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Cover illustrations: James Baldwin and Rita Hayworth; 19th-century engraving of Geoffrey Chaucer

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QUICK REFERENCE

RELEVANT PERSONNEL

DIRECTOR OF GRADUATE STUDIES

Elizabeth Bohls, 527 PLC, 346-5484. Appointments and messages, and for questions about the graduate program, TA assignments, and individual advising, ebohls@uoregon.edu.

GRADUATE COMMITTEE

Consists of the Director of Graduate Studies, three faculty members appointed by the Department Council, and two graduate students voted onto the committee by their peers, for petitions, grievances, and recommendations regarding the graduate program.

DIRECTOR OF GRADUATE ADMISSIONS

Gordon Sayre, 472 PLC, 346-1313. Updates about the admissions process (technical questions go to Kathy Furrer, below), gsayre@uoregon.edu. For questions about the program, email the Director of Graduate Studies (above).

GRADUATE ADMISSIONS COMMITTEE

Consists of the Director of Graduate Admissions and seven faculty members appointed by the Department Council.

GRADUATE APPOINTMENTS COMMITTEE

Consists of the Department Head, Associate Department Head, Director of Composition, Associate Director of Composition, Director of Graduate Studies, and two other faculty members appointed by the Department Council, for recommending applicants for assistantships, establishing criteria for appointment and reappointment, and reviewing petitions.

DIRECTOR OF COMPOSITION

Carolyn Bergquist, appointments and messages, 346-1516, for questions about the composition program and the composition teacher-training program.

ASSOCIATE DIRECTOR OF COMPOSITION

Miriam Gershow, appointments and messages, 346-1516, for questions regarding first-year GTFs.

ASSOCIATE DEPARTMENT HEAD

Heidi Kaufman, 365 PLC, 346-3932, for questions about English 608, literature teacher-training program

GRADUATE COORDINATOR

Kathy Furrer, 118 PLC, 346-1501, for questions about the graduate program.

GRADUATE JOB PLACEMENT ADVISOR

Mark Quigley, 525 PLC, 346-1340, for questions about the job market, job search and interview strategies, preparation of job application letters, CVs, and writing samples

OTHER RELEVANT DOCUMENTS

POLICIES AND PROCEDURES: TEACHING WRITTEN REASONING AT THE UNIVERSITY OF OREGON

Policies and Procedures is the composition program handbook, providing information about the guidelines of the university, the English department, and the composition program. It outlines university and English department resources and also offers practical information and advice to teachers.

GENERAL DUTIES AND RESPONSIBILITIES STATEMENT [GDRS]

The *General Duties and Responsibilities Statement: Graduate Teaching Fellows, Department of English* contains the policies and procedures concerning Graduate Teaching Fellowships (GTFs) offered by the Department of English. **All GTFs should be familiar with this document**, which is available on the English Resource page (<http://english.uoregon.edu/resources>) of the Department website; the password is <chaucer>.

ENGLISH DEPARTMENT OFFICE MANUAL

The *English Department Office Manual* includes information about procedures and contact people for support services, scheduling, mailboxes, payroll, registration, sick leave, travel, and other matters. Available online on the English Resource Page.

POLICY FOR GRADUATE STUDENTS WITH DISABILITIES

A set of policies to help faculty, students, and the department address the needs of graduate students with disabilities; see pp. 7-10, below.

UNIVERSITY OF OREGON STYLE AND POLICY MANUAL FOR THESES AND DISSERTATIONS

This manual outlines the university policies regarding thesis and dissertation style and form. Only theses meeting the standard of style and form discussed in this manual are accepted by the Graduate School. Available online at http://gradschool.uoregon.edu/sites/default/files/ETD_Style_Manual_2011_Oct_18.pdf.

UNIVERSITY OF OREGON CATALOG

The section on the Graduate School explains university policies and requirements for the MA and PhD degrees. Available online at <http://uocatalog.uoregon.edu/>.

GRADUATE SCHOOL PROCEDURES AND POLICIES

Available online at <http://gradschool.uoregon.edu/policies-procedures>.

GENERAL INFORMATION

THE INDIVIDUAL FACULTY ADVISOR AND INDIVIDUAL PLAN OF STUDY

Students are admitted to either the Master of Arts or the Doctor of Philosophy program. Those entering the PhD program with a bachelor's degree can be awarded an MA en route to the PhD when they have successfully completed sufficient work. If students enrolled in the MA program in English want to continue graduate work in the University of Oregon English department PhD program, they must apply for admission to the doctoral program. Both programs offer students great flexibility in determining their course of study, but the differences between the MA and the PhD requirements must be kept in mind when planning a student's curriculum. The MA curriculum includes three required "distribution" seminars (including ENG 690, Introduction to Graduate Studies) and nine additional seminars in any area (a master's thesis may substitute for one seminar) for a total of twelve seminars. The PhD requires six "distribution" seminars (including ENG 690, Introduction to Graduate Studies, and ENG 614, Introduction to Literary and Cultural Theory) and twelve additional seminars in any area, for a total of eighteen seminars. The twelve undesignated seminars in the PhD and the nine undesignated seminars in the MA constitute the individual plan of study. Students work with faculty advisors to develop that plan. (See "Transfer Credit" below, p. 11, for information on transferring graduate coursework.)

At the start of the academic year, all new students are advised by the Director of Graduate Studies. During the winter quarter of their first year in the program, new students are assigned individual faculty advisors by the Director of Graduate Studies. Since the advisor is an expert in the student's area of interest, faculty members may be assigned more than one student.

The student and advisor develop an individual plan of study and submit it to the Director of Graduate Studies for approval by June 1 of the first year. This plan projects course work for the student's entire graduate career, based on the published schedule of English seminars for the upcoming year and the tentative two-year seminar plan (Appendix A). (The submitted plan can be changed later, subject to the same approval process.)

In choosing classes for the individual plan of study, it is extremely important to remember that **academic requirements** (referred to in this manual as "requirements counting toward the degree" or "degree credit") correspond to **GTF progress requirements**. Academic requirements include course work, work in a language or languages, exams, and theses or dissertations; GTF progress requirements stipulate the timeline for completion of academic and teacher-training work in order for a student to be eligible for a GTF appointment. To assist in balancing these two sets of requirements, each student's checklist includes the dates by which specific academic requirements must be completed to maintain eligibility for a GTF appointment (see "Timetables for Yearly Progress Toward the PhD").

The plan of study includes **two** documents:

- The PhD or MA Checklist with itemized completed and anticipated course work. For PhD students: if relevant, structured emphasis information (pertaining to classes and breadth and major field exams) (*see* “PhD Checklist” and “Structured Emphasis Options”);
- A brief letter identifying the student’s areas of specialization and giving a rationale for the plan of study, signed by advisor and student.

The Director of Graduate Studies evaluates the plan and consults with the student and advisor if there are any questions or suggestions. The approved plan of study is signed by the Director of Graduate Studies and filed in the department office. The student and advisor each receive a copy of the approved plan.

By the time PhD students begin their second year of work in the program, they should have a good working relationship with their individual faculty advisors and an approved individual plan of study.

MA students are assigned either general advisors or advisors in specialized areas if they declare an area of specialization.

After being assigned an advisor in their first year, MA and PhD students may choose a new advisor at any point if they identify a faculty member who is a better fit for their interests and professional needs and who agrees to advise the student. Once the new advisor has agreed to advise the student, the student must let the prior advisor know (thanking them for their service) and must alert the Director of Graduate Studies and the Graduate Coordinator of the change.

Students should consult the individual faculty advisor on all aspects of their careers: success and helpful strategies for course work, examinations, foreign language requirements, degree progress, interdisciplinary opportunities, reading groups, conferences, publication, research, writing and oral communication skills, professionalism and career planning. All students are also welcome to consult with the Director of Graduate Studies at any time.

POLICY FOR GRADUATE STUDENTS WITH DISABILITIES

Students using the Policy must be registered with the Accessible Education Center.

The Department of English will make every effort to arrange accommodations when warranted and to adhere to the following:

1. The department will compile and make available a collection of resources regarding legislation, university policies, Accessible Education Center publications, department policies, and descriptions of successful accommodations in English and in other departments. The collection will include a set of “Guidelines for Working with Students with Disabilities” and these will be updated over time and enforced under the guidance of the Department Head and the Director of Graduate Studies. The “Guidelines” will address instructional strategies for assuring reasonable accommodation for students with specific disabilities.

2. Faculty will make reasonable accommodations to assure equal access to all course materials for all students, regardless of the nature of their disabilities. (See “Individual Academic Accommodation Plan” below.)
3. The student will be encouraged to meet with their instructors in advance of the beginning of classes to devise and agree upon any alternative time lines deemed necessary given the specific disability. (See “Individual Academic Accommodation Plan” below.)
4. The department will arrange Flexible Time policies for relevant aspects of the program at the request of the student, which may result in a written agreement between faculty and student or department and student for major accommodations. The department will not penalize the student for delays that occur under an agreed-upon alternative time line.
5. “Incompletes” may be used under the Flexible Time policy according to the following guidelines:
 - A. The time line (not to exceed double time) for completing the course will offer the student both more time for research and writing and a set time for completion of course work. Under this agreement the student is expected to complete the work within the stipulated period and the faculty member to continue acting as instructor and mentor throughout the agreed-upon period. If the student does not finish the work for the course within the Flexible Time period, the course will then be treated as a conventional Incomplete.
 - B. The grade of Incomplete will be used in these cases; however, the written Flexible Time agreement will be filed with the Director of Graduate Studies, who will assure that the grade is not treated as a conventional Incomplete in the following ways.
 - i. The Graduate School, upon notification by the Director of Graduate Studies, will not send a letter of warning regarding Incomplete grades during the Flexible Time period.
 - ii. The Appointments Committee, upon notification by the Director of Graduate Studies, will not penalize the student for Flexible Time Incompletes during the Flexible Time period.
6. Upon request from a student with a disability, their Graduate Teaching Fellow (GTF) assignments will be made early for ordering textbooks and scheduling accessible classrooms.
7. A GTF’s supervisor will meet with the GTF in advance of the start of classes to establish procedures and accommodations that will be necessary for the GTF with a disability to fulfill their assignment.

8. Collaborative teaching assignments between a GTF with a disability and one other GTF may be arranged.
9. The Director of Graduate Studies will assist in the implementation of this policy.

INDIVIDUAL ACADEMIC ACCOMMODATION PLAN

The Individual Academic Accommodation Plan allows graduate students with disabilities to request accommodations from the English Department. The graduate student is responsible for drafting the plan, according to the “Guidelines” below, though he or she should consult with the Accessible Education Center office and the Director of Graduate Studies.

Guidelines

For every accommodation requested, the student should address the following points:

- Describe the accommodation requested,
- Indicate, in as much detail as possible, how the accommodation will aid successful participation in class or successful completion of progress requirements,
- Describe what action or cooperation is necessary on the part of the instructor (or other Department staff) for the success of the specific accommodation,
- If known, indicate what other campus offices will be involved in the accommodation.

Areas in which accommodations may be requested:

Access to classrooms

Access to classroom activities (including lectures, group work and discussions, presentations by classmates, visual aids, instructor’s use of video and audio materials)

Assignments (includes tests, out-of-class written work, in-class written work, presentations)

Communication (includes email, conferences in office hours)

Department business (includes department memos, email lists, meetings with faculty advisor and Director of Graduate Studies)

Texts (includes required course texts, texts on reserve at library, syllabus and other handouts, email discuss lists)

Time (students’ use of Department Flexible Time and Incomplete policies should be noted on the Accommodation Plan as well)

Procedure

1. After informing the Director of Graduate Studies of their disability and registering with the Accessible Education Center, the student should begin drafting an accommodation plan. The student may wish to consult the Disability Resource Collection, the Director of Graduate Studies, the Individual Faculty Advisor, and/or the Accessible Education Center.
2. When the drafted plan is complete, the student meets with the Director of Graduate Studies to go over the draft. The Director may approve the plan or request modifications to the plan. If the student contests the modifications, a counselor from the Accessible Education Center will be asked to decide if the accommodation is appropriate or not.

3. When the Director of Graduate Studies approves the accommodation plan and signs it, the student will receive a copy for use in conferencing with instructors, and the original will be kept in the student's file.
4. Once a year the student should review the accommodation plan and revise it for approval if necessary.

TRANSFER CREDIT

Students who enroll in the **MA program** after doing graduate work elsewhere may **transfer up to three courses** (15 credits) in English and American literature or related areas; this process requires approval by the Director of Graduate Studies and the Graduate School. Those who enroll in the **PhD program** after doing graduate work elsewhere may **receive transfer credit for up to nine courses** in English and American literature or related areas; this is a department-only determination. The number and appropriateness of courses for which credit is given, as well as the particular distribution and course work requirements they fulfill, are determined by the Director of Graduate Studies in consultation with each student at the beginning of the first term of study.

The English department also accepts transfer work toward the language requirement.

To be considered for MA transfer credit, a course must have received a grade of B or better and have been completed no more than seven years before the **MA is completed** at the University of Oregon. (*See* "Time Limit" below.)

RESIDENCY REQUIREMENTS

DEPARTMENT

The departmental residency requirement for MA and PhD students is nine graduate seminars taken at the University of Oregon.

GRADUATE SCHOOL

Students enrolled in an advanced degree program must attend the university continuously, except for summers, until all program requirements have been completed, unless on-leave status (maximum of six academic terms) has been approved. In the term the degree is received, the graduate student must register for at least one graduate credits (if all coursework has been completed **before** the term in which the student graduates), or at least three graduate credits (if coursework is being completed **during the term in which the student graduates**).

For PhD students, the Graduate School requires that at least one academic year—termed the "year of residency"—be spent in residence on the Eugene campus after the student has been officially admitted

to the doctoral program. During the year of residency the student is expected to make progress toward the degree by completing course credit and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of nine completed graduate credits a term. (A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and both the master's degree and the doctoral degree are in the same discipline.)

TIME LIMIT

MASTER OF ARTS

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, and the language requirement.

DOCTOR OF PHILOSOPHY

The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period.

COURSES

SEMINARS

Graduate course work must be taken at the 600 (seminar) level, and enrollment in these courses will be limited to 15 students.

Although English 611 (Composition GTF Seminar I), English 612 (Composition GTF Seminar II), and English 613 (GTF Composition Apprenticeship) are required for GTF eligibility, they do not count toward MA or PhD seminar requirements.

500-LEVEL COURSES

Exceptions to the 600-level requirement must be approved *in advance* by the Director of Graduate Studies. English graduate students are blocked from enrolling in 500-level English courses (except for the Old English sequence, ENG 528/529/530) until the graduate coordinator is notified of the Director's approval.

READING-AND-CONFERENCE COURSES

Doctoral students may substitute reading-and-conference courses (English 605) for two of the required 18 seminars, with the advance approval of the individual faculty advisor and the Director of Graduate Studies, in consideration of the student's program needs.

To be approved for degree credit, such courses must be in subjects not scheduled to be taught as seminars during the graduate student's course work or be designed as a continuation of a seminar project in the student's area, and must include reading and writing requirements comparable to a seminar. For such work the student must submit a *Permission to Register for Individualized Study* form to the graduate coordinator. (See Appendix B)

INTERDISCIPLINARY COURSES

Doctoral students may take seminars outside the English department with the approval in advance of the individual faculty advisor and the Director of Graduate Studies as well as the faculty. (Courses not designated "English" but taught by English department faculty are not counted as "outside" courses.) Normally, no more than two outside courses will be approved. Additional coursework outside the department may be approved when necessary and appropriate to the student's individual plan of study.

ENROLLMENT

The Graduate School requires that full-time graduate students enroll for 9-16 credits per quarter. The typical course load per quarter for English graduate students is two seminars (10 credits), but students are often enrolled in teacher-training courses and/or language courses, giving them more credits. In addition, graduate students are expected to enroll for a certain number of 601 "Supplemental Reading and Research" credits each term, which reflect the unofficial work they do pertaining to their studies (reading groups, study groups, writing projects, research). To enroll for English 601, use the appropriate *Permission to Register for Individualized Study* form (there are two, one for general 601 hours for beginning students and one for students at the exam and prospectus stages). Sign up for the appropriate number of units, P/N, call the course "Supplemental Reading and Research" (no course description is necessary), and have the Director of Graduate Studies (for general 601 hours) or an advisor (for exam and prospectus preparation) sign the form (See Appendix B). Submit the form to the graduate coordinator, and register electronically as soon as registration is approved (usually by the next day). **All full-time students in the program must enroll for 16 credits each quarter: their regular academic credits plus enough 601 Supplemental Reading and Research credits to equal 16.**

GRADING

All graduate course work counting for degree credit must be taken graded, with the exception of English 503 (Master's Thesis), English 603 (Dissertation), and English 609, Terminal Project. (Graduate School regulations require that both the MA thesis and the PhD dissertation be evaluated P/N—"pass/no pass.") Classes "counting for degree credit" are those used to fulfill the 12 (MA) or 18 (PhD) course requirements and language classes *used to fulfill* the language requirement (as opposed to language courses used to *prepare* for the requirement, which may be taken P/N). Reading-and-conference hours, language classes, internships, workshops, and interdisciplinary courses may be taken P/N if they are not fulfilling degree requirements. (English 611 and 612, designed to prepare students for GTF eligibility, are graded; English 613 is P/N. These courses are required for GTF preparation but do not count toward

the MA or PhD as such.) The decision to take courses that do not fulfill degree requirements should be made by the student in consultation with the individual faculty advisor.

A grade of B- is the lowest grade acceptable in graduate course work (this does not apply to language courses). Courses in which a student receives a grade of C+ or below will not count toward fulfilling degree requirements. **NB:** MA and PhD students must maintain a minimum 3.50 cumulative grade point average in graduate courses.

INCOMPLETES

Faculty should discourage their advisees and students in their courses from taking incompletes. During the regular school year, the time pressures of the quarter system make it difficult for students to complete course work from previous terms while also doing their best work in current classes and, typically, teaching a course of their own. Further, unresolved incompletes can delay or even cancel a GTF appointment. Students must fulfill all GTF progress requirements, including finishing incompletes, in order to receive their GTF appointments for the upcoming academic year. The deadline for GTF progress is June 15. (See “Faculty Advising” for an explanation of the difference between academic requirements and GTF progress requirements and “Timetables for Yearly Progress toward the PhD.”)

Incompletes held over the summer pose problems as well. Many faculty members are away from campus when the deadline for summer extensions occurs at the end of the eight-week summer session (early August). When it is necessary for a student to finish an incomplete over the summer, the student and faculty member must submit a departmental *Summer Extension Agreement* form (see Appendix C), where they will specify a due date for clearing the incomplete before the end of summer session. If the incomplete is not cleared before the end of summer session, a student is likely to lose his or her GTF.

Exception: students engaged in writing the dissertation will receive the grade of I (Incomplete) each term. This is the grade that indicates satisfactory work; for progress requirements during the dissertation process, see

ON-LEAVE STATUS

Masters students and doctoral students may take a leave of absence, subject to the approval of the Director of Graduate Studies and the Graduate School, by registering for on-leave status. Only graduate students in good standing are eligible. MA students are eligible for up to three terms of leave; doctoral students, six terms (excluding summer sessions).

Students apply for on-leave status via GradWeb; they should also contact the Director of Graduate Studies, who will notify the graduate coordinator if she approves the leave request. Students with on-leave status are not required to pay fees; however, they must register and pay fees if they will be using university facilities or faculty or staff services during that term. See

<http://gradschool.uoregon.edu/policies-procedures/leave> for more information.

MASTER OF ARTS DEGREE

Does not apply to students admitted to the PhD program.

COURSEWORK

12 seminars: 3 seminars as designated below and 9 more in an individual plan of study, chosen in consultation with the individual faculty advisor and approved by the Director of Graduate Studies. In addition, the Composition Pedagogy Sequence is REQUIRED for graduate students who intend to teach in the University's Composition Program.

All MA students must take:

ENG 690: Introduction to Graduate Studies

In addition, each student will work with his or her adviser to select ONE seminar from area A, B, or C and ONE seminar from area D, E, or F below, for a total of TWO seminars. (Film and folklore seminars count toward an appropriate time period based on course content.)

- A. Pre-1500
- B. Renaissance
- C. 1660-1800

- D. 19th Century
- E. 20th and/or 21st Century
- F. Rhetoric or advanced theory

To fulfill a distribution requirement, a seminar must expose students to a significant variety of texts and cultural contexts relevant to the time period. The Director of Graduate Studies will assist MA students to select appropriate course work for sufficient background in theory, depending on their undergraduate preparation. 500-level theory courses may be approved when appropriate for this purpose.

MASTER'S THESIS OPTION

An MA thesis (English 503) may substitute for one of the twelve courses with prior approval from the Director of Graduate Studies.

A student wishing to write a master's thesis asks a faculty member to act as thesis advisor and two other faculty members to act as readers; the three faculty members who agree constitute the MA thesis committee. Over the course of the two terms the thesis is written and defended, the student registers for a total of **nine credits** of English 503. After the thesis committee approves the written text, an oral defense is scheduled by the graduate coordinator.

The thesis is an article-length essay, typically developing work begun in a seminar. The article should be submitted to a journal after the thesis is defended. Formatting should follow guidelines set by the

Graduate School in the *University of Oregon Style and Policy Manual for Theses and Dissertations* (available on-line at <http://gradschool.uoregon.edu/thesis-dissertation/style-manual>).

The number of credits (nine) is a Graduate School requirement; the English department allows English 503 to substitute for only *one* of the 12 seminars, which means that electing the thesis option adds four credits to the requirement for the degree.

GRADE POINT AVERAGE

A cumulative minimum GPA of 3.50 in all graduate course work is required in order to receive the MA degree.

LANGUAGE REQUIREMENT

MA candidates must demonstrate **reading competence in one foreign language**, usually French, German, Russian, Spanish, Italian, Latin, or Greek. Candidates wishing to meet the requirement with languages other than these must petition the Graduate Committee in advance for approval; these petitions are usually granted. If approved, competence in a language not taught or tested at the University of Oregon will be determined by the Director of Graduate Studies in consultation with the appropriate department or with experts in the target language. **Reading competence** may be demonstrated by:

- An average grade of B+ or better for the first two terms in the Old English sequence (i.e., the first two of English 528, 529, 530). [**Note: the Old English sequence fulfills several requirements at once:** in addition to fulfilling the reading competence language requirement, all courses in the sequence count as “approved seminars” and one of those courses may fulfill a pre-1500 seminar requirement.]
- A grade of B or better in the last term of a second-year language course or an approved 300-, 500-, or 600-level literature course with readings in the target language. Both the French and Spanish one-term courses “for reading knowledge” (e.g., French 510 or Spanish 510) will meet the MA language requirement. The first *two* terms of German for Reading Knowledge, GER 327 and 328, are required to meet the MA language requirement.
- Scoring at the specified percentile or better on the College Level Examination Program Foreign Language Test. The CLEP is administered by the Counseling and Testing Office. The minimum scores are 59 for French, 60 for German, and 63 for Spanish, on a scale of 20-80.
- Passing the Toronto Medieval Latin exam, MA level.

MA students must complete the language requirement by the time they file for the degree (by the spring of the second year). There is a seven-year limit on foreign language course work; that is, all foreign language course work must have been completed within seven years of *receiving* the MA degree.

RESIDENCY

The departmental residency requirement is nine graduate seminars taken at the University of Oregon. This residency requirement equals three-quarters of the total twelve seminars required for the MA. (For students with transfer credits, see “Transfer Credits.”)

FILING FOR DEGREE

The *Application for Advanced Degree* form, available online via a link at <http://gradschool.uoregon.edu/node/152>, must be filed in the Graduate School by the second week of classes in the term of graduation. When the department receives notice that a student has filed for a degree, the graduate coordinator reviews the file to verify eligibility and, if all degree requirements have been met, submits a *Statement of Completion* to the Director of Graduate Studies. Once the Director approves, the graduate coordinator files an online MA statement of completion with the Graduate School. All grade changes, removals of incompletes, and transfer work necessary to complete the degree requirements must be filed with the Graduate School the term *prior* to the term of graduation. (See the “MA Checklist” in Appendix F.)

**MASTER OF ARTS/DOCTOR OF PHILOSOPHY IN ENGLISH WITH A CONCENTRATION
IN FOLKLORE**

Folklore may be selected as an area of concentration in the MA or PhD program in English. The Folklore Program also offers its own Master of Arts degree. For information on folklore studies and degrees, contact Philip Scher, Program Director, at pscher@uoregon.edu, or go online to <http://folklore.uoregon.edu/>.

DOCTOR OF PHILOSOPHY DEGREE

COURSE WORK

18 seminars total; six in designated areas, twelve in an individual plan of study, chosen in consultation with the individual faculty advisor and approved by the Director of Graduate Studies. In addition to the 18 seminars, the Composition Pedagogy Sequence is required.

- **Two required courses**
 1. English 690, Intro to Graduate Studies, fall term entering year
 2. English 614, Intro to Literary & Cultural Theory, W or S term entering year (or in the second year of study, with permission of the Director of Graduate Studies)
- **Two seminars from Areas A, B and C and two from areas D, E, and F** (film and folklore seminars are included under the appropriate time period):
 - A. Pre-1500
 - B. Renaissance
 - C. 1660-1800
 - D. 19th Century
 - E. 20th and/or 21st Century
 - F. Rhetoric or advanced theory

N.B. **Students may not use two courses from a single area** (e.g. two from Area B) to fulfill the distribution requirements. To be counted as a given Area, a seminar must expose students to a significant variety of texts and cultural contexts relevant to the time period.

- **12 additional seminars distributed according to an individual plan of study:**

Prior to the second year of study in the PhD program and in consultation with the individual faculty advisor, each student must have an approved individual plan of study that will help provide the knowledge and scholarly tools essential to her or his chosen field of expertise. The deadline for submission of the plan of study is June 1 of the first year. (*See the "PhD Checklist" in Appendix G.*)

GRADE POINT AVERAGE

A cumulative minimum GPA of 3.50 in all graduate course work is required to receive a PhD in English.

LANGUAGE REQUIREMENT

PhD candidates must demonstrate either **high proficiency in one foreign language** or **reading competence in two foreign languages**, usually French, German, Russian, Spanish, Italian, Latin, or Greek. Competence in American Sign Language or a computer language can fulfill one language

requirement at the reading competence level. Candidates wishing to meet the requirement with languages other than these must petition the Graduate Committee in advance for special approval; these petitions are usually granted. Competence in a language not taught or tested at the University of Oregon will be determined by the Director of Graduate Studies in consultation with the appropriate department or experts in that language.

High proficiency may be demonstrated by:

- Being a native speaker of any non-English language;
- A grade of A- or better in an *approved* 500- or 600-level literature course, with readings in the target language;
- Passing the Toronto Medieval Latin exam, PhD level.

Reading competence may be demonstrated by:

- An average grade of B+ or better for the first two terms in the Old English sequence (English 528, 529, 530); [**Note: the Old English sequence fulfills several requirements at once:** in addition to fulfilling the reading competence language requirement, the sequence counts as three “approved seminars,” and one of those courses may fulfill the pre-1500 seminar requirement for doctoral students.]
- A grade of B or better in the last term of a second-year language course or a grade of B or B+ in an approved 300-, 500-, or 600-level literature course with readings in the target language;
- Scoring at the specified percentile or better on the College Level Examination Program Foreign Language Test. The CLEP is administered by the Counseling and Testing Office. The minimum scores are 59 for French, 60 for German, and 63 for Spanish, on a scale of 20-80.
- Passing the Toronto Medieval Latin exam, MA level.

Students who choose to satisfy the PhD language requirement by demonstrating high proficiency in one language must complete the requirement by the end of the final year of coursework. Those demonstrating reading competence in two languages ideally will complete the first language during the first year of progress and the second language during the second year of progress. ASL courses are offered in the College of Education. The Computer Science Dept. recommends CS 210 and/or 211; since these courses have prerequisites, they require instructor permission.

TEACHING REQUIREMENT

Students earning the PhD from the English department are required to teach for at least one term; to secure a GTF appointment in the English department, they must enroll in and successfully complete the department’s year-long composition teacher-training program (English 611, English 612, English 613). Graduate students ordinarily complete ENG 611 and 613 in their first year in order to assure eligibility for GTF support in the following years. ENG 612 is taken in the fall during the GTF’s first term of teaching, normally in the second year of study. Appointments and reappointments are determined by policies outlined in the *General Duties and Responsibilities Statement*. Questions about GTF appointments should be directed to the Graduate Appointments Committee.

PHD BREADTH EXAMINATION

The PhD Breadth Examination includes written (take-home) and oral components. It is based on reading lists generated by the student and his or her examiners that are then approved by the Graduate Committee. Doctoral students normally take the breadth exam at the beginning of their final year of coursework. Students entering with an MA in English will often take the exam during the fall of their second year of study, or no later than the beginning of the second term after they finish course work (if they enter with transfer credits). N.B. if you have more than a term's worth of transfer credits, check with the Director of Graduate Study about the best time to take the breadth exam.

ORGANIZATION

During Winter term of the second year of study (or the first year of study if the student has 6 or more transfer credits), the student and their advisor select two examination fields chosen for proximity to and/or importance for the student's separate, primary research field and project. These fields may provide broad familiarity with readings, texts, or methods that will inform dissertation research, and may also develop areas of relevant professional or teaching competence. Breadth fields may be (1) historical field(s) adjacent to the primary research field; (2) genres; or (3) areas of critical theory. Students may have two different kinds of breadth fields (e.g. a historical field and a theoretical field), or two of a single kind of breadth field (e.g. two genre fields or two historical fields).

For example, a student planning to work on eighteenth-century British novels might choose nineteenth-century British literature and the novel as her two breadth fields. A student planning to work on monsters in medieval literature might choose early modern literature and an appropriately broad body of critical theory (e.g. feminist or psychoanalytic theory).

The Graduate Committee is notified of this choice by the end of the sixth week of Winter term and appoints one examiner for each of the breadth fields. N.B.: normally, breadth examiners will not also serve as members of a student's major field exam committee. Working with these faculty members, the student generates reading lists to be submitted to the Director of Graduate Studies no later than the **fourth Friday of Spring term.**

GUIDELINES FOR BREADTH FIELD LISTS

The breadth lists will be accompanied by a single cover sheet. The cover sheet will include the following:

- a) a brief one- or two-paragraph statement explaining the rationale of the breadth areas and the aims of each individual list, including the way each assists the student's special field and future plans.
- b) approval signatures of both breadth examiners who worked with the student to compile the breadth lists.

Lists will consist of roughly 40 numbered entries each (e.g. novels, articles, collections of poems, films). Length and difficulty of the texts may cause this to vary—e.g., a list of nineteenth-century novels might be far shorter than a list of seventeenth-century poems. N.B.: Obviously, not all lists will easily conform to this numerical guideline, so a prescribed number of texts can only be an approximation; faculty and students with questions should see the Director of Graduate Studies for assistance.

Primary and critical texts will be listed in separate sections. Items on breadth lists will be numbered continuously across sections (i.e., do not begin a new set of numbers in new sections). Fields centering on primary (e.g., literary or film/media) texts need clear intellectual frames, and must also contain at least three critical texts. Fields centering on critical or theoretical texts must also contain at least three primary (e.g., literary or film/media) texts.

For secondary materials like articles and chapters, page numbers of the actual reading to be undertaken will be submitted. The aim of this is to assist students, advisors, and the graduate committee with the task of creating equitable lists across any cadre of students. A collection of essays without designated chapters will be considered as a text read completely for examination purposes. Clarity on the list is crucial for examiners as they prepare questions and conduct the oral portion of the breadth examination. Other types of items may similarly indicate selected reading.

N.B.: There should be no overlap between breadth and major field lists. For example, if a student specializing in eighteenth-century novels is doing a breadth field on the novel, they will omit novels written during the eighteenth century – the list might include seventeenth-, nineteenth-, and twentieth-century novels.

Reading lists must give full bibliographic citations, and the formatting of bibliographic entries must be consistent. The Graduate Committee may request changes before approving the lists.

ADMINISTRATION

Written component of the Breadth Exam:

Both written exams (one per breadth field) are to be completed sequentially within the space of one week during September (generally the week before Orientation Week). Between 9:00 a.m. and noon on the day the exam is to begin, the student will choose which field he or she wishes to respond to first. He or she will receive two questions in that field from the graduate coordinator in person or by email (by prior arrangement). The student will answer one of these questions, writing an essay of about ten pages (12-point font, double spaced) over 48 hours. Upon submitting this essay, the student will receive the questions for the other breadth field from the graduate secretary; the second essay is due within 48 hours of their receipt. Questions for each section of the exam are written by the examiner and based on the reading list. The Director of Graduate Studies and the graduate coordinator administer the exam, collecting and collating questions from the examiners and essays from the students, and copying these materials to the entire breadth committee (the student's advisor and the two examiners) as needed. During Orientation Week, the breadth examiners will read the exams and report their evaluation to the Director of Graduate Studies and the graduate secretary. Each examiner will prepare a brief written response to the student's essay in their field, to be given to the student at the Oral Component of the exam.

Oral component of the Breadth Exam:

The oral component will be scheduled by the graduate coordinator during the summer. If the student achieves a grade of Pass on both written exams, the written component is followed by the oral component, administered within the first two weeks of the fall term. The oral component constitutes more than just a defense of the written portion: it is an opportunity for faculty to ask additional questions

based on the reading list. Each field will be discussed for 50-60 minutes; the exam is scheduled for 2½ hours. The assigned examiner will take the lead in asking questions about each field, but all faculty will participate in the conversation. At the end of the exam, the student will receive the written responses to his or her written essays as well as oral feedback about his or her performance across the entire Breadth Exam.

Students who fail either part of the written exam do not take the oral portion until they have retaken the failed written part. Students who fail the oral component will also have an opportunity to retake that component once. Retakes will take place no later than the end of the term following the term in which the exam first took place.

PHD MAJOR FIELD EXAMINATION

The PhD major field examination tests graduate students' expertise within the area that constitutes their specialization – normally a standard hiring field in their discipline. Students are expected to be conversant in the primary works and secondary criticism of their fields and have a general grasp of major critical and theoretical issues in the field and the discipline of literary, film, or folklore studies as it is constituted at present. The oral format is intended to encourage students preparing for the exam to develop the skills necessary to present work at conferences, to interview on the job market, and to converse effectively with others in the discipline.

Students who begin the graduate program with a BA take the exam after completion of all course work, usually during the fall term of their fourth year. Students who enter with an MA in English normally take the exam during the fall term of their third year. All preceding progress requirements—course work (and incompletes), breadth examination, and language—must be completed by this point. *If students require special accommodations for this exam, they must receive approval from the Graduate Committee in advance.*

A student preparing for the major field exam consults with the individual faculty advisor about an appropriate faculty member to ask to serve as the exam committee chair, who should be an expert in the student's special field (and often, but not necessarily, the individual faculty advisor). Once a faculty member agrees to be committee chair, the student and chair work together to develop exam materials (*see below*). Students should begin working with their major field exam chair no later than the winter term preceding the spring term deadline for submission of major field exam materials.

ORGANIZATION

The major field exam has two parts, approximately one hour each:

- part I, a one-hour question period regarding the field of specialization;
- part II, a 20-minute oral presentation (usually the reading of a paper) on a topic related to the dissertation, followed by a question period regarding the presentation and its contexts.

Ideally, the PhD major field examination comes well after the student has established breadth of knowledge of the discipline and at the end of extensive course work in his or her special field. The

exam is an opportunity to focus (in part II) on some aspect of the dissertation, and to demonstrate (in part I) expertise in the larger field to which that dissertation belongs. (If a student has not yet identified a dissertation topic by the time of the major field examination, part II should be a well-focused exploration of some aspect of the field of specialization that will lead to clarity about the dissertation.)

MAJOR FIELD EXAM MATERIALS

Students prepare materials for each part of the exam and submit them to the Graduate Committee for approval. The following major field exam materials are due the **second Friday of spring term**: (1) special field reading list; (2) written project description; and (3) written project reading list, as described below.

Reading Lists

Reading lists must give **full bibliographic citations**, and the formatting of bibliographic entries must be consistent.

Part I: This list reflects the broader area or field of specialization which provides a context for the dissertation. That field must be identified in a title to the list. Each student is expected to master both primary materials and any important historical, critical, and theoretical works relevant to those materials. The list should be substantial, perhaps 100 to 125 items, and represent those texts that constitute the particular field of study.

Part II: This list should represent the readings necessary for the part II project and should contain all primary works under discussion, two or more “comparator texts” – similar primary works that will be useful for comparison as the project is developed, whether or not they are cited in the final project – and key critical and theoretical texts. This list is more than a “works cited” for the paper; a particular student’s list may include primary works, biographical studies, standard editions of a work, scholarship raising textual issues, theoretical contexts of the study, major critical studies in the area, and historical works, but lists will vary according to the project. Length of lists will also vary, but the reading list should reflect the part II project and its larger context, perhaps a minimum of ten to 15 items.

Project Description

The project description introduces the argument of the project as well as its critical context in one to three single-spaced pages. It must be specific enough to clarify the relationship of the part II topic to the anticipated dissertation topic and the special field (part I), and it must be titled.

The project description may include a paragraph explaining the special field or the reading lists.

SUBMISSION AND APPROVAL

Before submitting the major field examination project description and reading lists to the Graduate Committee for approval, students write and revise a proposal in consultation with the major field exam committee chair. The Graduate Committee will not evaluate exam materials lacking the chair’s

signature of approval. The Graduate Committee will review the materials to assure uniformity in scope of projects, but the evaluation of content and quality will be the responsibility of the exam chair.

After approving materials, the committee chair signs his or her approval in the upper right-hand corner of page one of the major field exam materials:

Student Name	Approved <u>[Chair's signature]</u> [Chair's name typed] Date _____
[Project Description Title]	
[One- to three-page, single-spaced project description.]	

[Name-#]
Part I Reading List [Designate Special Field]

[Name-#]
Part II Reading List [Project Description Title]

When submitting written work to the Graduate Committee, print in Courier 10 or Times Roman 12 fonts (not smaller), single sided, with one-inch margins all around.

ADMINISTRATION

The major field exam committee has three members: the chair and two members selected by the Graduate Committee (ideally, one from within the special field, one from an adjacent field).

The student works with the graduate coordinator to schedule the exam at a time when all committee members can meet. At the exam, copies of the project paper must be distributed to all members of the

committee. (Whether the student also submits the paper to committee members for review and comment *before* the exam should be decided by the student and the chair in consultation with the other members of the committee. Submitting the papers at least five days before the exam is strongly recommended, to gain maximal benefit from examiner feedback on the project.) Major field exams must be completed by the end of finals week of fall term.

The exam is two and a half hours long, the time equally divided between part I (the special field) and part II (the project and the dissertation), with a five-minute break between parts and allowing for discussion afterward. In fairness to students, the distinction between part I and part II should be clearly maintained. Also in fairness to students, the exam should be neither significantly shorter nor significantly longer than the designated period. There is also an optional written supplement to the major field exam (*see* below).

GRADING

A single grade of *pass with distinction*, *pass*, or *fail* is given for the entire exam. In the event that a student fails the exam, each member of the examining committee provides a written assessment of the student's performance, as well as recommendations for rectifying deficiencies in that performance. Students must retake the *entire* exam and may request the same exam chair or ask another faculty member to act as chair for the second exam; the Graduate Committee appoints the other two members. The retake exam occurs the following quarter. The PhD major field examination may be retaken only once.

PHD MAJOR FIELD EXAMINATION WRITING OPTION

As a supplement to the PhD major field exam, a student may choose to complete a written examination on part I. Should a student choose this option, the written supplement is administered one week before the major field exam and read by the student's examining committee prior to the exam.

This option does not substitute for any part of the major field examination. Rather, it is an opportunity for students to provide their examining committees with an additional written indication of their knowledge and capabilities and is intended to give them every opportunity to perform well on the PhD exam. The examining committee may or may not choose to ask questions during the oral exam which relate to a student's answers on the written exam. The committee will not penalize a student who does not choose to exercise this option.

The written option, lasting one to two hours, consists of a question or questions based on the student's bibliography for part I of the oral exam.

THE DISSERTATION

DISSERTATION DIRECTOR AND COMMITTEE

The student asks an appropriate faculty member, who is an expert in the student's special field and ideally in the dissertation topic, to serve as dissertation director. Once a faculty member agrees to direct the dissertation, the student and director consult about other faculty members to ask to serve on the committee.

The dissertation committee includes at least four instructional faculty members holding PhDs with the rank of assistant professor or higher: the dissertation director, at least two other members of the department awarding the degree whose work is relevant to the candidate's dissertation topic, and at least one member from another department. The outside committee member—the “institutional representative”—represents the university's intellectual community and participates on the committee to ensure that the student is treated fairly. Ideally, institutional representatives possess relevant expertise, which will help assure that the dissertation work is in dialogue with a wider academic community, giving students the benefit of an informed, outside perspective.

Each dissertation committee functions in different ways, and students should clarify, during the process of forming the committee, what role each committee member wishes to play in the writing and revision of the dissertation. Students should be especially aware of the status and plans of their institutional representatives, who may go on sabbatical or leave the university without notifying students in other departments. The Graduate School requires the institutional representative's signature on the prospectus at least six months before the defense, and failure to realize that an institutional representative is not available during those six months may significantly delay the defense.

DISSERTATION PROSPECTUS

The prospectus, 20 pages in length *including* a selected bibliography (approximately ten pages of text and ten pages of bibliography), should contain:

- a cover sheet (*see* Appendix N);
- a prospectus;
- a selected bibliography of critical and scholarly studies related to the topic.

The prospectus, though brief, should state the dissertation topic and explain it, give the context for the topic and explain its significance, demonstrate familiarity with the field, and, however provisionally, chart the chapters of the study. Like the PhD major field examination project description, the prospectus should be revised and refined in collaboration with the dissertation director and dissertation committee before being submitted. The final document must be technically correct (both the prose and the bibliographic citations) and signed by **all** committee members, **even the institutional representative** (the cover sheet format for signatures appears in Appendix N). Students will not advance to candidacy until all members of the committee have signed on.

The prospectus is due the last day of classes winter term (or the term following successful completion of the major field exam). Requests for exceptions to this timeline must be made by the student *and* the dissertation director to the Director of Graduate Studies well in advance of this deadline.

The Director of Graduate Studies will check the prospectus for fulfillment of technical formalities and either approve the prospectus or consult with the student should any changes be necessary. When submitting written work to the Graduate Director, print in Courier 10 or Times Roman 12 fonts (not smaller), single sided, with one-inch margins all around.

ADVANCEMENT TO CANDIDACY

A PhD student is advanced to candidacy after the dissertation prospectus is approved and signed by the *entire* dissertation committee and the Director of Graduate Studies. (This approval assumes successful prior completion of all other degree requirements.) The advancement itself, which is initiated by the graduate coordinator, is done almost entirely online at the Graduate School's website. The graduate coordinator, the student, and the student's advisor will each be asked to provide information, in response to email prompts from the Graduate School, at various stages in this process. The Graduate School requires that the dissertation be completed within three years of the student's advancement to candidacy. **However, that three-year rule does not supersede the department's timeline for completion of the dissertation by GTFs: GTFs are required by the department to complete the dissertation by the end of Spring term two years from the Spring term of the year during which the student advances to candidacy.**

DISSERTATION

The PhD dissertation is a substantial work of literary scholarship on a single subject. Length and style vary, but all dissertations must be based on independent and original research, contribute significantly to knowledge in the field, show a mastery of the literature of the subject, be written in correct prose and an acceptable literary style, and conform to the standards outlined in the *MLA Handbook of Style* and the *University of Oregon Style and Policy Manual for Theses and Dissertations*. Students should consult these manuals early in the writing process. Where these two style manuals disagree (regarding, for instance, the spacing of block quotations and formatting chapter titles), the dissertation must follow the University of Oregon style policy. (The university style manual is available on-line at http://gradschool.uoregon.edu/sites/default/files/ETD_Style_Manual_2011_Oct_18.pdf).

In some cases, with the advance approval of the dissertation committee, a dissertation may be a collection of three substantial essays exhibiting internal coherence but not necessarily treating a single precisely defined subject.

ADVISING AT THE DISSERTATION STAGE

All students are expected to meet at least 3 times per term with their dissertation advisor. These meetings help build and maintain research and writing momentum. They offer ample opportunities for feedback from the advisor, troubleshooting problems as they arise, and consultation about appropriate conferences and publications at the dissertation stage.

Ideally, meetings will take place in person; if the student or advisor is out of town, they can take place over the phone, by email, or by other medium. At each meeting, students should bring and complete a copy of the dissertation check-in form (*see* Appendix O). The student should make two copies of the check-in form and give them to the advisor and the graduate coordinator. The student should retain the original form.

DISSERTATION PROGRESS MEETING

In the fall term of the first full year of dissertation writing, the student meets with the advisor and one other member of the dissertation committee to discuss the progress, status, and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the advisor and second committee member at least one week before the meeting takes place. After this meeting, the advisor will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies.

Students may find it useful to have a fall term progress meeting during the final year of dissertation writing. This meeting is optional; if it occurs, advisors should submit a Progress Meeting form to the Director of Graduate Studies.

FIRST CHAPTER REQUIREMENT

By the end of winter term of the first full year of dissertation writing, the student must submit a fully drafted chapter of the dissertation to the graduate coordinator (and, of course, to the advisor). "Fully drafted" implies a chapter whose argumentative structure is complete and which has been proofread and includes references, but which might not be considered "polished" or final text. Students who do not meet this milestone work with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the *GDRS*, students must submit a fully drafted chapter of the dissertation to the graduate coordinator by the end of spring term of the first full year of dissertation writing, or risk losing their GTF appointments.

N.B. It is worth emphasizing that the first fully drafted chapter may be submitted as part of the dissertation progress meeting during the fall term, and that, ideally, students will have progressed well beyond a single chapter draft at the end of the first full year of dissertation writing. By the same token, individual paths and timelines to a complete dissertation vary widely among students.

DISSERTATION DEFENSE

A formal, public defense must take place on campus on a date set by the dissertation director and approved by the Graduate School. *Students requiring special accommodations for this exam must receive approval from the Graduate Committee in advance.* To defend the dissertation, the student must:

- be enrolled for a minimum of three hours (nine for GTFs) during the term of the defense (*see* <http://gradschool.uoregon.edu/final-term-registration> for exceptions to this rule);

- provide the dissertation committee members with a final, bound copy of the dissertation manuscript at least five to six weeks prior to the defense (at a committee member's request, the document may be submitted as an electronic file instead of bound);
- notify the Graduate School of the time and place of the defense.

Arranging the final oral defense is another online process, this one initiated by the student in cooperation with their dissertation committee members. (Since the online version may take longer than the old paper version to complete, students are *strongly* urged to plan ahead and begin this process as far in advance of the defense as is feasible.) Once a mutually convenient time and place have been arranged, the student goes online at <http://gradweb.uoregon.edu/main/mainStudent.asp>, logs in, clicks on Oral Defense, and follows instructions. Committee members will then receive emails requesting email confirmation of their agreement to attend the defense; **they should agree ONLY if they have read the completed dissertation and find it acceptable.** ("Acceptable" means that any revisions still required can be completed by the student in the two-week period between the defense and the deadline for depositing the dissertation with the Graduate School). The online defense process, with the completed *Application for Final Oral Defense* form (produced online and signed by the Director of Graduate Studies and Department Head) and four copies of the dissertation abstract (signed by the dissertation director), must be turned in to the Graduate School at least three weeks before the oral defense

The dissertation defense is an oral examination; the candidate passes or fails based not on the written dissertation (again, if a defense is held, the written document has already passed) but on their ability to discuss the subject, research findings, and methodology and to field questions about the written text and the field.

The defense is a formal, public examination and should be conducted professionally. Protocols for the defense should be established by the dissertation director and communicated to the committee and candidate at the beginning of the defense. Guests should not be present during the committee's deliberations, and decorations and refreshments are inappropriate at the defense itself.

RESIDENCY

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. For doctoral students in English this means enrollment in at least two formal English graduate courses (excluding independent study courses [English 601, 603, 605] and teacher-training classes [English 608, 611, 612, 613]) per term for one academic year. This on-campus requirement is usually satisfied during the first full year for which the student has been admitted. The Graduate School regulations specify a minimum of nine credits a term for three consecutive terms to fulfill the doctoral year of residency requirement, and the English department specifies that those consecutive terms run fall through spring.

FILING FOR DEGREE

The *Application for Advanced Degree* form, available at the Graduate School, must be filed in the Graduate School by the second week of classes in the term of graduation. All grade changes and removals of incompletes necessary to complete the degree requirements must be filed with the Graduate

School the term prior to the term of graduation. Students must be enrolled during the term of graduation.

TIMETABLES FOR YEARLY PROGRESS TOWARD THE PHD

BAs and MAs with 5 or fewer transferrable degree-satisfying courses: (Norm: 6 years of support)

1st year: (Student normally holds a .40 non-teaching GTF appointment)

- ENG 690, Introduction to Graduate Studies in English (fall term)
- ENG 614, Introduction to Literary and Cultural Theory
- Completes 4 additional seminars or equivalents, for a total of 6
- ENG 611, Composition GTF Seminar I (winter term; does not count toward seminar requirement)
- ENG 613, Composition Apprenticeship (winter or spring term; does not count toward seminar requirement)
- Completes first language of language requirement (if pursuing 2)

2nd year: (Student normally holds the first year of .49 GTF teaching appointment)

- ENG 612, Composition GTF Seminar II (fall term; does not count toward seminar requirement)
- Completes PhD language requirement
- 6 degree-satisfying courses (for a cumulative total of 12)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

3rd year:

- 6 degree-satisfying courses (for a cumulative total of 18, completing all coursework requirements)*
- PhD breadth examination at start of academic year
- Submission and approval of PhD major field examination materials in spring term

4th year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to candidacy when prospectus is approved

5th year:

- Dissertation
- Dissertation Progress Meeting in fall term
- Submission of fully drafted dissertation chapter by end of winter term

6th year:

- Dissertation
- Dissertation defense in spring term

*Note: all transfer credits count toward this total of 18 seminars (or equivalents). *English Department General Duties and Responsibilities Statement*, Page 6.

MA in English and American Literature, Film, or Folklore with 6 to 9 transferrable degree-satisfying courses and holding a .40 GTF first year: (Norm: 5 years of support)

1st year:

- ENG 690, Introduction to Graduate Studies in English (fall term)
- ENG 614, Introduction to Literary and Cultural Theory
- ENG 611, Composition GTF Seminar I (winter term; does not count toward seminar requirement)
- ENG 613, Composition Apprenticeship (fall, winter or spring)
- Completes 4 additional seminars or equivalents, for a total of 6
- Completes first language of language requirement (if pursuing 2)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

2nd year:

- PhD breadth examination at start of academic year
- ENG 612, Composition GTF Seminar II (fall term; does not count toward seminar requirement)
- Completes PhD language requirement
- 6 additional degree-satisfying courses (completing all coursework requirements)*
- Submission and approval of PhD major field examination materials in spring term

3rd year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to candidacy when prospectus is approved

4th year:

- Dissertation
- Dissertation Progress Meeting in fall term
- Submission of fully drafted dissertation chapter by end of winter term

5th year:

- Dissertation
- Dissertation defense in spring term

*Note: all transfer credits count toward the cumulative total of 18 seminars (or equivalents). English Department General Duties and Responsibilities Statement, Page 6.

MA in English and American Literature, Film, or Folklore with 6 to 9 transferrable degree-satisfying courses and holding a .49 GTF first year: (Norm: 5 years of support)

1st year:

- ENG 690, Introduction to Graduate Studies in English (fall term)
- ENG 614, Introduction to Literary and Cultural Theory
- ENG 612, Composition GTF Seminar II (fall term; does not count toward seminar requirement)
- ENG 611, Composition GTF Seminar I (winter term; does not count toward seminar requirement) English Department General Duties and Responsibilities Statement, Page 7
- Completes 4 additional seminars or equivalents, for a total of 6
- Completes first language of language requirement (if pursuing 2)
- Submission and approval of PhD breadth fields in winter term and breadth examination Reading lists in spring term
-

2nd year:

- PhD breadth examination at start of academic year
- Completes PhD language requirement
- 6 additional degree-satisfying courses (completing all coursework requirements)*
- Submission and approval of PhD major field examination materials in spring term

3rd year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to candidacy when prospectus is approved

4th year:

- Dissertation
- Dissertation Progress Meeting in fall term
- Submission of fully drafted dissertation chapter by end of winter term

5th year:

- Dissertation
- Dissertation defense in spring term

STRUCTURED EMPHASIS OPTIONS

The structured emphasis option allows faculty members in a shared field to create a special curriculum for their students in order to assure that they receive appropriate and in-depth training. Structured Emphases are optional, including for students in field. They provide a map of training deemed optimal by faculty in field.

STRUCTURED EMPHASIS IN ETHNIC LITERARY STUDIES

The structured emphasis in ethnic literary studies requires a sustained engagement with ethnic studies theories and methodologies as well as an interdisciplinary knowledge of U.S. ethnic literary traditions and their interrelationships. Although the structured emphasis is comparative, students must focus on one of the following fields: African American, Asian American, Chicana/o and Latina/o, or Native American literatures. Students are also encouraged to analyze these fields in relation to U.S. and British literary canons as well as the transnational and interdisciplinary contexts integral to their emergence.

PARTICIPATING FACULTY

Kirby Brown, Tara Fickle, David Li, Sharon Luk, Priscilla Ovalle, Courtney Thorsson, David Vázquez, Sarah Wald

REQUIREMENTS

- **REQUIRED COURSEWORK:** Six seminars as outlined in the regular PhD program in the English Department, at least two of which must substantially engage issues in ethnic literary or cultural studies.
- **INDIVIDUAL PLAN OF STUDY:** Three English courses in chosen field of focus (African American, Asian American, Chicana/o and Latina/o, or Native American literary and cultural studies), preferably at the 600 level (but at least one at the 600 level).
Three 500- or 600-level English courses in other areas of ethnic studies.
Two 500- or 600-level courses outside of English in related areas. These courses should contribute to an understanding of the theoretical, interdisciplinary, and/or transnational contexts of ethnic literary and cultural studies, and they must be chosen in consultation with an advisor.
- **EXAMINATION:** Pass the structured emphasis exam for the chosen field of focus, within two terms of completion of the breadth exam. The structured emphasis exam may be retaken one time, no later than the end of the term following the one in which it was originally taken. The exam will be three hours long and students will respond to two questions, chosen from a list of three.
- **DISSERTATION:** Complete and successfully defend a dissertation with a strong focus on ethnic literary studies with one of the ethnic literature faculty as the director or co-director.

Students who undertake the structured emphasis will be assigned an advisor in the field of focus. The advisor must review and approve the student's plan of study on an annual basis.

STRUCTURED EMPHASIS IN FILM STUDIES

The structured emphasis in Film Studies is designed for students interested in developing research and teaching skills in the areas of film and cultural studies. Students pursuing this emphasis design a course of study that enables them to develop specialized knowledge of film theory, criticism, and history in addition to a strong foundation in literary studies. This background equips them for advanced, interdisciplinary research on a broad range of cultural texts, as well as teaching careers in departments seeking versatile scholars qualified to teach literature, writing, film studies, and popular culture. Students will take the English Department's pedagogy courses to learn how to teach composition, and they can also learn dramatic screenwriting as part of their course work, thus further enhancing their qualifications as future teachers of writing. This course of study draws on the English Department film offerings as well as on communications and film-related courses across campus.

PARTICIPATING FACULTY

Michael Aronson, Sangita Gopal, David Li, Quinn Miller, Priscilla Ovalle

REQUIREMENTS

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department
- **Individual Plan of Study:**
 - Two 600-level English film studies seminars
 - Three courses, preferably 600-level, outside of English in film studies or related areas
 - Three 500-level English film studies courses
 - Two 600-level English 20th century studies courses
 - One 600-level seminar in theory
 - One 600-level seminar in race or gender studies
 - (No course can be used to satisfy two requirements.)
- **Film Studies PhD Major Field Exam:** Students completing the Structured Emphasis will be examined on the Film Studies reading list (see appendix) as part of their Major Field Examination. The reading list should be incorporated into Part I of the exam reading lists and participating faculty will pose questions about those works as part of the regular format of the exam.
- **Complete and successfully defend a dissertation related to film, media, performance, or cultural studies with at least one of the film faculty on the committee**

STRUCTURED EMPHASIS IN FOLKLORE

The structured emphasis in Folklore offers an interdisciplinary approach to expressive arts in the context of ethnic, regional, occupational, age, gender and other traditional identities of individuals in specific communities. Students study the extent to which tradition continues to enrich and express the dynamics of human expression and behavior, often cross-culturally. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms as myth, speech, legend, music,

dance, art, and architecture. Theoretical analysis, research methods, and fieldwork techniques are integral parts of the program's offerings in folklore.

PARTICIPATING FACULTY:

Dianne Dugaw, Lisa Gilman, Daniel Wojcik

REQUIREMENTS

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department
- **Individual Plan of Study:**
Folklore 681, History and Theory of Folklore Research
Folklore 607, Folklore Fieldwork; or Video Fieldwork Production
Three 500 or 600-level Folklore courses, or Folklore-related courses as approved by the Folklore advisor
Two courses in other departments in areas related to folklore (e.g., Literature, Music, Anthropology, Art Administration, or Journalism) as approved by the Folklore advisor

Complete and successfully defend a folklore-oriented dissertation with at least one of the folklore faculty on the committee

After course work, students will proceed to the major field exam and the dissertation under the same guidelines as other English department graduate students.

STRUCTURED IN FOLKLORE SUGGESTED BACKGROUND READING LIST

- Baron, Robert, and Nicholas R. Spitzer, eds. *Public Folklore*. Washington, DC: Smithsonian Institution Press, 1992.
- Brown, Mary Ellen and Bruce Rosenberg, eds. 1998. *Encyclopedia of Folklore and Literature*. Santa Barbara, California, Denver, Colorado, and Oxford, England.
- Feintuch, Burt, ed. *Common Ground: Keywords for the Study of Expressive Culture*. Special Issue, *Journal of American Folklore*, 108 (1995).
- Finnegan, Ruth H. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. New York: Routledge, 1992.
- Georges, Robert A., and Michael O. Jones. *Folkloristics: An Introduction*. Bloomington: Indiana University Press, 1995.
- Glassie, Henry H. *Passing the Time in Ballymenone: Culture and History of an Ulster Community*. Philadelphia: University of Pennsylvania Press, 1982.
- Green, Thomas, ed. 1997. *Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music, and Art*. 2 Vols. Santa Barbara, California, Denver, Colorado, and Oxford, England.
- Radner, Joan, ed. *Feminist Messages: Coding in Women's Folk Culture*. Urbana: University of Illinois Press, 1993.
- Sims, Martha C. and Martine Stephens. 2005. *Living Folklore: An Introduction to the Study of People and their Traditions*. Logan: Utah State University Press.
- Toelken, Barre. *The Dynamics of Folklore*. Logan: Utah State University Press, 1996.
- Turner, Victor. *The Ritual Process: Structure and Anti-Structure*. Chicago, Aldine Pub. Co., 1969.

ADDITIONAL RESOURCES:

American Folklore Society <http://www.afsnet.org>

International Society for Ethnology and Folklore (SIEF) <http://www.siefhome.org/>

Smithsonian Center for Folklife and Cultural Heritage <http://www.folklife.sledu/index.html>

STRUCTURED EMPHASIS IN LITERATURE AND ENVIRONMENT

The Literature and Environment structured emphasis allows a strong grounding in the evolving theory and practice of this field, introducing students to the canon of ecocritics, nature writers, scientists, and environmental philosophers who have established critical positions in the last three decades. Work in colonial American and nineteenth-century British and American writers on the landscape and natural world and other standard literary fields can be used to provide backgrounds for contemporary approaches, and interdisciplinary links with other departments and programs on campus allow the student to emphasize environmental concerns in course work in a more focused way than the regular program permits.

Purposes:

- To provide a coherent framework for ecocritical focus in English graduate studies.
- To offer opportunities for building a supportive cohort of graduate students interested in environmental humanities studies within the English Department.
- To provide a formal credential in this rapidly expanding interdisciplinary area.

PARTICIPATING FACULTY:

James Crosswhite, Sangita Gopal, Stephanie LeMenager, William Rossi, Gordon Sayre, David Vazquez, Sarah Wald

REQUIREMENTS (which will be included under the required 18 seminars for the PhD):

- **Distribution Courses:** Six required seminars (Eng. 690, Eng. 614, and four distribution courses) as outlined in the regular English PhD program.
- **Individual Plan of Study:**

English 569 or English 615 in ecocritical theory.

Two English department seminars with an ecocritical/environmental focus.

Two environmentally focused courses (500- or 600-level) in other departments, at least one in environmental humanities, to be determined in consultation with the individual faculty advisor and subject to approval by the Director of Graduate Studies.

- **One field within the Breadth Exam** will be constructed by the student and advisor, based on the Structured Emphasis Reading List and either focusing on primary works or secondary works, or a

combination of both. It is to represent the broad interdisciplinary range of ecocritical studies geographically, chronologically, and theoretically.

- **Complete and successfully defend a dissertation in the discipline of literature and the environment with at least one of the literature and environment faculty on the committee**

During and after course work, students will undertake the breadth exam, the major field exam, and the dissertation under the same guidelines as other English department graduate students. Students completing joint PhD degrees in Environmental Studies and English are subject to special requirements set by the Environmental Studies Program and coordinated with English requirements in consultation with the individual faculty adviser and the Directors of Graduate Studies in the two programs.

STRUCTURED EMPHASIS IN MEDIEVAL STUDIES

The Medieval structured emphasis ensures a breadth of knowledge in the medieval period and allows the student to put greater emphasis on medieval studies in both coursework and the major field exam than the regular program permits.

PARTICIPATING FACULTY

Martha Bayless, Louise Bishop, Stephanie Clark, Warren Ginsberg, Anne Laskaya

REQUIREMENTS

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department
- **Individual Plan of Study:**
 - A year of introductory Latin**, to be completed by the time of the PhD breadth exam. (May have been fulfilled before entering the program. This does not count toward degree credit.)
 - Medieval Backgrounds** course (offered at 500- or 600-level)
 - Nine courses in Old and Middle English** or other medieval courses as approved by the individual faculty advisor
 - One seminar in Medieval Latin or one term of advanced Classical Latin** (students are encouraged to prepare for the Toronto Certificate in Medieval Latin)
 - One term minimum of another medieval language** or a relevant course in another department
 - Elective seminars to bring the total number of seminars to 18**
- **Structured Emphasis Exam:** Students in the structured emphasis option also complete an examination in the field of medieval studies, based on a reading list prepared by medieval studies faculty (the reading list appears in Appendix E). The student will write an essay on one of three questions. Three hours are provided for the exam and the essay should be no longer than 10 pages. This exam will be scheduled some time between the second year of study and the PhD major field exam in consultation with the individual faculty advisor. Unless there are pressing reasons otherwise, it should be taken in the spring following the fall in which the student takes the breadth exam.

After the structured emphasis exam and course work, students will proceed to the major field exam and the dissertation under the same guidelines as other English department graduate students.

- **Complete and successfully defend a dissertation in the discipline of medieval studies with at least one of the medieval studies faculty on the committee**

STRUCTURED EMPHASIS IN POETRY AND POETICS

PARTICIPATING FACULTY:

Lara Bovilsky, James Crosswhite, Karen Ford, Lisa Freinkel, John Gage, Warren Ginsberg, Paul Peppis, Forest Pyle, George Rowe, Ben Saunders, Steven Shankman

The structured emphasis in Poetry and Poetics offers a theoretically diverse and historically broad study of poetry and poetic theory, which provides students with a rigorous training in the formal, rhetorical, and historical understanding of poetry. The participating faculty is comprised of an open roster of scholars who embrace a wide range of critical approaches and whose research and teaching interests extend from early modern to postmodern poetry in a variety of British, North American, and post-colonial Anglophone traditions. This structured emphasis will prepare students to write a dissertation on the topic and in the period of their choosing. It will also train students in the teaching of poetry; graduate students pursuing this concentration will be encouraged to teach the department's introductory course in poetry when scheduling and resources make it possible. Finally, a structured emphasis in poetry and poetics provides students and faculty alike with an advanced forum for the collective consideration of the problems and possibilities of poetry.

REQUIREMENTS

- Distribution courses: ENG 690, ENG 614, and four distribution courses as outlined in the regular PhD program in the English Department.
- Six additional courses with substantial focus on poetry and poetics, preferably at the 600 level, one of which is to be taken in a department other than English.
- ENG 608: Poetics Colloquium

The examination reading list for the Poetry structured emphasis can be found at <http://english.uoregon.edu/wp-content/uploads/2012/02/PoetryReadList.pdf>

Poetry and Poetics Examination: The Close Reading

Following the completion of the breadth exams and the submission of the major field examination reading list, the student will perform a close reading of a poem before the assembled participating faculty. On the morning of the exam, the student will be given three poems; the student will choose one poem and will have six hours to prepare. This oral presentation, which will involve (1) a recitation of

the poem, (2) a close reading that reflects the student's understanding of the relevant portions of the reading list in poetry and poetics as well as their interpretation of the poem in question, and (3) a discussion period that will include questions from the assembled faculty following the presentation by the student. The exam will last two hours. The assembled participating faculty will determine whether the student has passed or failed the examination. In the event of a failed exam, the student will confer about how to prepare for a retake with the Poetry and Poetics Coordinator and will have one opportunity to retake the exam later in the term.

After the completion of course work and the close reading, students will proceed to the major field exam and the dissertation under the same guidelines as other graduate students. Students will complete and successfully defend a dissertation that devotes significant attention to poetry and/or poetic theory with at least one of the participating faculty serving on the committee.

STRUCTURED EMPHASIS IN RHETORIC & COMPOSITION

The structured emphasis in Rhetoric and Composition Rhetoric provides historically rich and theoretically diverse resources for the study of discourse over a wide range of issues, from the question of how to teach writing to controversies about philosophical and scientific reasoning. The rhetoric and composition structured emphasis provides training in the history of rhetoric, in rhetorical theory, and in rhetorical criticism. Students must maintain a minimum GPA of A- in course work taken to satisfy the emphasis.

PARTICIPATING FACULTY:

James Crosswhite, John Gage, Anne Laskaya

REQUIREMENTS

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department

- **Individual Plan of Study:**

In the first two years of study, complete, for graded credit:

English 515 Theories of Literacy
 English 592 History of Rhetoric and Composition
 English 593 Modern Rhetorical Criticism

and two seminars in the field, typically English 691 (repeatable) and/or another seminar designated by the rhetoric faculty

In the first and second years of study, complete:

English 611 Composition GTF Seminar I
 English 612 Composition GTF Seminar II
 English 613 Composition Apprenticeship

and satisfactorily teach both WR 121 and 122 (or 123)

NB: Though required for this structured emphasis, ENG 611, 612 and 613 do not count toward the 18-seminar requirement.

- 2 hours of 605 credit to be taken simultaneously with or directly following 611, for research and a paper on composition pedagogy. This credit will be arranged through whoever is teaching 611.
- **Complete one term of English 605 in a designated internship under faculty supervision, 1-4 graded credit hours**
(Note: Internships may be coordinated through the Center for Teaching Writing, the Community Literacy Program, the Composition Program, the Oregon Writing Project, or other areas designated by the rhetoric faculty, with projects to be agreed on by the student and one rhetoric faculty serving as internship supervisor. This course will not count toward degree progress.)
- **Participate in a colloquium on professional development in rhetoric and composition in the spring term of dissertation year one, together with the rhetoric faculty and others in the field**
(Note: The colloquium will be merged with the ongoing student-faculty reading group in rhetoric and composition, and will carry 5 hours of 605 credit once only, with a supervised project, for those students completing the emphasis; it will not count toward degree progress.)

Rhetoric and Composition Structured Emphasis Reading List and Exam:

The reading list (see appendix) serves students in the emphasis to use as background to prepare a formal presentation paper, like a conference paper, timed to follow sometime after the PhD major field exam. All participating faculty are encouraged to attend the presentation, which will be followed by a brief question and answer period. This presentation will be in lieu of an exam for the emphasis.

After course work, students will proceed to the major field exam and the dissertation under the same guidelines as other English department graduate students.

- **Complete and successfully defend a dissertation in the discipline of rhetoric and composition with at least one of the rhetoric faculty on the committee**

JOB PLACEMENT PROGRAM

The current Graduate Job Search Advisor for the department is Mark Quigley (mquigley@uoregon.edu). He is available during his office hours in PLC 525 or by appointment to answer questions about the job search process and to counsel job seekers about their strategies and application materials. We encourage all students to become informed about the job market but also caution everyone not to get ahead of the game; doing well in seminars, writing a strong dissertation, and building one's teaching skills are the most important goals for graduate students in the first few years of the program. Only those nearly finished with the dissertation should begin applying for jobs.

English 608, Workshop for Job Seekers, is a one-credit, P/NP course offered in fall term. Weekly meetings will provide a forum for sharing and improving participants' application documents. It will culminate with mock interviews and practice job talks. The course is intended only for those actively committed to the job search.

FELLOWSHIPS AND AWARDS

ENGLISH DEPARTMENT FELLOWSHIPS AND AWARDS

GRADUATE TEACHING FELLOWSHIPS

Most graduate students in English are eligible for Graduate Teaching Fellowships (GTFs) on the basis of successful completion of teacher-training seminars, teaching experience, language proficiency, and progress toward their degree. The award includes a stipend and a waiver of Oregon graduate tuition (except for certain fees). Teaching appointments are not available for first-year graduate students who have no college-level teaching experience. (*See* “Teaching Assistantships” below.)

The English department provides a year-long teacher-training program for new graduate students who wish to make themselves eligible for GTF appointments for their second year of study. The program consists of English 611, Composition GTF Seminar I, in winter term (1-3 credits); English 613, GTF Composition Apprenticeship, in the winter and/or spring terms (depending on demand and the availability of supervising teachers) (1-3 credits); and a series of non-credit class observations during the non-apprenticeship term. First-year GTFs are also required to take English 612, Composition GTF Seminar II (1-3 credits), during the fall term of their first year of teaching.

All GTF appointments are determined by the Graduate Appointments Committee. Because of uncertainties in funding, the department cannot guarantee that every student who completes the teacher-training program successfully will be given a GTF appointment, although qualified students have received GTF appointments in the past. (For more details about Composition GTF appointments, see the Composition Program policy and procedure manual: *Policies and Procedures: Teaching Written Reasoning at the University of Oregon*.)

The English department also provides a spring term workshop on teaching literature, ENG 608, required for GTFs wishing to be considered for teaching literature courses.

TEACHING ASSISTANTSHIPS

The English department has available each year a small number of teaching assistantships (TAs) for incoming PhD students, an award which includes a stipend and a waiver of Oregon graduate tuition (except for certain fees). TAs serve as tutors and teaching assistants to faculty in individual courses. Teaching Assistantships are usually offered to those individuals with the best academic records who have no previous teaching experience and are therefore not eligible for Graduate Teaching Fellowships during their first year of study. (*See* “Graduate Teaching Fellowships” above.)

RUDOLF ERNST DISSERTATION FELLOWSHIP AWARD

This dissertation fellowship offers a \$5000 summer stipend to a student with an exemplary graduate record whose dissertation is considered to be especially promising. All students who have had their dissertation prospectuses approved on schedule are automatically made eligible for this fellowship.

SARAH HARKNESS KIRBY ESSAY PRIZE

This \$150 prize is awarded to the English graduate student who writes the best English department seminar paper each quarter. Student papers are nominated by faculty teaching graduate seminars.

JANE CAMPBELL KROHN ESSAY PRIZE IN LITERATURE AND ENVIRONMENT

The annual Jane Campbell Krohn Prize is given for the best essay by a graduate student in English on the theme of literature and the environment. The winner receives \$300.

STODDARD MALARKEY ESSAY AWARD IN AFRICAN AMERICAN STUDIES

The Malarkey Essay Award in African American Studies offers \$150 for the best essay in the field each year. Students can submit any work completed while at Oregon, including work drawn from dissertations.

ECOCRITICAL FUND

The Ecocritical Fund supports research and conference travel related to ecocritical studies. Requests should be made to the Department Head. University of Oregon travel policies apply.

DEPARTMENT OF ENGLISH TRAVEL GRANT

Support for students giving papers at conferences. Requests should be made to the Department Head. University of Oregon travel policies apply.

SHERWOOD TRAVEL GRANTS

The Department offers 5-6 Sherwood awards of up to \$500 each year to support graduate travel to conferences. These awards are competitive and may be combined with annual department travel grants. Awards are offered in both fall and spring terms.

UNIVERSITY FELLOWSHIPS AND AWARDS

Questions about general scholarships, loans, and financial aid information should be addressed to the Office of Financial Aid (541-346-3221). Information about Financial Aid for graduate students is also available on the Graduate School website, under "Funding Sources for Graduate Students" (<http://gradschool.uoregon.edu/funding-awards>). For information on funding opportunities for international students, contact the Office of International Education and Exchange, 346-3206.

UNIVERSITY OF OREGON DOCTORAL RESEARCH FELLOWSHIPS

This fellowship offers support (currently \$18,000 stipend plus tuition waiver) for a student in the final year of doctoral work; one student per year will be nominated by the department.

TARGET OF OPPORTUNITY LAUREL AWARDS

The TOLA fellowships offer tuition waivers for students of color with strong academic records (U.S. Citizens/Permanent Residents only). Contact the Graduate School, 346-5129.

MARGARET MCBRIDE LEHRMAN AWARD

The McBride Lehrman Awards (available in alternate years) support graduate students who have extreme financial need in fields emphasizing communication, especially writing (\$9,000 stipend plus tuition waiver). Departments nominate candidates. Check the Graduate School's website at <http://gradschool.uoregon.edu/fellowships#overlay-context=> .

CENTER FOR THE STUDY OF WOMEN IN SOCIETY GRADUATE AWARDS

Awards for graduate students whose area of specialization involves research or creative work on gender, feminist theory, or aspects of women's experiences; travel grants, \$100-\$400; research grants, \$100-\$2,000; Jane Grant Dissertation Fellowship, \$10,000; International Laurel Research Award, \$2,500; Laurel Research Award, \$2,500. Contact CSWS, 346-5015, or website, <http://csws.uoregon.edu/funding/>.

HUMANITIES CENTER FELLOWSHIPS

The Oregon Humanities Center offers support for advanced dissertation research and for research travel with humanistic emphasis. Contact the Humanities Center, 346-1001, or <http://ohc.uoregon.edu>.

COLLEGE OF ARTS & SCIENCES SCHOLARSHIPS

The Everett D. Monte Scholarship (\$1,000) goes to one graduate student in the dissertation year; the Mary Chambers Brockelbank Endowed Assistance Fund (\$500-\$1,000) is available to students of limited means; the Risa Palm Graduate Fellowship (\$1,000) goes to one or more graduate students. Contact CAS, 346-3950.

For information on these and other internal and external funding opportunities (such as Ford Foundation Fellowships, Fulbright Fellowships, NSF Fellowships, Woodrow Wilson Grants in Women's Studies, etc.), students may visit the UO Funding Library in the Graduate School, 125 Chapman Hall. The funding library has information in print and electronic form and each term sponsors workshops on funding searches.

EXTRA-CURRICULAR OPPORTUNITIES

ENGLISH GRADUATE ORGANIZATION

The English Graduate Organization (EGO) is composed of all graduate students in the department who wish to participate in discussions on a variety of professional and scholarly topics twice a term at casual “wine and cheese” meetings or brown bag lunches. Faculty members are often invited to participate in the discussions and answer questions regarding graduate student concerns and issues of the discipline. EGO also hosts an annual fall picnic to welcome new graduate students and faculty to the English department and a spring party to congratulate recent graduates, polls graduate students regarding student membership on departmental committees, and runs an annual book sale. Contact Ryleigh Nucilli, EGO President (rnucilli@uoregon.edu), Justin Brock, EGO Vice President (jbrock@uoregon.edu), or Remy Jewell, Master’s Student Liaison (rjewell@uoregon.edu).

STUDENT/FACULTY READING GROUPS

MESA VERDE

Mesa Verde is a group of graduate students and faculty, both within the English department and from other departments, who are interested in the study of literature and the environment. The group participates in several different activities. Mesa Verde sponsors an ongoing colloquium series which provides an opportunity for graduate students and faculty to present their current work in the field. Members also meet regularly to discuss ecocritical texts and related works in environmental philosophy, public policy, and film. And they occasionally go camping. There is no need to define yourself as an ecocritic to attend meetings. Mesa Verde has a full range of specialists— medievalists to Americanists—in their ranks. If you are interested in the topic and in good company, you are welcome to subscribe to their email list and join them. Contact Stephen Siperstein (siperste@uoregon.edu).

MODERNISM GROUP

The Modernism Reading Group meets monthly to read and discuss modernist literature and criticism. Readings include primary works, critical works from the period, and recent critical and theoretical works on modernism and modernity. A memo announces the first meeting and lists the readings for the year. Contact Karen Ford (fordk@uoregon.edu) or Paul Peppis (ppeppis@uoregon.edu).

ELLENWEORCAS

Ellenweorcass (EW) is a reading group open to graduate students and faculty, concentrating on British and continental medieval literature. Each year we choose a topic to explore, and meet monthly to discuss primary texts, usually chosen by group members. Previous topics have included Saints’ Lives, Medieval Women Writers, and Arthuriana, and have covered texts in Anglo-Saxon, Middle English, and Latin. Anyone interested in medieval literature is welcome to attend. Contact Alexis Kielb (alexisk@uoregon.edu).

FILM AND MEDIA GROUP

The UO Film and Media Group is an interdisciplinary organization dedicated to the academic study and enjoyment of cinema, television, and new media. The group welcomes participants from all academic disciplines who share a passion and a critical interest in film and media. Because the study of film and media takes place in numerous departments at the University of Oregon, one of our primary goals is to establish an organization in which film and media scholars across the University can communicate with one another about their shared interests.

The Film and Media Group offers monthly film screenings followed by informal discussion, as well as a film and media reading group. The reading group will meet three times a term to discuss important and relevant works of film and media criticism or theory. In future terms we plan to offer an open-to-the-public film series that coincides with the English Department's Film History courses and a colloquium on film and media studies related topics. If you are interested in participating in the group, please contact Diana Martinez (dem@uoregon.edu).

COMICS READING GROUP

The UO Comics Reading Group is a forum which serves the interests of those involved in research, criticism, and teaching related to comics art and visual media. We also welcome casual readers and comics newcomers. All aspects of comics and cartooning from around the world are open for discussion. Likewise, we welcome critical approaches and reading suggestions from all disciplinary perspectives. The group's common ground is its foundation in scholarship and its willingness to examine the givens of comics form, culture, and history. We helped organize UO's 2009 Understanding Superheroes conference as well as put together panels for other academic conferences. We also attend comics-related events and film screenings. We participate on an email discussion listserv and meet two times a quarter to discuss primary and secondary readings. To be added to the email list and to receive reading schedule updates, email Veronica Vold (vold@uoregon.edu).

QUEERING ACADEMIC STUDIES: A CSWS RESEARCH INTEREST GROUP

The Queering Academic Studies RIG is a networking and reading group, meeting bi-weekly during terms to discuss articles, book chapters, and works-in-progress on queer theory and its intersections within a broad range of disciplines. The group is open to anyone interested in queer studies. Our aim is to promote an open exchange of ideas and to foster cross-disciplinary alliances and projects within the queer discourse community at UO. For more information, see the CSWS website or go to http://csws.uoregon.edu/?page_id=4712.

THEORY GROUP

The Theory Group meets monthly to read and discuss works of critical theory and philosophy. Readings include both contemporary and "classic" texts in Marxism, poststructuralism, and narrative theory. In addition, the group provides an opportunity to discuss the historical and institutional role of theory, how it has shaped the literary professions, and what it means for us as critics. For more information contact April Anson (aprila@uoregon.edu).

APPENDICES

APPENDIX A - SEMINAR PLAN *FOR USE IN COMPLETING INDIVIDUAL PLAN OF STUDY*

GRADUATE SEMINARS IN ENGLISH 2015-16 (*subject to change*)

Fall 2015

ENG 528	Old English I	Bayless
ENG 620	Medieval Popular Narratives	Bayless
ENG 650	19th Century Lit: 19th C Archival In(ter)ventions	Kaufman
ENG 660	Secularization in the American Renaissance	Rossi
ENG 670	Modern Lit: Popular Modernisms	Peppis
ENG 690	Introduction to Graduate Study	Bohls
ENG 695	Film Studies: Media Aesthetics	Ovalle
FLR 681	History of Folklore Theory and Research	Wojcik

Winter 2016

ENG 529	Old English 2	Bayless
ENG 607	Sem: Medical Humanities and Life Writing	Wood
ENG 620	Chaucer and Boccaccio	Ginsberg
ENG 645	18th C Lit: Beggars' Operas Then & Now	Dugaw
ENG 650	19th C Lit: Eliot & the Science of Description	Brilmyer
ENG 660	Latina/o Speculative Realism & Environmental Justice	Vazquez
ENG 691	Composition Theory: Aristotle's <i>Rhetoric</i> and <i>Poetics</i> in the 20th & 21st Centuries	Gage

Spring 2016

ENG 530	Old English 3	Clark
ENG 607	Sem: Environmentalism & Public Humanities	LeMenager
ENG 614	Intro to Literary & Cultural Theory	Pyle
ENG 615	Adv Theory: Affectivities	Pyle
ENG 630	Renaissance Lit: Shakespeare's Contemporaries	Rowe
ENG 645	18th C Lit: Library of Life: Species, Reproduction, Extinction	Sayre
ENG 695	Film Studies: Silent Film	Aronson

Current List of Seminars for 2016-17 (*subject to change*)

Please note: where two courses are listed, the first is most likely to be taught.

- ENG 607 Steven Shankman, "Shakespeare and Levinas" (an Inside-Out course, taught in an Oregon penitentiary)
- ENG 615 Lisa Gilman, "Theories of Performance Studies"
- ENG 620 Stephanie Clark, "Religion in Anglo-Saxon Literature"
- ENG 620 Anne Laskaya, "Chaucer and Pedagogy" or "Chaucer, the Gawain Poet, and Pedagogy"
- ENG 630 Ben Saunders, "Queer Shakespeare"
- ENG 645 Liz Bohls, "Literature of the Black Atlantic in the Long Eighteenth Century" or "Rise of the Novel"
- ENG 660 Kirby Brown, "Race and the Politics of Belonging in the Ethnic American Bildungsroman"
- ENG 660 Sharon Luk, "Studies in Race and Ethnicity"
- ENG 660 Sarah Wald, "Ecocritical Approaches to Race & Ethnicity"
- ENG 660 Betsy Wheeler "Teen and Children's Literature and Media," or "Contemporary U.S. Literature and Popular Culture"
- ENG 660 Tara Fickle, "Teaching Race in the Literature Classroom"
- ENG 660 Harry Wonham, "American Literary Realism"
- ENG 670 Mark Whalan "Cultures of American Modernism"
- ENG 670 Mark Quigley, "Cinema and Ireland"
- ENG 691 James Crosswhite, "Comparative Approaches to the Theory and Teaching of Argumentation"
- ENG 695 Sangita Gopal, "Theories of the Media," or "Global New Cinemas"
- ENG 695 Quinn Miller, "Queer TV Studies"

APPENDIX B - ENGLISH 601, 603/ 605 PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY FORMS

A: FOR GENERAL 601 CREDITS **B:** FOR EXAM PREPARATION CREDITS (FOR 2ND- AND 3RD-YEAR
PHD STUDENTS)

A:

B:

603/605 FORM FOR READING & CONFERENCE COURSES OR DISSERTATION CREDITS

APPENDIX C - SUMMER EXTENSION AGREEMENT FORM

APPENDIX D - STRUCTURED EMPHASIS IN MEDIEVAL STUDIES EXAMINATION READING LIST

Anglo-Saxon period

Christ I and III

Judith

The Lives of Oswald, Edmund, and Aethelthryth

Sermo Lupi ad Anglos

“The Wife’s Lament,” “The Husband’s Message,” “Wulf and Eadwacer”

The Finnsburgh Fragment

Genesis B

“The Battle of Maldon”

Bede: *Historia Ecclesiastica*

Asser: *Life of Alfred*

The Benedictine Rule

Waldere and the Waltharius

“Deor,” “Caedmon’s Hymn,” “The Battle of Brunanburh”

Boethius: *The Consolation of Philosophy*

The Elder Edda

Grettis Saga

Middle English

Pearl **OR** *Sir Gawain and the Green Knight* (whichever was not read on the standard list)

Two of the following: “Cleanness,” “Patience,” *St. Erkenwald*

Two of the following: *The Book of the Duchess*, *The Parliament of Fowls*, *The House of Fame*

Canterbury Tales: “Pardoner’s,” “Merchant’s,” “Clerk’s,” “Tale of Melibee”

Troilus and Criseyde

The Stanzaic *Morte* or the Alliterative *Morte*

Piers Plowman, B-text

Henryson: *The Testament of Cresseid* and the fable that corresponds to the “Nun’s Priest’s Tale”

The York Crucifixion Play

15 Middle English lyrics

Sir Orfeo

Dante, *The Divine Comedy* (*Inferno* and *Paradise* only)

Chrétien de Troyes, selections

David Wallace, *Medieval English Literature*

Angelo di Bernardino, *Patrology* (vol. 4), trans. Placid Solari

L.D. Reynolds, *Texts and Transmission*

E.R. Curtius, *European Literature and the Latin Middle Ages*

A.G. Rigg, *A History of Anglo-Latin Literature, 1066-1422* **OR** Michael Lapidge, *Anglo-Latin Literature, 600-899 AND Anglo-Latin Literature, 900-1066*

APPENDIX E - STRUCTURED EMPHASIS IN FILM STUDIES READING LIST

(Note: This list contains readings in critical theory but does not stipulate primary texts, that is, titles of films. Mass media texts are ephemeral, and the goal of graduate education in film studies is not to study "film classics" but rather to understand how the mass media use narrative and genre in the light of ongoing historical, technological, and institutional change. This reading list establishes a firm methodological base which will allow students to evaluate a film's style and narration from a variety of theoretical perspectives. Students are expected to use this list as the basis for the Special Field exam and to modify it as needed in consultation with their advisors.)

- Selections from *Oxford Guide to Film Studies*, eds. John Hill and Pamela Church Gibson (New York: Oxford University Press, 1998): "Film Acting," Paul McDonald; "Impressionism, Surrealism, and Film Theory," Robert B. Ray; "Film and Psychoanalysis," Barbara Creed; "Feminism and Film," Patricia White; "Gay and Lesbian Criticism," Anneke Smelik; "Queer Theory," Alexander Doty; "Race, Ethnicity, and Film," Robyn Wiegman; "Early American Film," Tom Gunning; "Concepts of National Cinema" Stephen Crofts; "Modernism and the Avant-Gardes," Murray Smith
- Selections from *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960* (New York: Columbia University Press, 1985), David Bordwell, Janet Staiger, and Kristin Thompson: "The Classical Hollywood Style, 1917-60," "The Continuity System," "Historical Implications of the Classical Hollywood Cinema"
- Stars*, Richard Dyer (London: British Film Institute, 1979): "Stars as a Social Phenomenon," "Stars as Images"
- Mythologies*, Roland Barthes, trans. Annette Lavers (New York: Hill and Wang, 1957/1972).
- Hollywood Genres: Formulas, Filmmakers, and the Studio System*, Thomas Schatz (Philadelphia: Temple University Press, 1981).
- Selections from *Wit and Its Relation to the Unconscious*, Sigmund Freud, trans. A.A. Brill (New York: Moffat, Yard and Co., 1916; also found in *Collected Works*; sometimes entitled "Jokes and the Unconscious"): "The Technique of Wit," "The Tendencies of Wit," "Wit and the Various Forms of the Comic"
- "The Uncanny," Sigmund Freud, *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, edited and translated by James Strachey et al. 24 vols. 17: 217-256. (London: Hogarth Press, 1966-74)
- "The Work of Art in the Age of Mechanical Reproduction," Walter Benjamin, *Illuminations*, ed. Hannah Arendt, trans. Harry Zohn (New York: Schocken Books, 1969)
- "On Interpretation, Fredric Jameson, "The Political Unconscious: Narrative as a Socially Symbolic Art (Ithaca: Cornell University Press, 1981)
- "Visual Pleasure and Narrative Cinema," Laura Mulvey, *Screen* 163 (1975), 6-18 (widely anthologized)
- "Afterthoughts on 'Visual Pleasure and Narrative Cinema'," Laura Mulvey, *Visual and Other Pleasures* (New York: Macmillan, 1989)
- Selections from *Imitations of Life: A Reader on Film and Television Melodrama*, ed. Marcia Landy (Detroit: Wayne State University Press, 1991): "Russian Formalist Theories of Melodrama," Daniel Gerould; "Notes on Melodrama and the Family under Capitalism," Chuck Kleinhans;

“The Anatomy of a Proletarian Film: Warner’s Marked Woman,” Charles Eckert; “The Search for Tomorrow in Today’s Soap Operas,” Tania Modleski; “A Reader-Oriented Poetics of Melodrama,” Robert Allen

Selections from *Home Is Where the Heart Is: Studies in Melodrama and the Woman’s Film*, ed.

Christine Gledhill (London: British Film Institute, 1987): “The Melodramatic Field: An Investigation,” Christine Gledhill; “Producing and Consuming the Woman’s Film: Discursive Struggle in *Now, Voyager*,” Maria LaPlace; “The ‘Woman’s Film’: Possession and Address,” Mary Ann Doane

Unthinking Eurocentrism: Multiculturalism and the Media, Ella Shohat and Robert Stam (New York: Routledge, 1994): “From Eurocentrism to Polycentrism,” “Tropes of Empire”

“De Margin and De Center,” Isaac Julien and Kobena Mercer, *Screen* 294 (1988), 2-10

White, Richard Dyer (New York: Routledge, 1997)

Selections from *The Cultural Studies Reader*, ed. Simon During (New York: Routledge, 1993):

“Encoding, Decoding,” Stuart Hall; “On Collecting Art and Culture,” James Clifford;

“Entertainment and Utopia,” Richard Dyer; “Axiomatic,” Eve Kosovsky Sedgwick

“The Poetic Strain of the Avant-Garde,” James Peterson, *Dreams of Chaos, Visions of Order: Understanding the American Avant-Garde Cinema*, (Detroit: Wayne State University Press, 1994)

“Mapping the Postmodern,” Andreas Huyssen, *After the Great Divide: Modernism, Mass Culture, and Postmodernism* (New York: Macmillan, 1984)

“Costume and Narrative: How Costume Tells the Woman’s Story,” Jane Gaines, *Fabrications: Costume and the Female Body*, eds. Jane Gaines and Charlotte Herzog (New York: Routledge, 1990)

Selections from *Film Theory and Criticism*, fifth edition, ed. Leo Braudy and Marshall Cohen (New York: Oxford University Press, 1999): “On Editing,” by Vsevolod Pudovkin, “The Dramaturgy of Film Form,” Sergei Eisenstein; “The Evolution of the Language of Cinema,” Andre Bazin; “On Suture,” Kaja Silverman; “Basic Concepts,” Sigfried Kracauer; “Broadcast TV as Sound and Image,” John Ellis; “Notes on the Auteur Theory,” Andrew Sarris; “From The Imaginary Signifier,” Christian Metz; “Aesthetics of Astonishment: Early Film and the (In)Credulous Spectator,” Tom Gunning

Representing Reality: Issues and Concepts in Documentary, Bill Nichols (Bloomington: Indiana University Press, 1991): “Documentary Modes of Representation,” “Telling Stories with Evidence and Arguments,” “The Fact of Realism and the Fiction of Objectivity”

“SZ and Rules of the Game,” Julia Lesage, *Movies and Methods II*, ed. Bill Nichols (Berkeley: University of California Press, 1985)

“Some Visual Motifs of Film Noir,” J. A. Place and L. S. Peterson, *Movies and Methods*, ed. Bill Nichols (Berkeley: University of California Press, 1976).

“Roseanne: Unruly Woman as Domestic Goddess.” Kathleen (Karlyn) Rowe, *Screen* 31.4 (1990): 408-19.

The Hollywood Musical, Jane Feuer (Bloomington: Indiana University Press, 1993): “Mass Art as Folk Art,” “PostScript for the 90s”

“Her Body, Himself: Gender in the Slasher Film,” Carol J. Clover, *Fantasy and Cinema*, ed. J. Donald (London: BFI Institute, 1989).

“Film Bodies: Gender, Genre and Excess,” Linda Williams, *Film Quarterly* 44.4 (1991)

- Cinema and the Invention of Modern Life*, Charney, Leo and Vanessa R. Schwartz, eds. (Berkeley: UCP, 1995)
- The Digital Dialectic*, Peter Lunenfeld (Boston: MIT Press, 2000)
- The Language of New Media*, Lev Manovich (Boston: MIT Press, 2002)
- Migrating to the Movies: Cinema and Black Urban Modernity*, Jacqueline Stewart (Berkeley: UCP, 2005)
- Make Room for TV: Television and the Family Ideal in Postwar America*, Lynn Spiegel (Chicago: University of Chicago Press, 1992)
- Watching Race: Television and the Struggle for "Blackness,"* Herman Gray (Minneapolis: University of Minnesota Press, 1995)
- The Red Rooster Scare: Making Cinema American, 1900-1910*, Richard Abel (Berkeley: UCP, 1999)
- Tube of Plenty: The Evolution of American Television*, Erik Barnouw, 2nd revised ed. (New York: Oxford University Press, 1990)
- The Genius of the System: Hollywood Filmmaking in the Studio Era*, 1st revised ed., Thomas Schatz (New York: Pantheon Books, 1988)

APPENDIX F - STRUCTURED EMPHASIS IN FOLKLORE READING LIST

STANDARD REFERENCES—GENERAL: To help with orientation to the readings.

Brown, Mary Ellen and Bruce Rosenberg, eds. 1998. *Encyclopedia of Folklore and Literature*. Santa Barbara, California, Denver, Colorado, and Oxford, England.

Brunvand, Jan, ed. *American Folklore: An Encyclopedia*. New York: Garland Publishing, 1996.

Green, Thomas, ed. 1997. *Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music, and Art*. 2 Vols. Santa Barbara, California, Denver, Colorado, and Oxford, England.

STANDARD REFERENCES—VARIETIES OF NARRATIVE (ballad and folktale): Have familiarity with these catalogues and collections:

Aarne, Annti. *The Types of the Folk-tale: a Classification and Bibliography*. 2d revision. [Verzeichnis der Märchentypen.] (FF communications no.3), trans and enl. by Stith Thompson. Helsinki: Suomalainen Tiedeakatemia, 1961.

Child, Francis James. *The English and Scottish Popular Ballads*. Boston and New York: Houghton, Mifflin, 1838-98. With attention to: “Lady Isabel and the Elf Knight” (4), “The Twa Sisters” (10), “Barbara Allen” (84), “James Harris, or the Daemon Lover (The House Carpenter)” (243).

Coffin, Tristram Potter. *The British Traditional Ballad in North America*. Rev. ed. with a supplement by Roger deV. Renwick. Austin : University of Texas Press, 1977.

Grimm, Jacob and Wilhelm. 1812. *Kinder und Hausmärchen*. Any edition. With attention to texts and Aarne-Thompson types for: “Aschenputtel/Cinderella”, “The Juniper (Almond) Tree”, “Snow White”, “The Frog-King, or Iron Henry”, “Sleeping Beauty”, “The Singing Bone”, “The White Snake”.

Laws, Jr., G. Malcolm. *Native American Balladry: A Descriptive Study and a Bibliographical Syllabus*. Rev.ed. Philadelphia: American Folklore Society, 1964. With attention to: “The Jealous Lover” (F1) and “Frankie and Albert (Frankie and Johnny)” (I3).

_____. *American Ballads from British Broad-sides: A Guide for Students and Collectors of Traditional Song*. Philadelphia: American Folklore Society, 1957. With attention to: “The Banks of the Nile” (N9), “Jack Monroe” (N7), “The Wexford Girl” (P35)

Randolph, Vance. *Ozark Folksongs*. Edited and abridged by Norm Cohen. Urbana, Chicago, London: University of Illinois Press, 1982. (Use this text for variants of particular collected ballads designated in the Child and Laws catalogues.)

Thompson, Stith. *Motif-Index of Folk- Literature*. Rev. ed. Bloomington: Indiana University Press, 1955-1958.

STUDIES ON ASPECTS OF FOLKLORE: Be able to discuss these works.

Origins and Forms:

Dundes, Alan ed. *Sacred Narratives: Readings in the Theory of Myth*. Berkeley and Los Angeles: University of California Press, 1984. Selections: William Bascom, “The Forms of Folklore,” pp.5-29; Bronislaw Malinowski, “The Role of Myth in Life,” pp. 193-206; Claude Levi-Strauss, “The Myth of Asdiwal,” pp.295-314.

Propp, Vladimir. *Morphology of the Folktale*. Trans. Laurence Scott. Rev.ed. Austin: University of Texas Press, 1968. Selection: pp.3-118.

Orality and Print Media:

- Brunvand, Jan. *The Vanishing Hitchhiker: American Urban Legends and their Meanings*. New York: Norton, 1981. Selection: pp.2-148.
- Dugaw, Dianne. *Warrior Women and Popular Balladry*. Cambridge: Cambridge University Press, 1989; pbk, Chicago: University of Chicago Press, 1996. Selection: pp.1-117.
- Finnegan, Ruth H. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. New York: Routledge, 1992.
- Stahl, Sandra. *Literary Folkloristics and the Personal Narrative*. Bloomington: Indiana University Press, 1989.

Performance, Ritual, and Creativity:

- Bakhtin, Mikhail M. *Rabelais and his World*, trans. Hélène Iswolsky. Bloomington: Indiana University Press, 1984. Selections: pp.1-144 and 196-277.
- Jones, Michael Owen. "Why Make (Folk) Art?" *Western Folklore*, 54 (1995): 253-76.
- Lord, Albert Bates. *The Singer of Tales*. Second ed. Stephen Mitchell and Gregory Nagy, eds. Cambridge, Mass: Harvard University Press, 2000. Selections: pp.vii-xxiv and 3-138.
- Turner, Victor. *The Ritual Process: Structure and Anti-Structure*. Chicago, Aldine Pub. Co., 1969.
- Wojcik, Daniel. "Polaroids from Heaven: Photography, Folk Religion and the Miraculous Image Tradition at a Marian Apparition Site," *Journal of American Folklore*, 109 (1996): 129-48.

Fieldwork and Collecting:

- Glassie, Henry H. *Passing the Time in Ballymenone: Culture and History of an Ulster Community*. Philadelphia: University of Pennsylvania Press, 1982.
- Hufford, David. *The Terror That Comes in the Night: An Experience-Centered Study of Supernatural Assault Traditions*. Philadelphia: University of Pennsylvania Press, 1982.
- Jackson, Bruce. *Fieldwork*. Urbana: University of Illinois Press, 1987. Selection: pp.1-104.
- Sherman, Sharon. *Documenting Ourselves: Film, Video, and Culture*. Lexington: University of Kentucky Press, 1998. Selection: pp.257-75.
- Toelken, J. Barre. "The 'Pretty Language' of Yellowman: Genre, Mode, and Texture in Navaho Coyote Narrative." *Genre*, 2 (1969): 211-235.

Presentation and Representation of Culture:

- Baron, Robert, and Nicholas R. Spitzer, eds. *Public Folklore*. Washington, DC: Smithsonian Institution Press, 1992.
- Clifford, James, and George Marcus, eds. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press, 1986. Selection: James Clifford, "Introduction: Partial Truths," pp.1-26.
- Evans-Pritchard, Deirdre. "The Portal Case: Authenticity, Tourism, Traditions, and the Law," *Journal of American Folklore*, 100 (1987):287-296.
- Geertz, Clifford. *The Interpretation of Culture*. New York, Basic Books, 1993. Selections: "Thick Description: Toward an Interpretive Theory of Culture", pp.3-30 and "Deep Play: Notes on the Balinese Cockfight," pp.412-53.
- Kirschenblatt-Gimblett, Barbara. "A Parable in Context: A Social Interactional Analysis of Storytelling Performance." In *Folklore, Performance, and Communication*, ed. Dan Ben-Amos and Kenneth S. Goldstein. The Hague: Mouton, 1975.

History and Philosophical Issues:

- Bronner, Simon J. *American Folklore Studies: An Intellectual History*. Lawrence, KS: University Press of Kansas, 1986.
- Dorson, Richard. *America in Legend: Folklore from the Colonial Period to the Present*. New York: Pantheon Books, 1973.
- Feintuch, Burt, ed. *Common Ground: Keywords for the Study of Expressive Culture*. Special Issue, *Journal of American Folklore*, 108 (1995).
- Georges, Robert A., and Michael O. Jones. *Folkloristics: An Introduction*. Bloomington: Indiana University Press, 1995.
- Radner, Joan, ed. *Feminist Messages: Coding in Women's Folk Culture*. Urbana: University of Illinois Press, 1993.

APPENDIX G - STRUCTURED EMPHASIS IN LITERATURE AND ENVIRONMENT EXAMINATION READING LIST

The Examination

Typically students take the exam as a breadth field. The breadth reading list draws primarily on the below texts; individual student emphases are encouraged.

Reading List

PRIMARY WORKS

**The Epic of Gilgamesh*. (Nancy K Sanders, ed.. New York: Viking Penguin, 1960).

Shakespeare: *King Lear* and *As You Like It*.

Bartram, William. *Travels*. (1791) [Read Intro, Part I, II, chapters 5, 6,7, and Part IV] New York: Penguin, 1988. (The Penguin edition is out of print, but still generally available. Alternate: A hardcover text with more information in the back: New York: Library of America, 1996.)

*Darwin, Charles. *Origin of Species* [Read chapters 1-4 and 14]; *Descent of Man* [Read chapters 1, 2, and 21]. (Norton Critical Edition, 3rd ed. New York: Norton, 2001).

Thoreau, Henry D. *Walden (Walden and Resistance to Civil Government)*. Ed. William Rossi. 2nd ed. New York: Norton, 1992.)

Muir, John. *My First Summer in the Sierra* (San Francisco: Sierra Club, 1990).

Jewett, Sarah Orne. *Country of the Pointed Firs* and "A White Heron" (*The Country of the Pointed Firs and Other Stories* (New York: Norton, 1994).

Hardy, Thomas. *The Woodlanders* (Ed. Dale Kramer. New York: Oxford UP, 2001).

Austin, Mary. *The Land of Little Rain* (Albuquerque: U of New Mexico P, 1974).

Faulkner, William. *Go Down, Moses* (New York: Vintage International, 1990).

Carson, Rachel. *Silent Spring* (Boston: Houghton Mifflin, 2002).

*Leopold, Aldo. *A Sand County Almanac: And Sketches Here and There*. (New York: Oxford UP, 1989).

Abbey, Edward. *Desert Solitaire: A Season in the Wilderness* (New York: Ballantine, 1985).

Twentieth-century American poetry:

Frost : "Design," "A Brook in the City," "Ovenbird," "Once by the Pacific," "Nothing Gold Can Stay," "Mending Wall"

Stevens: "Snow Man," "Anecdote of the Jar," "Idea of Order at Key West"

Hughes: "The Negro Speaks of Rivers" Jeffers: "Carmel Point," "Birds and Fishes," "Mulatto"

Bishop: "The Fish," "The Moose"

Ammons: "Corson's Inlet," "Singing and Doubling Together"

Oliver: "Landscape," "Hawk," "Wild Geese"

Harjo: "Eagle Poem"

Merwin: "For a Coming Extinction," "Rain at Night"

Snyder: "Piute Creek," "Milton by Firelight," "What Happened Here Before," "For All"

Levertov: "O Taste and See," "Come into Animal Presence"

Rogers: "The Hummingbird: A Seduction"

Olds: "The Underlife"

Lopez, Barry. *Arctic Dreams: Imagination and Desire in a Northern Landscape*. (New York: Vintage, 2001).

Robinson, Marilynne. *Housekeeping* (New York: Farrar Straus Giroux, 1997).

Williams, Terry Tempest. *Refuge: An Unnatural History of Family and Place*. (New York: Vintage, 1992).

Silko, Leslie Marmon. *Almanac of the Dead*. (New York: Penguin, 1992).

* In order to have a complete and accurate understanding of this work, it is critical that you consult the specific publication and edition listed. Editions listed above for works without an asterisk are recommended only.

Ecocriticism

Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and the Literary Imagination* (Blackwell, 2005).

Garrard, Greg. *Ecocriticism* (Routledge, 2004).

Gender and Ecofeminism

Plumwood, Val. "Nature, Self, and Gender: Feminism, Environmental Philosophy, and the Critique of Rationalism" in Karen Warren, ed. *Ecological Feminist Philosophies*. Bloomington: Indiana U Press, 1996. 155-180.

Philosophical Perspectives (2 essays & a book OR 4 essays):

Kant, Immanuel. "Analytic of the Sublime." The Critique of Judgment. (1790) Ed. Paul Guyer. Cambridge: Cambridge UP, 2000.

Heidegger, Martin. "Building, Dwelling, Thinking," "The Thing." *Poetry, Language, Thought*. Trans. Albert Hofstadter. New York: Harper, 1975.

Heidegger, Martin. "The Question Concerning Technology." *The Question Concerning Technology and Other Essays*. Trans. William Lovitt. New York: Harper, 1982.

Merleau-Ponty, Maurice. *Phenomenology of Perception*. Trans. Colin Smith. London: Routledge, 1981. [Read 3-12, 67-89, mid 142-147, 174-199, 203-217].

Kristeva. "The Semiotic and the Symbolic." *The Kristeva Reader*. Ed. Toril Moi. Trans. Margaret Waller. New York: Columbia UP, 1986.

Soja, Edward W. "History: Geography: Modernity." *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. New York: Verso, 1989.

Wilderness and Its Discontents:

Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." *Uncommon Ground: Rethinking the Human Place in Nature*. New York: Norton, 1996.

Nash, Roderick. *Wilderness and the American Mind*. 4th ed. New Haven: Yale UP, 2001.

Plumwood, Val. "Wilderness Skepticism and Wilderness Dualism" in *The Great Wilderness Debate*. Ed. J. Baird Callicott and Michael P. Nelson. Athens: U Georgia P, 1998. 652-90.

Snyder, Gary. "Ettiquette of Freedom" in *The Practice of the Wild*. New York: North Point P, 1990.

Globalization Post-Colonial Perspectives

Bhabha, Homi K. "DissemiNation." *The Location of Culture*. New York: Routledge, 1994.

Jameson, Frederic. "Notes on Globalization as a Philosophical Issue." *The Cultures of Globalization*. Ed. Frederic Jameson & Masao Miyoshi. Durham: Duke UP, 1998.

Sayre, Gordon. "The Beaver as Native and as Colonist." *Les Sauvages Americains*. Chapel Hill: U of North Carolina P, 1997.

The Heritage of the Pastoral

Williams, Raymond. *The Country and the City*. [Read chapters 1-3, 23-25] New York: Oxford UP, 1975, **OR**

Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Ideal in America*. [Read Chapters 1,2,5,6] New York: Oxford UP, 2000.

The Animal

Wolfe, Cary, ed. *Zoonotologies: The Question of the Animal*. Minneapolis: University of Minnesota Press, 2003.

Food and Agriculture

Berry, Wendell. *The Unsettling of America, Culture and Agriculture* (Sierra Club, 1977), chapters 1 and 4; and "The Pleasures of Eating" in *What Are People For?* (North Point, 1990).

Pollan, Michael. *The Botany of Desire: A Plant's-Eye View of the World*. New York: Random House, 2001. Chapters 1 and 3.

Shiva, Vandana. *Tomorrow's Biodiversity* (Thames and Hudson, 2000).

Environmental Justice

Buell, Lawrence. *Writing for an Endangered World: Literature, Culture, and Environment in the US and Beyond* Harvard U P, 2001. Chapters 1 and 2.

Harvey, David. "What's Green and Makes the Environment Go Round." *The Cultures of Globalization*. Ed. Frederic Jameson and Masao Miyoshi. Durham: Duke UP, 1998. 327-55.

Ortiz, Simon J. "Our Homeland, a National Sacrifice Area." *Woven Stone*. Tucson: U of Arizona P, 1992.

Solnit, Rebecca. *Savage Dreams: A Journey into the Landscape Wars of the American West*. Berkeley: U of California P, 1999.

Science Studies Connections

Haraway, Donna Jeanne. "Teddy Bear Patriarchy" in *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. New York: Routledge, 1989.

OR "Situated Knowledges" in *Simians, Cyborgs, and Women: the Reinvention of Nature*. New York: Routledge, 1991.

OR Latour, Bruno. *We Have Never Been Modern*. Cambridge: Harvard UP, 1993.

APPENDIX H - STRUCTURED EMPHASIS IN RHETORIC AND COMPOSITION EXAMINATION READING LIST

Plato, “Gorgias,” “Phaedrus,” “Protagoras”
 Aristotle, *Rhetoric*, *Topics*
 Demetrius, *On Style*
Rhetorica ad Herennium
 Cicero, *de Oratore*, *de Inventione*
 Quintilian, *Institutio Oratoria*
 Longinus, *On the Sublime*
 Augustine, *De Doctrina Christiana*
 Vinsauf, *Poetria Nova*
 Alcuin, *Disputatio de rhetorica...*
 Bede, *De Topicis Differentia*
 Margery Kempe, *The Booke of Margery Kempe*
 Erasmus, “On Copia of Words and Ideas”
 Christine de Pisan, *The City of Ladies*
 Puttenham, *Arte of English Poesie*
 Wilson, *The Arte of Rhetorique*
 Ramus, *Brutinae Quaestiones*
 Vico, *Institutiones Oratoriae*
 Hobbes, *Briefe of the Arte of Rhetorique*
 Bernard Lamy, *De l’arte de parle*
 Mary Wollstonecraft, *Vindication of the Rights of Women*
 Hugh Blair, *Lectures on Rhetoric and Belles Lettres*
 George Campbell, *Philosophy of Rhetoric*
 Edward Channing, *Lectures to the Seniors at Harvard*
 Sojourner Truth, selected speeches
 Kenneth Burke, *Rhetoric of Motives*, *Grammar of Motives*
 Chiam Perelman and L. Olbrechts-Tyteca, *The New Rhetoric*
 Wayne C. Booth, *Rhetoric of Fiction*, *Modern Dogma and the Rhetoric of Assent*
 Julia Kristeva, “The System and the Speaking Subject”
 Adrienne Rich, selected essays
 James Crosswhite, *Rhetoric of Argumentation*
 Andrea Lundsford, et al, eds., *Reclaiming Rhetorica*
 Karlyn Kohrs Campbell, *Man Cannot Speak for Her*

APPENDIX J – POETRY AND POETICS READING LIST

(Revised August 2012)

Students will be expected to own a copy of the *Princeton Encyclopedia of Poetry and Poetics*

Adorno, “Lyric Poetry and Society”

Agamben, “Word and Phantasm”

Allen & Tallman, *The Poetics of the New American Poetry* (selections, which should include Olson, O’Hara, Levertov)

Aristotle, *Poetics*

Brooks, *The Well-Wrought Urn*

Burke, *Counter-Statement*

Cameron, *Lyric Time*

Cave, *The Cornucopian Text, Part I*

Coleridge, “Biographia Literaria” Chapters 12, 13, 14

Cunningham, “How Shall the Poem be Written?”

Dante, *La Vita Nuova, De Vulgari Eloquentia* (trans. Steven Botterill), “Letter to Con Grande”

de Man, “Anthropomorphism and Trope in the Lyric,” “The Rhetoric of Temporality”

Derrida, “The White Mythology”

Eliot, “Metaphysical Poets,” “Tradition and the Individual Talent”

Empson, *Seven Types of Ambiguity*

Fineman, “Introduction,” *Shakespeare’s Perjured Eye*

Fish, Stanley, “How to Recognize a Poem When You See One”

Freccero, “The Fig Tree and the Laurel”

Frost, “The Figure a Poem Makes,” “Education by Poetry”

Greene, *The Light in Troy: Imitation and Discovery in Renaissance Poetry*

Heidegger, “Hölderlin and the Essence of Poetry”

Horace, “The Art of Poetry”

Hulme, “Romanticism and Classicism”

Jakobson, “Two Types of Language and Two Types of Aphasic Disturbances”

Johnson, Prefaces to first and second editions of *American Book of Negro Poetry*

S. Johnson, *Preface to Shakespeare*

Kristeva, *Revolution in Poetic Language*

Levinas, “Reality and its Shadow”

Loy, “Modern Poetry”

Longinus, *On the Sublime*

Lowell, A., “Poetry as Spoken Art”

Owen, “Unpublished Preface”

Pigman, “Versions of Imitation in the Renaissance”

Plato, *Ion, Republic* (excerpts in Adams, *Critical Theory Since Plato*)

Pope, “An Essay in Criticism”

PoundFenollosa, *The Chinese Written Character as a Medium for Poetry*

PoundFlint, “A Few Don’t by an Imagiste” & “Imagisme”

Puttenham, *The Arte of English Poesie*
 Rich, "Blood, Bread, and Poetry"
 Shelley, *A Defense of Poetry*
 Sidney, *A Defense of Poesie*
 Spitzer, "Speech and Language in Inferno XIII," *Representative Essays*, ed. Alban Forcione, Herbert
 Lindenberger, Madeline Sutherland
 Stein, "Poetry and Grammar"
 Stevens, "The Noble Rider and the Sound of Words"
 Trimpi, *Muses of One Mind*
 Tsvetaeva, "Poetics with History and Poets without History"
 Vance, "Mervelous Signals: Sign Theory, and the Politics of Metaphor in Chaucer's Troilus and
 Criseyde," *Mervelous Signals: Poetics and Sign Theory in the Middle Ages*
 Wimsatt and Beardsley, "Intentional Fallacy," "Affective Fallacy"
 Winters, "The Audible Reading of Poetry"; Foreword to *In Defense of Reason*
 Wordsworth, Preface to *Lyrical Ballads* (1805)
 Yeats, "The Symbolism of Poetry"
 Zumthor, "Introduction," *Toward a Medieval Poetics*

APPENDIX K: STRUCTURED EMPHASIS IN ETHNIC LITERATURE READING LIST

ASIAN AMERICAN LITERATURE

Literature:

- Bulosan, Carlos, *America is in the Heart*
 Cao, Lan, *Monkey Bridge* OR Le Thi Diem Thuy, *The Gangster They Are All Looking For*
 Cha, Theresa Hak Kyung, *Dictée*
 Chin, Frank, *The Chickencoop Chinaman* OR *Donald Duk*
 Sui Sin Far/ Edith Maude Eaton, 5 stories or essays from *Mrs. Spring Fragrance and Other Writings*, including "Leaves from the Mental Portfolio of a Eurasian"
 Hagedorn, Jessica, *Dogeaters*
 Hwang, David Henry, *M. Butterfly*
 Kingston, Maxine Hong, *The Woman Warrior* OR Gish Jen, *Mona in the Promised Land*
 Kingston, Maxine Hong, *China Men* OR Louis Chu, *Eat a Bowl of Tea*
 Kochiyama, Yuri, *Yuri Kochiyama: A Memoir* OR Craig Scharlin and Lilia Villanueva, *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement*
 Kogawa, Joy, *Obasan* OR Monica Sone, *Nisei Daughter* OR Miné Okubo, *Citizen 13660*
 Lahiri, Jhumpa, *Interpreter of Maladies* OR Shani Mootoo, *Out on Main Street*
 Lee, Chang-Rae, *Native Speaker* OR Susan Choi, *American Woman*
 Liu, Eric, *The Accidental Asian: Notes of a Native Speaker*
 Mukherjee, Bharati, *Jasmine*
 Okada, John, *No-No Boy*
 Tan, Amy, *The Joy Luck Club*
 Wong, Jade Snow, *Fifth Chinese Daughter* OR Younghill Kang, *East Goes West*
 Yamanaka, Lois, *Blu's Hanging* OR *Saturday Night Live at the Pahala Theatre*
 Yamashita, Karen, *Through the Arc of the Rainforest* OR *Brazil-Marú*.

Criticism and Theory:

- Campomanes, Oscar. "New Formations of Asian American Studies and the Question of U.S. Imperialism." *positions: east asia cultures critique* 5.2 (1997): 523-550.
 Cheung, King-Kok. "The Woman Warrior versus The Chinaman Pacific: Must a Chinese American Critic Choose Between Feminism and Heroism?" *Conflicts in Feminism*, eds. Marianne Hirsch and Evelyn Fox Keller. New York: Routledge, 1990. 234-251.
 Chin, Frank, *et al.*, eds. "Introduction: Fifty Years of Our Whole Voice." *Aiiieeeee! An Anthology of Asian-American Writers*. New York: Anchor Books, 1975.
 Dirlik, Arif, ed. "The Asian Pacific Idea in Asian American Perspective." *What is in a Rim? Critical Perspectives on the Pacific Region Idea*. Boulder: Westview (1993): 305-29.
 Fujikane, Candace. "Sweeping Racism under the Rug of 'Censorship': The Controversy Over Lois-Ann Yamanaka's *Blu's Hanging*." *Amerasia Journal* 26:2 (2000), 158-194.
 Fung, Richard. "Looking for My Penis: The Eroticized Asian in Gay Video Porn." *How Do I Look: Queer Film and Video*, ed. Bad Object-Choices. Seattle: Bay Press, 1991.

- Lee, Rachel. *The Americas of Asian American Literature*.
- Li, David Leiwei. *Imagining the Nation: Asian American Literature and Cultural Consent*.
- . “The State and Subject of Asian American Criticism: Psychoanalysis, Transnational Discourse, and Democratic Ideals.” *American Literary History* 15.3 (Fall 2003): 603-24.
- Lowe, Lisa. *Immigrant Acts: On Asian American Cultural Politics*
- Omatsu, Glenn. “The ‘Four Prisons’ and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s.” *The State of Asian America: Activism and Resistance in the 1990s*, ed. Karen Aguilar-San Juan. Boston: South End Press, 1994. 19-69.
- Said, Edward. Introduction to *Orientalism*. New York: Vintage Books, 1979.
- Shankar, Lavina Dhingra, and Rajini Srikanth, eds., “South Asian American Literature: Off the Turnpike of Asian America.” *A Part, Yet Apart: South Asians in Asian America*. Philadelphia: Temple University Press, 1998, OR Vijay Prashad, *The Karma of Brown Folks*.

AFRICAN AMERICAN LITERATURE

Literature:

- Phillis Wheatley, 10 poems from *Collected Works* (1753-1784)
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
- Frederick Douglass, *The Narrative of the Life of Frederick Douglass, an American Slave* (1845)
- Frances E. W. Harper, 10 poems from *The Complete Poems* (1845-1901)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)
- 5 short stories by Charles Chesnut (c. 1899)
- Booker T. Washington, *Up from Slavery* (1901)
- W.E.B. Du Bois, *The Souls of Black Folk* (1903)
- 10-15 poems by Langston Hughes (c. 1921-1960)
- Jean Toomer, *Cane* (1923)
- Alain Locke, “The New Negro” (1925) OR *Fire!! a Quarterly Devoted to the Younger Negro Artists* (1926)
- James Weldon Johnson, *The Autobiography of an Ex-Colored Man* (1912) OR Nella Larsen, *Passing* (1929)
- Zora Neale Hurston, *Their Eyes Were Watching God* (1937) OR *Mules and Men* (1935)
- Richard Wright, *Native Son* (1940) OR Ann Petry, *The Street* (1946)
- Ralph Ellison, *Invisible Man* (1952)
- James Baldwin, *Notes of a Native Son* (1955) OR *Another Country* (1962)
- 5 poems each by Amiri Baraka (c. 1960-present) AND Gwendolyn Brooks (c. 1945-2000) AND June Jordan (c. 1969-2002)
- Ishmael Reed, *Mumbo Jumbo* (1972) OR Gayl Jones, *Corregidora* (1975)
- Toni Morrison, *Song of Solomon* (1977) OR *Beloved* (1987)
- Toni Cade Bambara, *The Salt Eaters* (1980) OR Colson Whitehead, *The Intuitionist* (2000)

Criticism and Theory

- Langston Hughes, “The Negro Artist and the Racial Mountain” (1926) AND Richard Wright, “Blueprint for Negro Writing” (1937)

Barbara Smith, "Toward a Black Feminist Criticism" (1977) AND Mary Helen Washington, "The Darkened Eye Restored: Notes Toward a Literary History of Black Women" (1987)
 Robert Stepto, *From Behind The Veil: A Study of Afro-American Narrative* (1979)
 3 essays from Alice Walker, *In Search of Our Mother's Gardens: Womanist Prose* (1983)
 2-3 interviews from Claudia Tate, *Black Woman Writers at Work* (1983)
 3 essays from Audre Lorde, *Sister Outsider* (1984)
 2-3 chapters from Henry Louis Gates, Jr., *The Signifying Monkey* (1989)
 Hazel Carby, *Reconstructing Womanhood* (1990)
 2-3 chapters from Houston A. Baker, Jr., *Blues, Ideology, and Afro-American Literature* (1984) OR *Modernism and the Harlem Renaissance* (1987)
 2-3 chapters from Paul Gilroy, *The Black Atlantic* (1993)
 Barbara Christian, "The Race for Theory" (1980) AND Michael Awkward, "Appropriative Gestures: Theory and Afro-American Literary Criticism" (1988)
 Farah Griffin, "*Who Set You Flowin'?*": *The African American Migration Narrative* (1996)
 2-3 chapters from Brent Edwards, *The Practice of Diaspora* (2003)

CHICANA/O AND LATINA/O LITERATURE

Literature:

María Amparo Ruiz de Burton, *The Squatter and the Don* OR *Who Would Have Thought It?* OR
 Juan Seguín, *Personal Memoirs of Juan Seguín*
 Anonymous, "Joaquin Murrieta" AND "The Ballad of Gregorio Cortez" AND Figueroa, "A Jibaro's Lament" AND Anonymous, "A Jibaro in New York"
 Jovita González and Eve Raleigh, *Caballero* OR Bernardo Vega, *Memoirs of Bernardo Vega*
 Jesús Colón, *A Puerto Rican in New York*
 John Rechy, *City of Night* OR *The Miraculous Day of Amalia Gómez*
 Oscar Zeta Acosta, *Autobiography of a Brown Buffalo* OR *Revolt of the Cockroach People*
 Five poems EACH from at least *three* of the following: Tato Laviera, Miguel Algarin, Miguel Piñero, Sandra María Esteves, Pedro Pietri, and Victor Hernández Cruz
 Raúl Salinas, "Un Trip through the Mind Jail" AND Lorna Dee Cervantes, "Poem for the White Man..." AND Rodolfo González, "I am Joaquin" AND Jimmy Santiago Baca, "For a Chicano Brother of Mine"
 Luis Valdez, *Zoot Suit* OR *Los Vendidos*
 Tomás Rivera, *And the Earth Did Not Devour Him* OR Rolando Hinojosa, *The Valley*
 Piri Thomas, *Down These Mean Streets*
 Gloria Anzaldúa, *Borderlands/La Frontera*
 Cherría Moraga, *Loving in the War Years*
 Julia Alvarez, *In the Time of the Butterflies*
 Sandra Cisneros, *Caramelo*
 Judith Ortiz Cofer, *The Line of the Sun* OR Rosario Morales and Aurora Levins Morales, *Getting Home Alive*
 Helena María Viramontes, *Under the Feet of Jesus*
 Ana Castillo, *The Mixquiahuala Letters* OR *So Far from God*
 Junot Díaz, *Drown* OR Manuel Muñoz, *Zigzagger*

Cristina García, *Dreaming in Cuban* OR Achy Obejas, *Memory Mambo*

Criticism and Theory

José Martí, “Our America” AND “The Truth about the United States”

Criticism and Theory, continued:

Américo Paredes, *With His Pistol in His Hand*

Miguel Algarín and Miguel Piñero, “Introduction” to *Nuyorican Poetry* AND Tomás Ybarra-Frausto, “Rasquache” from *Chicano Art: Resistance & Affirmation* (155-62)

Angie Chabram-Dernersesian, “I Throw Punches for My Race, But I Don’t Want to be a Man...”

Ramón Saldívar, *Chicano Narrative*

EITHER Laura Elisa Pérez, “El desorden, Nationalism, and Chicano Aesthetics,” from *Between Woman and Nation: Nationalisms, Transnational Feminisms, and the State* (19- 46) OR Yvonne Yarbro-Bejarano, “Chicana Literature from a Chicana Feminist Perspective” from *Chicana Creativity and Criticism* (139-46)

Coco Fusco, *English is Broken Here*

EITHER Rafael Pérez-Torres, *Movements in Chicano Poetry* OR Alfred Arteaga, *Chicano Politics*

Paula L. M. Moya, *Learning from Experience*

Frances Aparicio, *Listening to Salsa*

Carl Gutiérrez-Jones, *Rethinking the Borderlands*

José David Saldívar, *Dialectics of Our America*

José Esteban Muñoz, “Introduction” and Part III from *Disidentifications*

NATIVE AMERICAN LITERATURE

Literature:

Samson Occum, *A Sermon Preached at the Execution of Moses Paul, an Indian*

William Apess, “An Indian’s Looking Glass for the White Man”

Sarah Winnemucca, *Life Among the Piutes*

John Rollin Ridge, *The Life and Adventures of Joaquin Murieta* OR S. Alice Callahan, *Wynema: A Child of the Forest*

E. Pauline Johnson, *The Moccasin Maker*

D’Arcy McNickle, *The Surrounded* OR *Wind from an Enemy Sky*

N. Scott Momaday, *House Made of Dawn*

Gerald Vizenor, *Crossbloods* OR *Griever: An American Monkey King in China*

James Welch, *Winter in the Blood* OR *Fools Crow*

Leslie Marmon Silko, *Ceremony* OR *Storyteller**

—, *Almanac of the Dead*

Louise Erdrich, *Love Medicine* OR *Tracks*

Janet Campbell Hale, *Bloodlines: Odyssey of a Native Daughter*

Hanay Geiogamah, *Body Indian* OR Tomson Highway, *The Rez Sisters*

Monique Mojica, *Princess Pocahontas and the Blue Spots: Two Plays* OR Spiderwoman Theater, *Sun Moon and Feather*

Thomas King, *Green Grass, Running Water* OR *Medicine River*
 Ronald Spatz, ed., *Alaska Native Writers, Storytellers, and Orators* (10 selections)
 Simon Ortiz, *From Sand Creek* OR one of the three sections of *Woven Stone*
 Joy Harjo, 10-15 poems from *She Had Some Horses* OR *In Mad Love and War*
 Wendy Rose, 10-15 poems from *What Happened When the Hopi Hit New York* OR *The Halfbreed Chronicles*

Criticism and Theory:

Chadwick Allen, Introduction and 2 chapters from *Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts*
 Eric Cheyfitz, ed., Introduction and 2 chapters from *Columbia Guide to American Indian Literatures of the United States since 1945*
 Elizabeth Cook-Lynn, "The American Indian Fiction-Writer: Cosmopolitanism, Nationalism, the Third World, and First Nation Sovereignty"
 Shari Huhndorf, "Literature and the Politics of Native American Studies"
 Elaine Jahner, "A Critical Approach to American Indian Literature" OR Paula Gunn Allen, "Whose Dream is This Anyway? Remythologizing and Self-definition in Contemporary American Indian Fiction"
 Arnold Krupat, *Ethnocentrism: Ethnography, History, Literature*
 —, 2-3 chapters from *Red Matters: Native American Studies*
 Simon Ortiz, "Towards a National Indian Literature: Cultural Authenticity in Nationalism"
 Louis Owens, *Other Destinies: Understanding the American Indian Novel*
 Kathryn Shanley, "'Writing Indian': American Indian Literature and the Future of Native American Studies"
 Robert Allen Warrior, *Tribal Secrets: Recovering American Indian Intellectual Traditions*
 Jace Weaver, Introduction and 2 chapters from *That the People Might Live: Native American Literatures and Native American Community*
 Craig Womack, *Red on Red: Native American Literary Separatism*

APPENDIX L - MA CHECKLIST

Name _____ Entrance Date _____

Specialization (if applicable) _____

Faculty Advisor _____

12 GRADUATE SEMINARS**3 REQUIRED SEMINARS**

	Course # & Title	Transfer?	Term/Year	Grade
1	English 690			
2	Area A, B, C			
3	Area D, E, F			

9 SEMINARS IN INDIVIDUAL PLAN OF STUDY

Course #	Course Title	Transfer?	Term/Year	Grade
4				
5				
6				
7				
8				
9				
10				
11				
12				

Due date for completion of course work: _____

ADDITIONAL COURSES

Course #	Course Title	Term/Year	Grade

MA THESIS OPTION

Registered for English 503 for a total of 9 units?

Thesis Title

Committee

Advisor
Member
Member
Defense Date

LANGUAGE REQUIREMENT			
Language	Method	Due Date	Grade

GPA (*minimum* 3.50 for graduation) _____ Date of Degree Analysis _____

APPENDIX M - PHD CHECKLIST

Name _____ Entrance Date _____

Specialization _____

Individual Faculty Advisor _____

18 GRADUATE SEMINARS**6 REQUIRED SEMINARS**

	Course # & Title	Transfer?	Term/Year	Grade
1	English 690			
2	English 614			
3	Area A, B, C			
4	Area A, B, C			
5	Area D, E, F			
6	Area D, E, F			

12 SEMINARS IN INDIVIDUAL PLAN OF STUDY**12 GRADUATE SEMINARS**

Course #	Course Title	Transfer?	Term/Year	Grade
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

Due dates for completion of course work:

6 seminars: _____

12 seminars: _____

18 seminars: _____

ADDITIONAL COURSES

Course #	Course Title	Term/Year	Grade

LANGUAGE REQUIREMENT

Due Date	Language & Method	Term/Year	Grade

INDIVIDUAL PLAN OF STUDY
Agreement and Approval Signatures

Student _____ Date _____

Individual Faculty Advisor _____ Date _____

Director of Graduate Studies _____ Date _____

PHD BREADTH EXAMINATION**Field 1**

Examiner

Result

Field 2

Examiner

Result

Retake date

Result

PHD MAJOR FIELD EXAMINATION**Project Description & Reading Lists**

Project Title (Part I)

Special Field (Part II)

Due Date

Date Accepted

Committee

Chair

Member

Member

Due Date

Result

Retake Committee

Chair

Member

Member

Retake Date

Result

PROSPECTUS

Dissertation Committee	Candidacy Check	√
Chair	Course Work	
English Member	Incompletes	
English Member	Language(s)	
Outside Member	Teaching Requirement	
Title		
Due Date		

Dissertation Progress Meeting
Advisor
Committee Member
Date

Dissertation Chapter Draft Submitted
Advisor
Date

DISSERTATION DEFENSE	Date
Manuscript to Faculty	
Defense	
Upload Manuscript to Graduate School	

GPA (*minimum* 3.50 for graduation): _____ Date of Degree Analysis: _____

APPENDIX N - DISSERTATION PROSPECTUS COVER SHEET

[Title]
A Dissertation Prospectus by
[Student]
[Term and Year]

Approved by:

Chair, [name]

Member, [name]

Member, [name]

Outside Member, [name], Department

Submitted [date]

Director of Graduate Studies

Approved [date]

Appendix O: Dissertation Check-in Form

DISSERTATION CHECK-IN SHEET

Name _____ Advisor _____

Dissertation Work 1st 2nd 3rd meeting of _____ term _____ year
 Date: _____

Since the last meeting, I have done the following:

For the next meeting, I will:

 Read _____ Draft _____ Revise _____ Outline _____ Other _____

Notes:

_____ Student initials

_____ Advisor initials

APPENDIX P - CALENDAR

CALENDAR		
September PhD Breadth Exam: week of Sept. 14-18; oral component to follow. Composition Conference: during WoW (Sept. 21-24) New Students' Meeting with DGS during WoW (Sept. 18) New Students' individual advising appointments with DGS during first week of classes Reception and introduction for new and returning students during WoW (Sept. 24)	October Conference travel award applications: deadline October 17	November PhD major field examinations to be scheduled before Thanksgiving (Nov. 25)
December Completion of GTF progress requirements for students on conditional appointments: December 1 PhD major field exams no later than Friday of finals week (Dec. 11) PhD program application deadline: Dec. 15	January MA program application deadline: January 15	February Applications for GTF for following year: due last day of February
March Completion of GTF progress requirements for students on conditional appointments: March 16 Dissertation prospectus: Last day of classes winter term (March 11)	April PhD major field exam list and project description: fourth Friday of spring term Breadth Exam field selection and lists	May Check Graduate School for defense and graduation paperwork deadlines
June Individual Plans of Study due: June 1 Completion of GTF progress requirements for students on conditional appointments: June 3	July	August Summer Extensions must be completed by the end of the 8-week summer term session (August 10)

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