

**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 booklet 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.

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.

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. Applicants who meet the minimum requirements are not guaranteed admission; the Department has limited space for new students and is unable to admit all applicants who meet minimum admission standards.

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

Applicants should have a combined verbal and quantitative score of no less than 1050 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. Track**

Applicants should have a combined verbal and quantitative score of no less than 1250 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 is 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 from 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:

1. **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 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. a table of contents
- b. a 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 from UD coursework
- e. A brief letter from the students 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. exam (see below)

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
- h. Successful grant and fellowship applications, awards, and prizes won during the period of matriculation.
- i. Publication and manuscripts submitted for review; conference papers
- j. A statement about the student's dissertation interests and expected next steps toward the prospectus, which should be written in consultation with the student's advisor

### **3. 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(s) before taking 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.

#### **4. 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.

**5. Presentation of dissertation-based research paper (DIPSOP):  
(Dissertations 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 of the paper.

**6. 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**

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 fulfilled 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.

The deadline for all financial aid applications is January 15. 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 or its representatives, and two student members elected by the graduate students in history.

For further information about graduate study in history at Delaware, write: Chair, Graduate Studies Committee, Department of History, University of Delaware, Newark, DE 19716.

For information about The University of Delaware-Hagley Program, write: Coordinator, The University of Delaware-Hagley Program, Department of History, University of Delaware, Newark, DE 19716.

For information about the History of American Civilization, write: Coordinator, History of American Civilization, Department of History, University of Delaware, Newark, DE 19716.

For information about the Museum Studies Program, write: Director, Museum Studies Program, Department of History, University of Delaware, Newark, DE 19716.

For information about the M.A. with an education option, write: Chair, History  
Education Committee, Department of History, University of Delaware, Newark, DE  
19716

## 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**

### **DOCTORAL EXAMINATIONS**

1. Statement of Purpose
2. Preparing for Exams
3. Guidelines
4. American Exam
5. Doctoral Examination for Hagley Fellows
6. European History Exam
7. History of American Civilization Exam

## STATEMENT OF PURPOSE

Doctoral education aims at training scholar-teachers who perform at the highest level of professional excellence. Its principal goals are to produce historians whose dissertations make a significant contribution to our understanding of the past and whose pedagogic skills engage the imaginations of students and a wider public in exploring that subject.

Qualifying examinations serve both of those ends. They afford students the opportunity to demonstrate that they have acquired the essential intellectual skills emphasized in graduate course work, that they are prepared to begin work on the dissertation, and that they are equipped to meet the standards of professing history. In other words, preparing for qualifying examinations constitutes an integral part of professional training. Make no mistake: the ultimate goal of graduate education is writing a dissertation that promises to see the light of print. But by immersing themselves in the preparation for examinations, students build upon the preliminary education and experience acquired from their coursework to develop the deeper expertise and confidence that will lend momentum to completing important dissertations and that will sustain their future careers as scholars and teachers.

The two most basic demands of professing history--for aspiring novices and seasoned veterans and everyone in between--are nothing if not consistent. The first is knowing a general field (e.g., American history) broadly and deeply enough to construct a comprehensive and credible undergraduate lectures on key historical topics. The second is having the ability to identify, whether for teaching advanced students or doing research for your own work, the most influential works in the secondary literature on any topic and to render a pithy and critical summation of major historiographic trends. These are the indispensable and fundamental skills for a career in scholarship and teaching—exactly what’s needed (along with considerable imagination) for constructing courses, writing book reviews, participating in professional conferences, and laying the foundation for individual research projects worthy of publication.

It follows that to succeed in the qualifying examinations, students must demonstrate:

- an advanced factual knowledge of their chosen field of history and an ability to craft cogent, interpretive historical narratives based on that knowledge
- a grasp of the major trends in the historiography on key topics and an ability to assess critically the strengths and weaknesses of the most important and influential schools of historical interpretation
- an ability to offer original analyses of both the history and historiography of key themes in their fields of history

## **PREPARING FOR DOCTORAL EXAMINATIONS IN HISTORY**

Full-time students admitted to the Ph.D. program are required to take their qualifying exams the fall of their third year. In addition incompletes must be resolved and language exam(s) are expected to have been completed before taking the field exam.

All doctoral students should begin preparing for qualifying examinations during their first two years in the program, both in conjunction with graduate coursework and independently. They may supplement regular courses with occasionally auditing 300-level history courses and/or graduate courses offered in other departments. Students also should make the most of opportunities to enhance their familiarity with the appropriate fields of history through teaching assistantships at the survey level.

Hagley Fellows in American History will follow the general format for the American history exam. Students 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 a transnational or comparative dissertation will made modifications as needed.

During the beginning of the fourth semester of coursework, it will be the responsibility of each student to consult with his or her adviser and to ask four professors to direct individual reading fields and to serve as an examining committee. At least three of those professors will be members of the History Department faculty, and the student's advisor will serve as coordinator of the committee. If the advisor is not part of the examining committee, then a coordinator will be chosen by the consent of the committee. The student will then consult with each faculty member of the examining committee to define his or her individual fields and to begin compiling reading lists. The length and organization of reading lists may vary, depending on the field and discussions between the student and the faculty member directing the field.

Individual faculty members on the examination committee will help students prepare in each of the four fields. It is the responsibility of the examining committee as a whole to 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.

## **DOCTORAL QUALIFYING EXAMINATIONS**

### **American History**

The doctoral qualifying examinations in American history will consist of a written examination followed by an oral examination. Their purpose is to assess a student's knowledge of four diverse and broadly defined reading fields to be framed by each student in conjunction with the faculty.

Students should realize that preparation for qualifying exams begins when they enter the program; all course work and additional reading provides the groundwork for successful exams. Following the third semester of coursework in the program, students should begin to form their exam committees and put together the reading lists that will guide preparation for the exam. It will be the responsibility of each student to consult with his or her adviser and to ask four professors to direct the individual reading fields and to serve as an examining committee. At least three of those professors will be members of the History Department faculty, and the student's adviser will serve as coordinator of the committee. If the adviser is not part of the examining committee, then a coordinator will be chosen by the consent of the committee. The student will consult with each faculty member of the examining committee to define his or her individual fields and to begin compiling reading lists. The length and organization of reading lists may vary, depending on the field and discussions between the student and the faculty member directing the field.

Individual faculty members on the examination committee will help students prepare in each of the four fields. It is the responsibility of the examining committee as a whole to ensure that the student's four fields are sufficiently broad, diverse, and distinct and to approve all four final reading lists. The entire examining committee will also approve all questions for the written examination.

Those four fields will include:

A field in early American History (Pre-Columbian to mid-nineteenth century) divided into three broad and diverse themes. (Examples might include consumption and material life; political culture and political economy; religion; and slavery.)

A field in modern United States History (mid-nineteenth 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.)

- An outside field in non-American history, in 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; historical geography.)
4. A broad topical or chronological field in a particular area of interest bearing on a possible doctoral thesis. A student may also choose comparative or transnational themes in defining this field.

The four fields should not overlap significantly with each other, and fields 1 and 2 should contain three sections that prepare the student broadly in distinct topics.

### **Format**

Examinees will begin the examination process no later than eight weeks before the last day of the Fall semester. In 2009, exams will begin on October 5. Students will select the order in which they wish to write their four examinations, and they will receive serially (on a weekly basis) the questions set by the members of their examining committee for each of their four fields.

Examinees will write two take-home essays in each of their four fields, choosing among three to five questions for each field. Exam questions will be sent to the student Monday morning directly from the professor responsible for writing the questions of that particular field; a copy will be sent at the same time to the Graduate Studies secretary. Exams must be submitted electronically to all four professors on the exam committee, as well as the Graduate Studies secretary, by 8 a.m. the following Monday. Each essay will consist of no more than 3000 words, and essays should not be substantially shorter than this.

Examinees may use books, professional journals, and other resources in writing their essays. Throughout the examination process, students may not discuss their essays with other students, and with faculty only to seek clarifications of the questions. Examinees are responsible for doing their own work in accordance with the code of academic conduct set forth on the website <http://www.udel.edu/stuguide/06-07/code.html> (and as updated).

All members of the examining committee will read the student's essays in all four fields. The entire committee will then make a preliminary evaluation of the written examination as a whole. Except when a student is judged clearly to have failed the written examination, he or she will proceed, within two weeks, to the oral examination.

Oral examinations of about two hours in length and administered by the examining committee will take place in the first half of December at a date set by the student's examining committee. Those examinations may include questions about the essays submitted for the written examination, including questions the student did not choose to answer; the themes designated by the student's reading lists, and his or her plans for the dissertation. Students may be questioned in all four fields that have been prepared, and in all sections of the reading lists they used for exam preparation.

Upon a student's completion of both the written and oral examinations, the entire committee will evaluate each student's performance as passing or failing the doctoral qualifying examination.

Those students who fail the examination will have one opportunity to repeat the examination process during the spring semester of their third year.

Passing the doctoral qualifying examination will constitute the final step before a student submits his or her portfolio to the Graduate Studies Committee for advancement to candidacy.

## **DOCTORAL EXAMINATION FOR HAGLEY FELLOWS**

### **GUIDELINES**

The doctoral qualifying examinations for Hagley Fellows will consist of a written examination followed by an oral examination. Their purpose is to assess a student's knowledge of four diverse and broadly defined reading fields to be framed by each student in conjunction with the faculty.

Hagley Fellows in American history will follow the general format for the American history exam. Students who identify primarily as non-US historians may substitute exams on non-American nations or regions for the first two fields below, or may follow the format of the qualifying exam in European history. Students planning a transnational or comparative dissertation will make modifications as needed. The four fields will include:

- 1) A field in early American History (Pre-Columbian to mid-nineteenth century) divided into three broad and diverse themes. (Examples might include consumption and material life; political culture and political economy; religion; and slavery.)

2) A field in modern United States History (mid-nineteenth 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, in non-American/American comparative history, or in a relevant discipline. 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; historical geography.)

4) A broad topical or chronological field in a particular area of interest bearing on a possible doctoral thesis. A student may also choose comparative or transnational themes in defining this field.

### **Format**

Examinees will begin the examination process no later than eight weeks before the last day of the Fall semester. Students will select the order in which they wish to write their four examinations, and they will receive serially (on a weekly basis) the questions set by the members of their examining committee for each of their four fields.

Examinees will write two take-home essays in each of their four fields, choosing among three to five questions for each field. Exam questions will be sent to the student Monday morning directly from the professor responsible for writing the questions of that particular field; a copy will be sent at the same time to the Graduate Studies secretary. Exams must be submitted electronically to all four professors on the exam committee, as well as the Graduate Studies secretary, by 8 a.m. the following Monday. Each essay will consist of no more than 3000 words, and essays should not be substantially shorter than this.

Examinees may use books, professional journals, and other resources in writing their essays. Throughout the examination process, students may not discuss their essays with faculty or other students; examinees are responsible for doing their own work in accordance with the code of academic conduct set forth on the website <http://www.udel.edu/stuguide/07-08/code.html> (and as updated).

Members of the examining committee will read the student's essays in all four fields. The entire committee will then make a preliminary evaluation of the written examination as a whole. Except when a student is judged clearly to have failed the written examination, he or she will proceed, within two weeks, to the oral examination

Oral examinations of about two hours in length and administered by the examining committee will take place in the first half of December at a date set by the Graduate Studies Committee. Those examinations may include questions about the essays submitted for the written examination, the themes designated by the student's reading lists, and his or her plans for the dissertation.

Upon a student's completion of both the written and oral examinations, the entire committee will evaluate each student's performance as passing or failing the doctoral qualifying examination.

Those students who fail the examination will have one opportunity to repeat the examination process with different questions during the spring semester of their third year.

Passing the doctoral qualifying examinations will constitute the final step before a student submits his or her portfolio to the Graduate Studies Committee for advancement to candidacy.

## **DOCTORAL EXAMINATION IN EUROPEAN HISTORY**

### **GUIDELINES**

The major-field examination in European History consists of four fields each prepared under the direction of one or more specific faculty members.

#### Definition of Fields

1. 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 period.
2. Each field should ordinarily cover at least 150 or 200 years of history. Students should remember that choosing fields which are chronologically narrowly demarcated could work to their disadvantage in the search for a position.
3. No more than two fields may be devoted to a specific subject area (e.g., economic history) or nation (e.g., France).

One field may be taken outside European history or outside the department.

### **Format**

The examination committee will consist of at least the four professors primarily responsible for directing the preparation of each of the four fields and the committee as a whole will be responsible for reviewing and approving the student's proposed fields of study. For each field, a three-hour written examination will be administered. These exams are given over a two-day period, i.e., two fields each day.

Each examination will be read by one other professor as well as by the directing professor. An oral examination of upwards of two hours will be given after the written examinations are evaluated.

### **Evaluation of Qualifying Examinations**

The faculty examining committee has the sole responsibility for evaluating doctoral examinations. It is left to their discretion to determine whether an individual student has passed or failed the examination, either as a whole or in part, and under what conditions an individual student will be required to retake either the whole or some part of the qualifying examinations.

In other words, the faculty examining committees will judge each examination individually and decide, based on the merits of each examination, whether the examinee passes or fails the entire examination or some part thereof. In the case of a student failing some part or parts of the examination, it is the sole responsibility of the examining committee to determine whether such students will be required to prepare passing answers to the same question(s) that they have failed or to select from and write passing answers to a new set of questions in the field, which may or may not include those from their first examination.

If the student has done exceptionally well, and no other questions need be asked, then the examination may be a viva [voce] in which the professors simply congratulate the student on a job well done.

As stipulated in the History Department's guidelines, the decision to advance any student to doctoral candidacy, once having passed the qualifying examinations, rests with the Graduate Studies Committee.

**DOCTORAL QUALIFYING EXAMINATION**  
**IN**  
**HISTORY OF AMERICAN CIVILIZATION**

This section under editorial revision. The Am Civ exam follows the general pattern of the American and Hagley exams for parts 1 and 2, and the dissertation field. Part 3 is an examination in material culture studies.