the northern or southern hemisphere. The three-person comps committee is usually headed by the student's prospective dissertation director, who oversees the dissertation field; the other two

professors address colonial and national subfields or thematic subfields. Students draw up book lists in conjunction with their committee. Reading lists familiarize students with historiographical developments in political, social, intellectual, and cultural formations; students tend to focus on empire, race, gender, mobility, communications, and the concepts of hybridity and entanglement. Critical attention to methods and theories of archive formation is expected, since research in Atlantic history depends on dissimilar national archives. The geographic reach of this field explains the need for students to cultivate fluency in at least two languages other than English.

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).

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.

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 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.

Santiago Muñoz

My research and teaching fields are colonial Latin America, Indigenous history, early modern empire-building, borderlands, and the history of texts and maps, and I am happy to work with students on and around these fields. Comps should prepare students to think broadly, across fields and scholarly traditions, identify and engage in key historiographical discussions, and confront the types of challenges we face when preparing a course and teaching it. I advise students as they design categorized lists and develop a reading and note-taking system, and meet periodically to discuss readings. I invite students to think creatively about the written portion according to the role this field plays in their professional development, whether opting for historiographical essays, analytical essays, or teaching materials.

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

Cristina Soriano

My main research and teaching interests with regard to Atlantic World and Colonial Latin America are history of information and communication networks, transimperial spaces and transcolonial interactions, popular/slave rebellions, slavery and imperial experimentation during the Age of Revolutions (1760-1830). Regions and countries where I have interests and research experience include Venezuela, Trinidad, the Spanish Caribbean, and the Greater Caribbean as well. Comprehensive exams represent a crucial opportunity for students to test their ability to think like historians, engage with key historiographical debates, and intentionally explore their future contributions to their field. I guide and support students to create their own categorized lists, to develop reading and note-taking strategies, and to explore and design the most appropriate written materials for their examination.

Denise Spellberg

I offer training in medieval Middle Eastern and Islamic history, including Islam in the African diaspora and the Americas, with emphasis on intellectual and religious developments.

Jeremi Suri

My research and teaching examine the institutional and international influences on American society. I am particularly interested in how America's global connections have transformed expressions of democracy at home and abroad. I encourage students to read deeply in the history of American institutions and policy development. I also encourage a concentration on international developments that transformed American and other societies simultaneously. Many of my students focus on a particular foreign region, reading deeply in the connected histories of that region and the United States.

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. 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 tests the student's knowledge of primary and secondary literature in the specified field, in preparation for both dissertation research, and future teaching.

Adam Clulow

My research is concerned broadly with early modern East and Southeast Asia with a particular focus on the European encounter with Asia and the transnational circulation of ideas, people, practices and commodities. I am a Japan specialist by training and am happy to supervise comprehensive exams for any student who is working on premodern Japanese history. I also work in Maritime and Global History and am happy to work with students in these areas. My own work crosses between East and Southeast Asia and I encourage students to look beyond standard regional boundaries. I will work closely with students to craft a list of around 50 books or the equivalent (including major Digital Humanities projects) organized around clear themes and will meet regularly with students as they prepare for exams. I want the process to be as helpful as possible so I also encourage students to develop a teaching portfolio related to the field including a syllabus.

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 on their oral examinations 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.

EUROPEAN HISTORY

The information below applies to three major fields: Medieval Europe, Early Modern Europe, and Modern Europe.

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 also has flexible geographical 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. Students often develop their major fields in European history to foreground global, Atlantic, Mediterranean, imperial, or international interests. Students may also choose to add a thematic field: gender and sexuality; religion; visual culture, environment, and imperialism are only some possibilities.

After the student has identified the three members of their examining committee, the student's prospective supervisor should schedule a meeting to define the three sub-fields 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 is usually based in part 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 their committee. During those meetings, the student and professor discuss the readings so as to prepare for the examination.

MEDIEVAL EUROPEAN HISTORY (Professors Frazier, Newman, Spellberg)

In medieval history, each student ordinarily prepares 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, Cañizares-Esguerra, Frazier, Hardwick, Hunt, Kamil, Matysik, and Olwell)

Students taking major field exams in early modern European history 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. One of these areas 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, Hunt, Lawrence, Lichtenstein, Matysik, Neuburger, Raby, Wynn)

Students may combine two broad fields (national, regional, trans-national), with one more narrowly defined field that supports their dissertation.

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 50 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 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.

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 and printed communications on the Italian peninsula during the long Renaissance (c. 1200-c. 1600). I work with students to develop a list of about 50 books. By meeting monthly to discuss the student's reading response essays, we identify themes for examination questions. Often students make a pedagogy portfolio that includes an annotated syllabus with assignments and three-four written-out lectures, for a large survey course in the field; I encourage students to design a graphic syllabus.

Julie Hardwick

My research fields include early modern French History (16th -18th centuries), 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 U.S., 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 50 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 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 supersede 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.

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.

Alberto Martinez

I research the history of science and intellectual history, mainly from the Renaissance to the 1940s, and also in relation to classical antiquity. I’ve focused mostly on three areas: history of physics, conflicts between Christianity and natural philosophy, and also, historical myths in sciences and mathematics. I work mainly on developments in Europe, but with transnational aspects. I train students to identify and supersede historical claims that are fictitious, in order to create permanent contributions to history. To serve on a major field committee, the student and I make a list of roughly 40 books and major articles relevant to the student’s interests and the field’s historiography. We also prepare a reading schedule. Next, we meet at monthly intervals throughout a semester or two to discuss the readings and themes on which to base potential examination questions. For the portfolio, the student should write a review essay on a topic derived from our reading list, and also create a related syllabus for a possible course.

Tracie Matysik

I work in the fields of modern European intellectual history and critical theory. When I work with students in these fields, I ask them 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 students are reading, I like to meet with them 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.

Mary Neuburger

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 for 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.

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 50 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.

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.

Procedure and Format for the Latin American 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 solely their work. 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 Latin American 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).

Matthew Butler

My main research interests are in modern Latin American History (19th & 20th centuries) with emphasis on the history of religion and agrarian history. I am especially interested in the different ways that Latin America has become modern, and in the history of indigenous communities and the Catholic Church. Although my main country of interest is Mexico, I also have interests in the history of the U.S. Southwest and have supervised and/or examined students working on countries as varied as Brazil, Guatemala, and Chile. I work with students to produce a reading list of some 50 books and articles, as a foundation for the dissertation as well as a teaching aid. I think it is essential for students working on Mexico or Spanish America to read widely in Spanish as well as in English, and to become as conversant with the Latin American historiography as with the archives.

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).

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.

Joshua Frens-String

I am trained as a historian of modern Latin America. My research has focused largely on topics such as revolution, the Cold War in Latin America, food politics, US-Latin American history, agricultural history, the history of capitalism, and global labor history, especially in the Southern Cone countries of South America. I am prepared to supervise exams in any of the above areas (or fields closely related to them). Students who I work with will develop a categorized reading list of around 50 books and articles in consultation with me and their supervisor. Those readings should be related to the student's specific area of interest. They should reflect the evolution in the historiography of the topic under study as well as major debates in the field. Monthly meetings will be scheduled to discuss the readings on your list, potential examination questions, and go over practice exam responses.

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. Students will compile a list of up to 50 books and articles in consultation with me.

Santiago Muñoz

My research and teaching fields are colonial Latin America, Indigenous history, early

modern empire-building, borderlands, and the history of texts and maps, and I am happy to work with students on and around these fields. Comps should prepare students to think broadly, across fields and scholarly traditions, identify and engage in key historiographical discussions, and confront the types challenges we face when preparing a course and teaching it. I advise students as they design categorized lists and develop a reading and note-taking system, and meet periodically to discuss readings. I invite students to think creatively about the written portion according to the role this field plays in their professional development, whether opting for historiographical essays, analytical essays, or teaching materials.

Megan Raby

I work in the areas of history of science and environmental history. My own research emphasizes the nineteenth- and twentieth-century U.S. and Caribbean, but I am prepared to supervise exams with other regional and temporal focuses. Students will develop a reading list of approximately 50 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 once or twice a month to discuss the readings, identify major themes, and formulate potential exam questions. Students write short essays in preparation for each of these meetings.

Cristina Soriano

My main research and teaching interests with regard to Atlantic World and Colonial Latin America are history of information and communication networks, transimperial spaces and transcolonial interactions, popular/slave rebellions, slavery and imperial experimentation during the Age of Revolutions (1760-1830). Regions and countries where I have interests and research experience include Venezuela, Trinidad, the Spanish Caribbean, and the Greater Caribbean as well. Comprehensive exams represent a crucial opportunity for students to test their ability to think like historians, engage with key historiographical debates, and intentionally explore their future contributions to their field. I guide and support students to create their own categorized lists, to develop reading and note-taking strategies, and to explore and design the most appropriate written materials for their examination.

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 50 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.

HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE

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 their second year, the student and their 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 50 books or articles and will 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.

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).

Joshua Frens-String

I am trained as a historian of modern Latin America. My research has focused largely on topics such as revolution, the Cold War in Latin America, food politics, US-Latin American history, agricultural history, the history of capitalism, and global labor history, especially in the Southern Cone countries of South America. I am prepared to supervise exams in any of the above areas (or fields closely related to them). Students who I work with will develop a categorized reading list of around 50 books and articles in consultation with me and their supervisor. Those readings should be related to the student's specific area of interest. They should reflect the evolution in the historiography of the topic under study as well as major debates in the field. Monthly meetings will be scheduled to discuss the readings on your list, potential examination questions, and go over practice exam responses.

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.

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 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.

Alberto Martinez

I research the history of science and intellectual history, mainly from the Renaissance to the 1940s, and also in relation to classical antiquity. I've focused mostly on three areas: history of physics, conflicts between Christianity and natural philosophy, and also, historical myths in sciences and mathematics. I work mainly on developments in Europe, but with transnational aspects. I train students to identify and supersede historical claims that are fictitious, in order to create permanent contributions to history. To serve on a major field committee, the student and I make a list of roughly 40 books and major articles relevant to the student's interests and the field's historiography. We also prepare a reading schedule. Next, we meet at monthly intervals throughout a semester or two to discuss the readings and themes on which to base potential examination questions. For the portfolio, the student should write a review essay on a topic derived from our reading list, and also, create a related syllabus for a possible course.

Tracie Matysik

I work in the fields of modern European intellectual history and critical theory. When I work with students in these fields, I ask them 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 students are reading, I like to meet with them 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.

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 U.S. and Caribbean, but I am prepared to supervise exams with other regional and temporal focuses. Students will develop a reading list of approximately 50 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 once or twice a month to discuss the readings, identify major themes, and formulate potential exam questions. Students write short essays in preparation for each of these meetings.

SOUTH ASIAN HISTORY

The South Asian area includes a number of subfields that students can emphasize in their coursework as preparation for research and 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.

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.

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

UNITED STATES, PRE-1865

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 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 supersede 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.

Steven Mintz

I am social and cultural historian who specializes in the history of the family and the life course from the colonial era to the present. I have a special interest in childhood studies, pre-Civil War reform, the history of American higher education, museum studies, and the history of film and the visual, performing, and expressive arts. I work hand-in-hand with doctoral candidates to develop a reading list of 50 books that combines works that reflect the student’s particular interests against a backdrop of key works in cultural, demographic, economic, legal, political, and social history and topics that include gender and sexuality, ethnicity and race, immigration, reform, religion, and slavery. The student and I meet regularly to discuss the relevant historiography, the readings’ content and to prepare the student for the kinds of questions that they will be expected to address in their portfolio essays and oral exams.

Robert Lowell

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 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.

UNITED STATES, POST-1865

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. 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.

Ashley Farmer

My fields of specialization include twentieth-century African American History, African American Women's History, African American Intellectual History, radical politics, and social movements. I view the qualifying examination as an exercise in preparing the student for teaching and future dissertation research. To that end, I encourage students to think about the dissertation topic and future courses when compiling lists of 50 books. I also expect students to master the historiography of African American history from 1865 to the present. Portfolio elements might include historiographical essays, course syllabi, short essays, and sample lectures. The preparation process involves regular meetings with me to review written work and to draw out important historiographical debates in the literature.

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.

Peniel E. Joseph

I teach African American History from Reconstruction to the present. I am particularly interested in the study of the Black Radical Tradition, its global and domestic contours, and its impact on Black Freedom Struggles at the local, regional, national, and global

level. I am interested in students gaining depth and breadth of both the historical archive and historiography. Preparation for qualifying exams include an in-depth reading list that displays deep reading, analyses, and critique of a historiography that will be chosen by the student and myself.

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 supersede 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.

Steven Mintz

I am social and cultural historian who specializes in the history of the family and the life course from the colonial era to the present. I have a special interest in childhood studies, pre-Civil War reform, the history of American higher education, museum studies, and the history of film and the visual, performing, and expressive arts. I work hand-in-hand with doctoral candidates to develop a reading list of 50 books that combines works that reflect the student’s particular interests against a backdrop of key works in cultural, demographic, economic, legal, political, and social history and topics that include gender and sexuality, ethnicity and race, immigration, reform, religion, and slavery. The student and I meet regularly to discuss the relevant historiography, the readings’ content and to prepare the student for the kinds of questions that they will be expected to address in their portfolio essays and oral exams.

Aaron O'Connell

My primary research interests concern the U.S. military with particular attention to its influence in American society, infrastructure around the world, and combat operations since 1865. I am pleased to supervise comprehensive exams for any student who is either working on a U.S. military history topic in this time period or hoping to teach classes on military power, military culture, militarization and militarism, or the role of violence in foreign policy. Typically, my exam lists contain roughly 50 books, organized around a set of themes or historiographical questions developed in consultation with the student. Students should plan to meet with me regularly as they prepare for exams.

Megan Raby

I work in the areas of history of science and environmental history. My own research

emphasizes the nineteenth and twentieth century U.S. and Caribbean, but I am prepared to supervise exams with other regional and temporal focuses. Students will develop a reading list of approximately 50 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 once or twice a month to discuss the readings, identify major themes, and formulate potential exam questions. Students write short essays in preparation for each of these meetings.

Jeremi Suri

My research and teaching examine the institutional and international influences on American society. I am particularly interested in how America's global connections have transformed expressions of democracy at home and abroad. I encourage students to read deeply in the history of American institutions and policy development. I also encourage a concentration on international developments that transformed American and other societies simultaneously. Many of my students focus on a particular foreign region, reading deeply in the connected histories of that region and the United States.

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.

Revised 5/15/23