Department of English
Graduate Program
Student Handbook

&

Faculty Advising Manual
2013-2014
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*Cover illustration: Arm chairs belonging to Gertrude Stein and Alice B. Toklas. Picasso created the tapestry designs, and Toklas did the needlework*

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RELEVANT PERSONNEL

DIRECTOR OF GRADUATE STUDIES
Lara Bovilsky, 246 PLC, 346-1309. To make appointments or send messages, or with questions about the graduate program, TA assignments, or individual advising, email Bovilsky@uoregon.edu.

GRADUATE COMMITTEE
Consists of the Director of Graduate Studies, seven 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.

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 about first-year GTFs.

ASSOCIATE DEPARTMENT HEAD
Paul Peppis, 256 PLC, 346-1310, for questions about English 608, the literature teacher-training course.

GRADUATE SECRETARY
Michael Stamm, 118 PLC, 346-1501, for questions about the graduate program.

GRADUATE JOB PLACEMENT ADVISOR
Tres Pyle, 270 PLC, 346-3928, for questions about the job market, job search and interview strategies, preparation of job application letters, CVs, and writing samples.
OTHER RELEVANT DOCUMENTS

COMPONERE

Componere 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.

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 Faculty/Graduate Resource Page of the Dept. website.

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 GRADUATE ADMISSION BULLETIN
The Graduate Admission Bulletin summarizes resources and programs at the university.

UNIVERSITY OF OREGON STYLE AND POLICY MANUAL FOR THESIS 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 when they have successfully completed sufficient work. If a student enrolled in the MA program in English wants to continue graduate work in the University of Oregon English department PhD program, he or she 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 requires three “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.

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. Informal advising should take place during the first year.

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, and, if relevant, structured emphasis information (pertaining to classes and the structured emphasis exam) (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 she has 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.

The individual faculty advisor also provides guidance and mentorship in all aspects of a graduate student’s career: course work, examinations, foreign language requirements, degree progress, interdisciplinary opportunities, reading groups, conferences, publication, research, writing and oral communication skills, and professionalism. All students are also welcome to consult with the Director of Graduate Studies.

POLICY FOR GRADUATE STUDENTS WITH DISABILITIES

Students using the Policy must be registered with Disability Services.

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, Disability Services 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 his or her 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, his or her 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 his or her 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 Disability Services 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 (including tests, out-of-class written work, in-class written work, presentations)
Communication (including email, conferences in office hours)
Department business (including department memos, email lists, meetings with faculty advisor and Director of Graduate Studies)
Texts (including required course texts, texts on reserve at library, syllabus and other handouts, email discussion 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 his or her disability and registering with Disability Services, the student should begin drafting an accommodation plan. He or she may wish to consult the Disability Resource Collection, the Director of Graduate Studies, the Individual Faculty Advisor, 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 three academic terms per leave) has been approved. In the term the degree is received, the graduate student must register for at least three graduate credits.

For PhD students, the Graduate School requires that at least one academic year—termed the “year of residency”—be spent in residence (i.e. taking courses) 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 major field examination 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 secretary 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. Taking additional such courses in substitution for required seminars requires the approval of the Director of Graduate Studies.

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 secretary. (See Appendix B)

INTERDISCIPLINARY COURSES

Doctoral students may take seminars outside the English department with the approval of the individual faculty advisor and the Director of Graduate Studies. (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 also 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 secretary, 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, 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 (mid-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.

**ON-LEAVE STATUS**

Masters students and doctoral students who have not yet advanced to candidacy 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.

Application forms are available at [http://gradschool.uoregon.edu/policies-procedures/leave](http://gradschool.uoregon.edu/policies-procedures/leave). The form must be filled out (online) and signed by the student, approved by the Director of Graduate Studies, and submitted to the Graduate School for approval by the last registration day of the term in question. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. 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.

**IN ABSENTIA REGISTRATION**

For doctoral students who have advanced to candidacy, another period of leave is allowed: a single academic year of registration in absentia, subject to the approval of the Director of Graduate Studies, the Department Head, and the Graduate School. When registering in absentia, the doctoral candidate acknowledges that he or she will not be using any university or faculty services (no examinations are being taken, no committee changes are being processed, and no
dissertation chapters are being submitted for review). This \textit{in absentia} registration maintains the student's status as a degree candidate until the student's return to active enrollment as long as it falls within the seven-year time limit. The application is online at \url{http://gradschool.uoregon.edu/policies-procedures/leave}. See \textit{Graduate School Procedures and Policies} 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 as an appropriate time period based on course content.)

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

D. 19th Century
E. 20th Century
F. Rhetoric or advanced theory

To fulfill a distribution requirement, a seminar must expose students to a significant variety of texts and/or 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 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 through the graduate secretary.
The thesis is a substantial scholarly essay. 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](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, Old English, Latin, or Greek. Candidates wishing to meet the requirement with languages other than these must petition the Graduate Committee in advance for approval. 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:

- A grade of B+ or better in the first term of the Old English sequence (English 528); **[Note: courses in the Old English sequence fulfill several requirements at once]**: in addition to fulfilling the reading competence language requirement, each course in the sequence counts as an "approved seminar," 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 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.
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 secretary 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 secretary 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 Lisa Gilman, Program Director, or go online to http://www.uoregon.edu/~flr/.
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

- 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 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/or 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, Old English, 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. 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:
- 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 in the first course of the Old English sequence (English
  528); [Note: the courses in the Old English sequence fulfill several requirements at once:
  in addition to fulfilling the reading competence language requirement, each course in the
  sequence counts as an "approved seminar," 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 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 during the second year of progress. Those
demonstrating reading competence in two languages must 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 do this in their first year in order to
assure eligibility for GTF support in the following years. 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 Ph.D. 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 take the breadth exam at the beginning of their third year of study. 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, the student and her 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). N.B. there should be no overlap between breadth readings and anticipated major field exam readings. For example, if a student plans a breadth field in a genre, she should not include examples from her planned period of specialization when generating her breadth list, as those texts will be on her major field list. E.g. a Victorianist with a breadth field in poetry might include poetry from 1545-1836 and 1901-1950.

The Graduate Committee is notified of this choice by the sixth week of Winter term and appoints one examiner for each of the breadth fields. Note: 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 consisting of perhaps 30-40 numbered entries each. Length and difficulty of the texts may cause this to vary—e.g., a list of 19th-century novels might be far shorter than a list of 17th-century poems. NB: 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).

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.

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. Lists focused on primary texts need clear intellectual frames, evidenced by at least three theoretical or background contextual readings.

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). 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 secretary. 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 his or her 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 secretary 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 secretary during the summer. If the student achieves a grade of Pass or High 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 Winter term of the third year.

**PhD Major Field Examination**

The PhD major field examination tests graduate students' expertise within the area that constitutes their specialization. Students are expected to be conversant in the primary works and secondary criticism of their fields and to have a general grasp of major critical and theoretical issues in the discipline of literary 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 a student requires special accommodations for this exam, he or she 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 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 special field;
• 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 special field to which that dissertation belongs. (If a
student has not yet identified a dissertation topic by the time of the oral examination, part II
should be a well-focused exploration of some aspect of the special field 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 area or special field 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, similar primary works that will be useful for comparison,
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 10 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:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Approved [Chair's signature]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Chair's name typed]</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

[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 secretary 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. (The student normally also submits the paper to committee members for review and comment before the exam, but this should be decided by the student and the chair in consultation with the other members of the committee.) Major field exams must be completed by the end of finals week of Fall term; exceptions and delays must be approved by the Director of Graduate Studies.

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, 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 oral exam and read by the student’s examining committee prior to the oral exam.

This option does not substitute for any part of the oral 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, two other members of the department awarding the degree whose work is relevant to the candidate’s dissertation topic, and an “institutional representative,” normally a member from another department whose expertise is relevant. The institutional representative represents the university’s intellectual community and participates on the committee to assure that the exam procedures are fair and that the student’s work is in dialogue with a wider academic community, and to give students the benefit of an outside perspective. Faculty members who belong to other departments but also hold appointments or have degrees in English (for instance, Comparative Literature faculty who are English department members or Ethnic Studies faculty with PhDs in English) may serve as institutional representatives, and may, in some cases, also serve as English members. The DGS has a list of faculty from other departments able to serve as inside members.

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 all members’ signatures on the prospectus at least six months before the defense, and failure to realize a member 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 M);
- 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, 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, including the institutional representative (4th reader) (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 secretary, is done almost entirely online at the Graduate School’s website. The graduate secretary, 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. Meetings can take place over the phone or by email as well as in person. At each meeting, students should bring and complete a copy of the dissertation check-in form (see Appendix O). Copies of the forms each term should be retained by student, advisor, and Mike Stamm.

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. If a student requires special accommodations for this exam, he or she 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;
- provide the dissertation committee members with a final, bound copy of the dissertation manuscript at least three weeks prior to the defense (at a committee member’s request, the document may be submitted as an electronic file instead of bound);
- file four copies of the dissertation abstract (350-word maximum) with the Graduate School at the same time;
- 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 his or her 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 her or his 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 MA$s with up to 6 transferrable degree-satisfying courses:
(Norm: 6 years of support)

1$^{st}$ 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 (fall, winter, or spring term; does not count toward seminar requirement)
- Completes first language of language requirement (if pursuing 2)

2$^{nd}$ 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

3$^{rd}$ 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

4$^{th}$ year:
- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to candidacy when prospectus is approved

5$^{th}$ year:
- Dissertation

6$^{th}$ year:
- Dissertation
• Dissertation defense in spring term

*Note: all transfer credits count toward this total of 18 seminars (or equivalents).

**MAs in English and American Literature with 6 to 9 transferrable degree-satisfying courses entering with a .40 GTF**

(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 term)
• 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

**5th year:**
• Dissertation
• Dissertation defense in spring term

*Note: all transfer credits count toward the cumulative total of 18 seminars (or equivalents)*
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 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, David Li, Priscilla Ovalle, Courtney Thorsson, David Vázquez

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, Kathleen Karlyn (Emerita), 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 oral exam and the dissertation under the same guidelines as other English department graduate students.

STRUCTURED EMPHASIS IN FOLKLORE SUGGESTED BACKGROUND READING LIST


**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.sedu/index.html

He Literature and Environment structured emphasis allows a strong grounding in the evolving theory and practice of this new 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 Vázquez

**REQUIREMENTS** (which will be included in 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 qualifying 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 if work falls within the seven-year limit. 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.

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

After the structured emphasis exam and coursework, students will proceed to the oral exam and the dissertation under the same guidelines as other English department graduate students.

PARTICIPATING FACULTY:
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; those 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 devoted to poetry or 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; he or she will choose one poem and will have six hours to prepare. This oral presentation 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 his or her 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 AND COMPOSITION

The structured emphasis in Rhetoric and Composition 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 structured emphasis in Rhetoric and Composition 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-semester 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 whomever 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 on-going 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 qualifying 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. Students will 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 Tres Pyle, (trespyle@uoregon.edu). He is available during office hours in PLC 270 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.

The primary written resource for information about the job market is the department’s Job Search Handbook. The handbook answers many frequently asked questions about the process, offers advice, and includes sample CVs, cover letters, and other application materials. It is distributed to students who enroll in ENG 608: Workshop for Job Seekers.

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 advanced students 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 only a BA and 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 Componere.)

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 one-year teaching assistantships (TAships) 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 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 are automatically made eligible for this fellowship, which is bestowed by the Graduate Committee.

**Sarah Harkness Kirby Essay Prize**

This $150 prize is awarded to the student who writes the best 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 for the best essay by a graduate student in English on the theme of literature and the environment. The winner receives $300.

**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, up to $700 once a year. Requests should be made to the Department Head. University of Oregon travel policies apply.

**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 may be nominated by the department. Contact the Graduate School, 346-5129.

**Graduate Student Research Awards**

These awards reimburse students for expenditures in support of thesis or dissertation-related research and/or travel to make conference presentations related to thesis/dissertation topics (the number of awards per year varies; $500 per student). Students apply through the English Department Graduate Committee: in the fall of each year, students may apply for funds by submitting a cover letter explaining the need for support, a CV, an abstract of a conference paper if funds are being requested for travel to a conference, and (eventually) verification that the paper has been accepted to a conference. Support will not be limited to conference travel, however; students should apply for research funds to offset the cost of travel to collections, libraries, or conferences. Given that we usually have only a few awards to offer, students should apply in the
fall even if they have not yet heard whether their papers have been accepted to conferences. If a student receives an award but does not attend the conference, that funding will go to the next student on the list.

Requests will be ranked by members of the Graduate Committee, who will consider the student’s academic record, year in program, quality of the project, prestige of the conference, distance to travel, and prior academic awards. The Graduate Committee will also aim to distribute awards equally among various fields. Priority will be given to students who will not be receiving funding from other sources. Students with Incompletes in course work should not apply. No second requests will be granted until all first requests are filled.

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 LEEHRMAN 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/funding_res.html.

MARGARET WIESE GRADUATE RESEARCH AWARD
Up to two $1000 awards to support graduate student research (i.e., travel, materials, archival or field research) related to preserving the culture, language and/or artifacts of northwestern Native Americans. Check the Graduate School’s Website.

DAN KIMBLE FIRST YEAR TEACHING AWARD
One $500 award for outstanding teaching performances by graduate teaching fellows (GTFs) in their first year of classroom experience. The Kimble Award is jointly sponsored by the Graduate School and the Teaching Effectiveness Program. See the Graduate School’s website for application details.

DONALD AND DAREL STEIN GRADUATE STUDENT TEACHING AWARD
This award of $1,000 is available for one recipient who has demonstrated outstanding teaching performance as Graduate Teaching Fellows while at the same time excelling in their own academic program. Eligible applicants will have at least 5 terms of experience as an instructor. Check the Graduate School’s website.

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/grants/index.shtml.

HUMANITIES CENTER FELLOWSHIPS
The Oregon Humanities Center offers support for advanced dissertation research with humanistic emphasis, including awards of a term’s support free from teaching. Contact Humanities Center, 346-1001.

COLLEGE OF ARTS & SCIENCES SCHOLARSHIPS
CAS offers numerous scholarships to graduate students; application forms are available on their website. Apply! The Norman Brown scholarship ($4,000 - $5,000) is awarded on the basis of academic merit. The John L. and Naomi Luvaas Graduate Fellowship ($1,000 - $2,000) requires that applicants have resided in Oregon for at least 3 years. 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. The Charles A. Reed Graduate Fellowship ($1,500 – $2,500) requires a recommendation from the department head. 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 Francesca Gentile, EGO president (fgentile@uoregon.edu) or Anna Carroll, EGO vice president (acarroll@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 Taylor McHolm (tmholm@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
Ellenweorcas (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 Christy McCarter (mccarte2@uoregon.edu) or 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).

NARRATIVE THEORY READING GROUP

The Narrative Theory reading group meets monthly to read and discuss theoretical texts which focus on the mechanics of narrative. We focus primarily on theories and criticism of the novel genre with the ultimate goal of understanding how to read fiction at the level of form. This group is comprised of graduate students and faculty and welcomes all interested parties. Although the texts can be challenging, we tend to focus on introductory or representative chapters which highlight the particular theoretical moves which are important without overloading the reading. Furthermore, the group is informal, designed around discussion and participation in a convivial environment. We meet once a month and I provide PDFs of the chapter we will read. If you are interested in being added to the mailing list or want me to send you this year’s program, please contact Matthew Hannah (mhannah@uoregon.edu).
POST 45S CONTEMPORARY LITERATURE READING GROUP

This group is for graduate students and faculty interested in reading and discussing literature from all genres written after 1945. Readings selections are made by group members and voting conducted on the group’s blog (http://post45.wordpress.com/). While the group is informal, members have often used gatherings and reading selections as a forum to garner outside feedback on texts used in their research and teaching. In previous years the group has read works from authors like Margaret Atwood, Raymond Carver, Thomas Pynchon, Jeanette Winterson, Jean Rhys, Salvador Plascencia, and Philip K. Dick. Contact Martina Miles (martinam@uoregon.edu) for information.

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, or contact Jenée Wilde at jenee@uoregon.edu.

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. The theme for 2012-2013 is “Aesthetics & Politics.” For more information contact Parker Krieg (krieg@uoregon.edu).
# APPENDICES

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

## GRADUATE SEMINARS IN ENGLISH 2013-2014 (subject to change)

### Fall 2013

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
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<tbody>
<tr>
<td>ENG 607</td>
<td>Seminar: Narrative, Medicine &amp; the Body</td>
<td>Wood, Mary</td>
</tr>
<tr>
<td>ENG 630</td>
<td>Renaissance Literature: Spenser’s <em>The Faerie Queen</em></td>
<td>Rowe, George</td>
</tr>
<tr>
<td>ENG 650</td>
<td>19th Century Literature: Victorian London Geographies</td>
<td>Kaufman, Heidi</td>
</tr>
<tr>
<td>ENG 660</td>
<td>Latino/a Literature &amp; US Environmental Thinking</td>
<td>Vazquez, David</td>
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<tr>
<td>ENG 690</td>
<td>Introduction to Graduate Studies</td>
<td>Bovilsky, Lara</td>
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<tr>
<td>FLR 681</td>
<td>History of Folklore Research</td>
<td>Wojcik, Daniel</td>
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### Winter 2014

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<tr>
<td>ENG 607</td>
<td>The Cultures of Climate Change</td>
<td>LeMenager, Stephanie</td>
</tr>
<tr>
<td>ENG 614</td>
<td>Intro to Literary &amp; Cultural Theory</td>
<td>Sayre, Gordon</td>
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<tr>
<td>ENG 630</td>
<td>Renaissance Literature: Early Modern Selfhood</td>
<td>Bovilsky, Lara</td>
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<tr>
<td>ENG 650</td>
<td>19th Century Literature: Darwin &amp; Thoreau</td>
<td>Rossi, William</td>
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<td>ENG 695</td>
<td>Film Studies: Cinema &amp; Modernity</td>
<td>Aronson, Michael</td>
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<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork</td>
<td>Gilman, Lisa</td>
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### Spring 2014

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<th>Course Title</th>
<th>Instructor</th>
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<tr>
<td>ENG 620</td>
<td>Humor &amp; Vulgarity in Medieval Literature</td>
<td>Bayless, Martha</td>
</tr>
<tr>
<td>ENG 645</td>
<td>Ballad Revival &amp; Rise of Ethnopoetics</td>
<td>Dugaw, Dianne</td>
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<tr>
<td>ENG 650</td>
<td>19th Century British Sensorium</td>
<td>Pyle, Forest</td>
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<tr>
<td>ENG 660</td>
<td>Gwendolyn Brooks &amp; African American Poetry Since 1900</td>
<td>Ford, Karen</td>
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<tr>
<td>ENG 670</td>
<td>Contemporary Novels</td>
<td>Li, David</td>
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<tr>
<td>ENG 691</td>
<td>Kenneth Burke &amp; Rhetorical Criticism</td>
<td>Gage, John</td>
</tr>
</tbody>
</table>
APPENDIX B - ENGLISH 605 PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY FORMS

UNIVERSITY OF OREGON
DEPARTMENT OF ENGLISH
PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY

To be submitted prior to registration

SECTION 1

TERM: Fall Winter Spring Summer YEAR: ________

STUDENT NAME: __________________________ BANNER ID: ________

LAST FIRST

DEPT: ________ CRS NO: ________ CRN: ________ CREDITS: ________ GRD OPT: GRD P/NP

TITLE: __________________________

please print; limit title to 18 characters

INSTRUCTOR: __________________________

SECTION 2

(Not required for ENG 403/603). Consult Department Requirements for 403/603 credit.

SPECIFIC DESCRIPTION OF INDIVIDUAL STUDY PROJECT:

DESCRIPTION OF REQUIRED GRADED WORK:

SECTION 3

STUDENT SIGNATURE: __________________________ DATE: ________

INSTRUCTOR SIGNATURE: __________________________ DATE: ________

Student must register for the course through DUCK CALL after submitting the white copy to the English Department office.

white: English office
pink: instructor
blue: student
UNIVERSITY OF OREGON
DEPARTMENT OF ENGLISH
SUMMER EXTENSION AGREEMENT FORM
To be submitted by June 15

STUDENT: ______________________ BANNER ID: ______________________

INCOMPLETE: ______________________

INSTRUCTOR: ______________________ COURSE NUMBER: ______

CRN: __________ TITLE: ______________________

Description of work required to complete this course:

____________________________________________________________________

____________________________________________________________________

DUE DATES: Above work submitted to instructor by ______________________

Grade submitted to department by August ___________

Last day of 4-week summer session

STUDENT’S SIGNATURE: ______________________ DATE: ___________

INSTRUCTOR’S SIGNATURE: ______________________ DATE: ___________

COURSEWORK:

REQUIREMENT: ______________________ METHOD OF COMPLETION: ______________________ DUE DATE: ___________

____________________________________________________________________

____________________________________________________________________

STUDENT’S SIGNATURE: ______________________ DATE: ___________

LANGUAGE REQUIREMENT:

LANGUAGE: ______________________ METHOD: ______________________

DUE DATE: Language requirement will be completed by August ___________

Last day of 12-week summer session

STUDENT’S SIGNATURE: ______________________ DATE: ___________

DGS APPROVAL: ______________________ DATE: ___________

White: English Department Pink: Instructor Blue: Student
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
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 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"


"Visual Pleasure and Narrative Cinema," Laura Mulvey, Screen 163 (1975), 6-18 (widely anthologized)


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


“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, Lunenfeld Peter (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)
Watching Race: Television and the Struggle for “Blackness,” Herman Gray (Minneapolis: University of Minnesota Press, 1995)
APPENDIX F - STRUCTURED EMPHASIS IN FOLKLORE READING LIST

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

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

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

Origins and Forms:

**Orality and Print Media:**

**Performance, Ritual, and Creativity:**

**Fieldwork and Collecting:**

**Presentation and Representation of Culture:**


**History and Philosophical Issues:**


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
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 
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 
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).
Austin, Mary. The Land of Little Rain (Albuquerque: U of New Mexico P, 1974).
Up, 1989).

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”
“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”


* 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**


**Gender and Ecofeminism**


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


**Wilderness and Its Discontents:**


Globalization:Post-Colonial Perspectives


The Heritage of the Pastoral


The Animal


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).


Environmental Justice


**Science Studies Connections**


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
Vinauf, 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, Brutinæ Quaestiones
Vico, Institutiones Oratoriae
Hobbes, Brieve 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 I - 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?”
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
PoundFlinth, “A Few Don’t by an Imagiste” & “Imagisme”
Puttenham, The Arte of English Poesie
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 J: 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 FarEdith 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-Maru.

Criticism and Theory:
Lee, Rachel. The Americas of Asian American Literature.
Li, David Leiwei. Imagining the Nation: Asian American Literature and Cultural Consent.

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 Chesnutt (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)
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)

Criticism and Theory

Langston Hughes, "The Negro Artist and the Racial Mountain" (1926) AND Richard Wright, "Blueprint for Negro Writing" (1937)
2-3 interviews from Claudia Tate, *Black Woman Writers at Work* (1983)
Hazel Carby, *Reconstructing Womanhood* (1990)
   OR *Modernism and the Harlem Renaissance* (1987)
Farah Griffin, “*Who Set You Flowin’?*: The African American Migration Narrative” (1996)

**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*
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 Algarín, Miguel Piñero, Sandra María Esteves, Pedro Pietri, and Victor Hernández Cruz
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: The New Mestiza*
Cherrí 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
Angie Chabram-Dernersesian, “I Throw Punches for My Race, But I Don’t Want to be a Man…”
Ramón Saldívar, Chicano Narrative
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 Saldivar, 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 Siutes
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’Arca McNickle, The Surrounded OR Wind from an Enemy Sky
N. Scott Momaday, House Made of Dawn
Gerald Vizenor, Crossbreds 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
Arnold Krupat, 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 K - MA CHECKLIST

Name __________________________________________ Entrance Date ________

Specialization (if applicable) __________________________________________

Faculty Advisor ______________________________________________________

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<th>12 GRADUATE SEMINARS</th>
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<td>2 Area A, B, C</td>
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<td>3 Area D, E, F</td>
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Due date for completion of course work: ________________

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GPA (*minimum* 3.50 for graduation) _______________ Date of Degree Analysis _______________
APPENDIX L - PhD CHECKLIST

Name ___________________________ Entrance Date __________

Specialization ___________________________

Individual Faculty Advisor ___________________________

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Due dates for completion of course work:
   6 seminars: __________________
   12 seminars: __________________
   18 seminars: __________________

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### LANGUAGE REQUIREMENT

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### INDIVIDUAL PLAN OF STUDY

Agreement and Approval Signatures

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### PHD BREADTH EXAMINATION

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### PHD ORAL EXAMINATION

<table>
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<th>Project Description &amp; Reading Lists</th>
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<tr>
<td>Chair</td>
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<td>Member</td>
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<td>Due Date</td>
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### PROSPECTUS

<table>
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<tr>
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<th>Candidacy Check</th>
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<td>Chair</td>
<td>Course Work</td>
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<td>English Member</td>
<td>Incompletes</td>
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<td>English Member</td>
<td>Language(s)</td>
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<td>Outside Member</td>
<td>Teaching Requirement</td>
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### DISSERTATION DEFENSE

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- Manuscript to Faculty
- Abstracts to Graduate School
- Defense
- Deposit

GPA (minimum 3.50 for graduation): ___________ Date of Degree Analysis: ________
APPENDIX M - 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 N: DISSERTATION CHECK-IN SHEET

Dissertation Check-in

Name ___________________________ Advisor ___________________________

Dissertation Work ___________________________ Date: ___________________________

1st 2nd 3rd meeting of ____________ term

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 O - CALENDAR

### CALENDAR

<table>
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<tr>
<th>September</th>
<th>October</th>
<th>November</th>
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<tr>
<td><strong>PhD Breadth Exam</strong>: week of Sept. 16-20; oral component to follow. <strong>Composition Conference</strong>: during WoW (Sept. 23-27) <strong>New Students’ Meeting</strong> with DGS during WoW (Sept. 23) <strong>New Students’ individual advising appointments with DGS</strong> during first week of classes <strong>Reception and introduction for new and returning students during WoW</strong> (Sept. 26)</td>
<td><strong>Conference travel award applications</strong>: deadline October 18</td>
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<tr>
<th>December</th>
<th>January</th>
<th>February</th>
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<tr>
<td><strong>PhD oral examinations to be scheduled</strong> before Thanksgiving (Nov. 28) <strong>Completion of GTF progress requirements</strong> for students on conditional appointments: December 2 <strong>PhD Oral exams</strong> no later than Friday of finals week (Dec. 13) <strong>PhD program application deadline</strong>: Dec. 15</td>
<td><strong>MA program application deadline</strong>: January 15</td>
<td><strong>Applications for GTF for following year</strong>: due last day of February</td>
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<tr>
<th>March</th>
<th>April</th>
<th>May</th>
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<tr>
<td><strong>Completion of GTF progress requirements</strong> for students on conditional appointments: March 14 <strong>Dissertation prospectus</strong>: Last day of classes winter term (March 14)</td>
<td><strong>PhD Major Field exam list and project description</strong>: second Friday of spring term <strong>Breadth Exam lists</strong>: fourth Friday of spring term</td>
<td><strong>Check Graduate School for defense and graduation paperwork deadlines</strong></td>
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<tr>
<th>June</th>
<th>July</th>
<th>August</th>
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<tr>
<td><strong>Individual Plans of Study due</strong>: June 5 <strong>Completion of GTF progress requirements</strong> for students on conditional appointments: June 5</td>
<td></td>
<td><strong>Summer Extensions</strong> must be completed by the end of the 8-week summer term session (August 15)</td>
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