

Gender & Sexuality History

Ph.D. Qualifying Examination Requirements

MAJOR AND MINOR REQUIREMENTS IN GENDER AND SEXUALITY

Students interested in minoring or majoring in this field are encouraged to take courses with an emphasis on gender and/or sexuality as a means of preparing for the Ph.D. examinations, but are only required to take one particular course: H661, Concepts of Gender. This is a colloquium in gender and sexuality which is offered regularly through the gender studies department and even has several spots reserved for history students wishing to take it. Students can, however, register for that course also through the gender studies number, provided they let their advisor and the director of graduate studies know of this choice in fulfillment of their one course requirement for this concentration. In addition, students should consider taking courses that would enable them to develop the comparative component of the Ph.D. examination. Overall, in choosing courses to take in preparing for the exam students are encouraged to consult with the chair of the gender and sexuality field, as well as gender and sexuality faculty with expertise in their geographic/temporal area of specialization.

1. Expectations for students taking the oral exam in the major field.

The major-field exam committee will consist of two members from the gender and sexuality field, neither of which can overlap with the other major field advisors. The oral exams will, firstly, assess the student's grasp on the discipline, methods, and approaches of gender and sexuality history. In this aspect, the student should be proficient in the current historical and methodological literature and should possess the ability to present these materials in their broadest form, whether for undergraduates or graduates. The exams will, secondly, evaluate the student in his/her own areas of interest. Areas of interest should be broadly construed along thematic lines (i.e. cultural history, race or post-colonial studies, religion, science, and so on). We imagine that these specific areas will provide background for the student's dissertation research, as well as prepare him/her for teaching advanced coursework in the field. In the end, we expect students to develop three areas of interest in consultation with the committee, with roughly 20-30 books (or the equivalent in essays) for each area on the final bibliography. One of the areas chosen by the student for the exam has to be explicitly comparative (either across time or across geographic areas of concentration). In addition, the student should prepare a syllabus which would focus on an area of her/his choice, which would be intended for a broad introductory course. The syllabus is to contain a brief abstract of the themes of the course, a reading list, a list of lecture topics/titles by week or day (for a 15 week semester), and a rough description of assignments for the course. The student should discuss all aspects of the exam with the two first-field committee members well in advance of the exam, developing bibliographies that will serve both ends in consultation with them. All students must submit an agreed-upon bibliography to them no later than ten weeks prior to the exam.

2. Expectations for students taking the oral exam in the inside minor field.

The inside minor-field exam committee will consist of two members from the gender and sexuality history field. The student is expected to demonstrate general knowledge of historical methods, themes, and approaches in studying gender and sexuality issues, with the goal of integrating these into the student's teaching and research. With that aim in mind, the student should be responsible both for the key historical and methodological texts that have, broadly speaking, shaped the field of gender history, and for more specific literatures that suit the student's interests and/or the coursework he or she may have taken. Students are expected to develop bibliographies in two areas of specific interest, with roughly 20-30 books per area (or the equivalent in essays), in consultation with the examiners. In addition, the student should prepare a syllabus which would focus on an area of her/his choice, which would be intended for a broad introductory course. The syllabus is to contain a brief abstract of the themes of the course, a reading list, a list of lecture topics/titles by week or day (for a 15 week semester), and a rough description of assignments for the course. The student should discuss and develop both the survey materials and the specialized areas with the two committee members well in advance, and must submit final, agreed-upon bibliographies to them no later than ten weeks prior to the exam.

3. Guidelines for the prospectus.

Depending on the requirements of the other major field, the student's dissertation prospectus will usually take the form of a significant grant proposal (such as the Fulbright doctoral dissertation grant). The proposal should be 4000-4500 words long, should define a research question and its significance, discuss relevant secondary literatures and methods, and the sources to be consulted. In addition to the proposal, the student should prepare a comprehensive bibliography. All of these materials should be handed in a week in advance of the prospectus defense.