

Department of English

Graduate Handbook

2022-2023

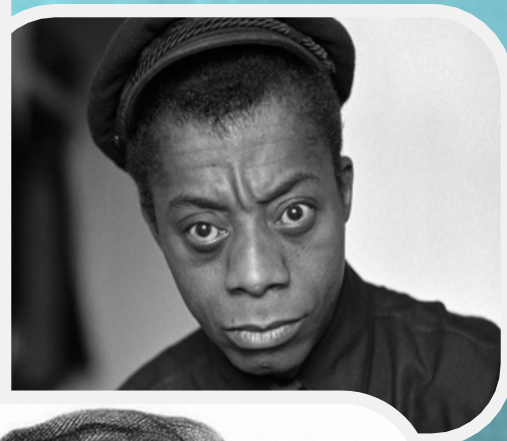


TABLE of CONTENTS

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

QUICK REFERENCE	6
PERSONNEL	6
<i>Director of Graduate Studies</i>	<i>6</i>
<i>Graduate Coordinator.....</i>	<i>6</i>
<i>Graduate Committee.....</i>	<i>6</i>
<i>Director of Graduate Admission.....</i>	<i>6</i>
<i>Graduate Admissions Committee.....</i>	<i>6</i>
<i>Graduate Appointments Committee.....</i>	<i>6</i>
<i>Director of Composition.....</i>	<i>6</i>
<i>Associate Director of Composition.....</i>	<i>6</i>
<i>Associate Department Head.....</i>	<i>6</i>
<i>Graduate Job Placement Advisor</i>	<i>6</i>
RELEVANT DOCUMENTS.....	7
<i>Composition Policies and Procedures: Teaching Written Reasoning at the University of Oregon</i>	<i>7</i>
<i>General Duties and Responsibilities Statement (GDRS).....</i>	<i>7</i>
<i>Administrative Procedures and Policies.....</i>	<i>7</i>
<i>Policy for Graduate Students with Disabilities.....</i>	<i>7</i>
<i>University of Oregon Thesis and Dissertation Style Manual</i>	<i>7</i>
<i>University of Oregon Catalog.....</i>	<i>7</i>
<i>Graduate School Procedures and Policies.....</i>	<i>7</i>
<i>Dean of Students</i>	<i>7</i>
<i>Equity, Inclusion, and Freedom from Discrimination.....</i>	<i>7</i>
GENERAL INFORMATION	8
INDIVIDUAL PLAN OF STUDY AND THE INDIVIDUAL FACULTY ADVISOR	8
POLICY FOR GRADUATE STUDENTS WITH DISABILITIES	9
TRANSFER CREDIT	10
RESIDENCY REQUIREMENTS.....	11
TIME LIMIT.....	11
COURSES	11
<i>Seminars</i>	<i>11</i>
<i>500-Level Courses.....</i>	<i>12</i>
<i>Reading-and-Conference Courses</i>	<i>12</i>
<i>Internship Courses.....</i>	<i>12</i>
<i>Interdisciplinary Courses.....</i>	<i>12</i>
ENROLLMENT	12
GRADING	12
INCOMPLETES.....	13
ON-LEAVE STATUS	13
MASTER OF ARTS DEGREE	14
COURSEWORK.....	14
MASTER’S THESIS OPTION.....	14
GRADE POINT AVERAGE.....	15
LANGUAGE REQUIREMENT	15
RESIDENCY.....	15
FILING FOR DEGREE	15
MASTER OF ARTS/DOCTOR OF PHILOSOPHY IN ENGLISH WITH CONCENTRATION IN FOLKLORE.....	16
DOCTOR OF PHILOSOPHY DEGREE	17
COURSEWORK.....	17
PHD JOURNAL ARTICLE REQUIREMENT	18
GRADE POINT AVERAGE.....	18
LANGUAGE REQUIREMENT	18
TEACHING REQUIREMENT	19

COMPREHENSIVE EXAM	19
THE DISSERTATION	22
<i>Dissertation Chair and Committee</i>	22
<i>Dissertation Prospectus</i>	22
<i>Advancement to Candidacy</i>	23
<i>Dissertation</i>	23
<i>Advising at the Dissertation Stage</i>	23
<i>Dissertation Progress Meeting</i>	24
<i>First Chapter Requirement</i>	24
<i>Dissertation Oral Defense</i>	24
RESIDENCY.....	25
 TIMETABLES FOR YEARLY PROGRESS TOWARD THE PhD	26
STRUCTURED EMPHASIS and SPECIALIZATION OPTIONS	32
STRUCTURED EMPHASIS IN FILM STUDIES	32
STRUCTURED EMPHASIS IN FOLKLORE.....	32
STRUCTURED EMPHASIS IN LITERATURE AND ENVIRONMENT	32
STRUCTURED EMPHASIS IN MEDIEVAL STUDIES	32
STRUCTURED EMPHASIS IN POETRY AND POETICS	33
STRUCTURED EMPHASIS IN RHETORIC & COMPOSITION	33
 SPECIALIZATION IN POLITICS, CULTURE, IDENTITY	33
FELLOWSHIPS AND AWARDS.....	34
ENGLISH DEPARTMENT FELLOWSHIPS AND AWARDS.....	34
<i>Rudolf Ernst Dissertation Fellowship Award</i>	34
<i>Sarah Harkness Kirby Essay Prize</i>	34
<i>Jane Campbell Krohn Essay Prize in Literature and Environment</i>	34
<i>Janine Thornton Essay Award in African American Studies</i>	34
TRAVEL AWARDS.....	34
<i>Department of English Travel Award</i>	34
<i>Ecocritical Fund</i>	35
<i>Sherwood Travel Grants</i>	35
UNIVERSITY FELLOWSHIPS AND AWARDS.....	35
<i>University of Oregon Doctoral Research Fellowships</i>	36
<i>Target of Opportunity Laurel Awards</i>	36
<i>Margaret McBride Lehrman Award</i>	36
<i>Center for the Study of Women in Society Graduate Awards</i>	36
<i>Humanities Center Fellowships</i>	36
<i>College of Arts & Sciences (CAS) Scholarships</i>	36
EXTRA-CURRICULAR OPPORTUNITIES.....	37
ENGLISH GRADUATE ORGANIZATION	37
STUDENT/FACULTY READING GROUPS	37
<i>Children's Literature Reading Group</i>	37
<i>Comic Studies Reading Group</i>	37
<i>Contemporary Poetry (CoPo) Reading Group</i>	37
<i>Ellenweorcas</i>	37
<i>Jewish Studies</i>	37
<i>Mesa Verde Reading Group</i>	38
<i>Modernism Reading Group</i>	38
<i>Multiethnic Futurisms Reading Group</i>	38
<i>"Others" Reading Group</i>	38
<i>Queer Studies Reading Group</i>	38
<i>Theory Reading Group</i>	38
<i>Trauma Studies Reading Group</i>	38
<i>Oregon Rhetoric Society</i>	38
<i>Inclusive Pedagogies Reading Group</i>	39

APPENDICES.....40

These links will take you to the form on the English Department Resource Page

APPENDIX A - [PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY FORM](#)

APPENDIX B - [PERMISSION TO REGISTER FOR ENG 605: READING TO COUNT AS SEMINAR](#)

APPENDIX C - [REQUEST TO COUNT NON-ENGLISH COURSE TOWARD DEGREE](#)

APPENDIX D - [REQUEST TO COUNT 500-LEVEL COURSE TOWARD DEGREE](#)

APPENDIX E - [SEMINAR PLAN FOR USE IN COMPLETING INDIVIDUAL PLAN OF STUDY](#)

APPENDIX F - [MA CHECKLIST – PLAN OF STUDY](#)

APPENDIX G - [PHD CHECKLIST –PLAN OF STUDY](#)

APPENDIX H - [MA THESIS OPTION FORM](#)

APPENDIX I - [ENGLISH DEPARTMENT SUMMER EXTENSION AGREEMENT FORM](#)

APPENDIX J - [PROSPECTUS COVER SHEET](#)

APPENDIX K – [FIRST YEAR DISSERTATION STATUS MEETING FORM](#)

APPENDIX L - [DISSERTATION CHECK-IN FORM](#)

APPENDIX M - TRAVEL AUTHORIZATION [FORM](#) & [POLICY](#)

QUICK REFERENCE

PERSONNEL

DIRECTOR OF GRADUATE STUDIES

Stacy Alaimo, 205 PLC, appointments and messages,

salaimo@uoregon.edu

Graduate Program and Individual Advising

GRADUATE COORDINATOR

Kathy Furrer, 118 PLC, 541.346.1501, kfurrer@uoregon.edu

GRADUATE COMMITTEE

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

Academic Policy and Administration, Petitions, Grievances, and Recommendations regarding the Graduate Programs

DIRECTOR OF GRADUATE ADMISSIONS

Sarah Wald, 443 PLC, appointments and messages, sdwald@uoregon.edu

Admissions Process (technical questions go to Kathy Furrer, see above)

GRADUATE ADMISSIONS COMMITTEE

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

GRADUATE APPOINTMENTS COMMITTEE

Consists of the Department Head, Associate Department Head, Director of Composition, Associate Director of Composition, Director of Graduate Studies, and two other faculty members appointed by the Department Council. Criteria for Appointment and Reappointment, and Reviewing Petitions

DIRECTOR OF COMPOSITION

Nick Recktenwald, appointments and messages, nreckten@uoregon.edu

Composition Program and Composition Teacher-Training Program

ASSOCIATE DEPARTMENT HEAD

Liz Bohls, 263 PLC, ebohls@uoregon.edu

English 608 and Literature Teacher-Training Program

GRADUATE JOB PLACEMENT ADVISOR

Mark Quigley, 324 PLC, 541.346.1340, mquigley@uoregon.edu

Job Market Job Materials and Job Search and Interview Strategies

RELEVANT DOCUMENTS

[Composition Policies and Procedures](#): *Teaching Written Reasoning* at the University of Oregon Policies and Procedures is the composition program handbook, providing information about the guidelines of the university, the English department, and the composition program. It outlines university and English department resources and offers practical information and advice to teachers.

[General Duties and Responsibilities Statement](#) (GDRS)

The “General Duties and Responsibilities Statement: Graduate Employees, Department of English” contains the policies and procedures concerning Graduate Employees (GEs) offered by the Department of English. All GEs should be familiar with this document, which is available on the [Division of Graduate Studies website](#)

[Administrative Procedures and Policies](#)

The Administrative Procedures and Policies includes information about procedures and contact people for support services, scheduling, mailboxes, payroll, registration, sick leave, travel, and other matters. Administrative Procedure and Policies can be found on the [English Department Resource Page](#).

[Policy for Graduate Students with Disabilities](#)

A set of policies to help faculty, students, and the department address the needs of graduate students with disabilities. Students should also consult the [Accessible Education Center](#)

[University of Oregon Thesis and Dissertation Style Manual](#)

This manual outlines the university policies regarding thesis and dissertation style and form. The Graduate School only accepts Thesis/Dissertations meeting the standard of style and form discussed in this manual.

[University of Oregon Catalog](#)

The section on the Graduate School explains university policies and requirements for the MA and PhD degrees.

[Division of Graduate Studies Procedures and Policies](#)

[Dean of Students](#)

This office provides information and support for: 24-hour safe hotline, reporting a concern, student conduct, food security, online prevention course, parent and family programs, drop-in crisis support, diversity and community, sexual violence prevention, alcohol and other drugs, and rehearsals for life. A vital part of building a better community is leadership and involvement: fraternity and sorority life, IMPACT mentor, CommUniversity, Dean of Students Advisory Board, bridges panel, and student employment.

[Equity, Inclusion, and Freedom from Discrimination](#)

As a member of the University of Oregon community, graduate students have the right to learn, work, and live in an environment free of discrimination and hate. We all have a responsibility to maintain an environment free of prohibited harassment and discrimination. [Equity and Inclusion Resources](#) are readily available here on campus for all students, faculty, and staff.

GENERAL INFORMATION

INDIVIDUAL PLAN OF STUDY AND THE INDIVIDUAL FACULTY ADVISOR

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 may be awarded an MA in passing to the PhD when they have successfully completed all requirements for the MA. If students enrolled in the MA program in English want to continue graduate work in the University of Oregon English Department PhD program, they must apply for admission to the doctoral program. Both programs offer students great flexibility in determining their course of study, but the differences between the MA and the PhD requirements must be kept in mind when planning a student's coursework.

MA coursework includes three required "distribution" seminars (including ENG 690, Introduction to Graduate Studies) and nine additional seminars in any area (an optional 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. In addition, ENG 608, Publication a 1 credit workshop is required.

The twelve undesignated seminars in the PhD and the nine undesignated seminars in the MA constitute the individual **plan of study**. (See "[Transfer Credit](#)" for information on transferring graduate coursework.)

At the start of the first year in the MA or PhD program, the Director of Graduate Studies advises all incoming graduate students. During the winter quarter of the first year in the program, students are assigned **individual faculty advisors** by the Director of Graduate Studies, with input from the graduate student.

The student and advisor develop an individual plan of study and submit it to the Director of Graduate Studies for approval by May 1 of the first year. The DGS approved Plan of Study needs to be submitted to the Graduate Coordinator by May 15. This plan projects coursework 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. For PhD students, the individual plan of study also includes the projected term for the Comprehensive exam. The submitted plan may be changed later, subject to the same approval process. Projected Seminar lists can be found on the [English Department Resource Page](#).

In choosing classes for the individual plan of study, it is important to remember that academic requirements (referred to in this manual as "requirements counting toward the degree" or "degree credit") correspond to GE degree progress requirements.

Academic requirements include:

- coursework,
- work in a language or languages,
- exams, and
- theses or dissertations.

GE degree progress requirements stipulate the timeline for completion of academic and teacher-training work in order for a student to be eligible for a GE 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 GE appointment (see "[Timetables for Yearly Progress Toward the PhD](#)").

The Individual Plan of Study includes two documents:

1. The PhD or MA Checklist with itemized completed and anticipated coursework. For PhD students: a) projected term for Comprehensive Exam, b) if relevant, structured emphasis information as pertaining to classes and exams. (see "[MA Checklist](#)" ([appendix F](#)) or "[PhD Checklist](#)" ([appendix G](#)) and "[Structured Emphasis Options](#)"), and c) add information regarding languages and potential career goals. Each

student should specify two career goals and should include in the Plan of Study any courses (for example, Non-Profit Management or Python) or certificates (for example, Women's, Gender, and Sexuality Studies or Museum Studies) that might contribute to these goals.

2. A 250-word statement identifying the student's areas of study and giving a rationale for the plan of study, signed by the advisor and student.

The Director of Graduate Studies evaluates the plan and consults with the student and advisor if there are any questions or suggestions. The Director of Graduate Studies must sign the approved plan of study and a copy filed in the department office, with the Graduate Coordinator. 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 advisor and an approved individual plan of study. MA students are assigned either general advisors or advisors in specialized areas, if they declare an area of specialization.

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

Students should consult the individual faculty advisor on all aspects of their careers: successful and helpful strategies for coursework, examinations, language requirements, degree progress, interdisciplinary opportunities, reading groups, conferences, publication, research, writing and oral communication skills, professionalism, and career planning. All students are also welcomed to consult the Director of Graduate Studies at any time on any matter. In general, students should consult faculty members broadly to gain multiple perspectives on academic projects, career development, and all other matters. While the individual advisor has a special role to play formally and in other ways in academic and professional mentorship, students benefit from assembling an advising network or team, rather than relying on the individual advisor only for all matters.

While faculty advisors may have limited knowledge of careers apart from academic teaching and research positions, students should nevertheless talk over such career goals with their advisors, who can direct them to other resources on campus, such as the Career Center and the Division of Graduate Studies. Students are encouraged to pursue informational interviews with individuals both on and off campus who have non-academic or academic-adjacent careers.

For any questions regarding policies and procedures or unsure who to ask, ask Kathy your Graduate Coordinator.

POLICY FOR GRADUATE STUDENTS WITH DISABILITIES

The Department of English supports the rights of students with disabilities to accommodations that help give them equal access to a graduate education, including coursework, examinations, and other elements of the PhD and MA programs. Students will not be penalized in any way for requesting and using accommodations.

Students with disabilities are encouraged to contact the [Accessible Education Center \(AEC\)](#) in order to make an appointment with an advisor in that office. **As you begin the process of requesting accommodations, please get started well ahead of time so that you have time to collect documentation of the disability and create a plan.**

Students are welcome to consult with course instructors, their advisors, and the Director of Graduate Studies about how best to craft reasonable accommodations for particular elements of the graduate program given that the Accessible Education Center advisors may not be informed about the specific requirements of each graduate program across campus. The Director of Graduate Studies will work with the student and the AEC, at the student's request, to make sure that the student's rights are respected (including rights of confidentiality) and that

a plan for reasonable accommodations is created that enables the student to participate fully in the graduate program. However, consulting with the Director of Graduate Studies or other faculty members is purely voluntary. The student has the right to work with the AEC without informing the Director of Graduate Studies or other faculty members about the specific nature of their disability. The student should review the [AEC](#) website and consult early on with the AEC to learn their rights and responsibilities.

The AEC advisor, in consultation with the student and possibly with the Director of Graduate Studies (at the student's request), will draw up and send out a notification letter to relevant course instructors or exam or dissertation committee members outlining the plan for accommodations.

Accommodations may be requested by the student in any aspect of the graduate program, including, but not limited to:

- Access to classrooms
- Access to classroom activities (including lectures, group work and discussions, presentations, visual aids, video and audio materials)
- Comprehensive Exam
- PhD dissertation defense and MA thesis defense
- Assignments (including tests, out-of-class written work, in-class written work, presentations)
- Communication (email, conferences, etc.)
- Department business (includes department memos, email lists, meetings with faculty advisor and Director of Graduate Studies)
- Reading materials (including course texts, texts on reserve at libraries, syllabi and other handouts, online materials)

Incompletes: The English Department has created a suggested approach to Incompletes that may be of use to students who need time flexibility as part of their accommodations plan. Students are strongly advised to discuss Incompletes as an accommodation with AEC advisors before taking this step, as taking an Incomplete could lead an increased workload in the future. The student should devise a clear plan for when the work on the Incomplete would be done in relation to future requirements in the student's program. Please read section under Incompletes below. This is NOT a required policy but a set of suggestions to aid AEC advisors and students with disabilities as they create plans for seminar coursework completion:

Incompletes may be used as part of an accommodations plan in the following way:

1) The timeline (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 coursework. Under this plan, 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 agreed upon time period, the course will then be treated as a conventional Incomplete.

2) The grade of Incomplete will be used in these cases; however, the written 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:

- a. The Division of Graduate Studies, upon notification by the Director of Graduate Studies, will not send a letter of warning regarding Incomplete grades during the agreed upon period for completion of the course.
- b. The Appointments Committee, upon notification by the Director of Graduate Studies, will not penalize the student for accommodations-based Incompletes during the agreed upon time period.

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 Division of Graduate Studies. Those who enroll in the PhD program after doing graduate work elsewhere may receive transfer credit for up to nine courses (45 credits) in English and American literature or related areas; this is a department-only determination that does not require Division of Graduate

Studies approval. Department approved transfer courses will not appear on the transcript. The number and appropriateness of courses for which credit is given, as well as the particular distribution and coursework 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](#)")

RESIDENCY REQUIREMENTS

Department

The departmental residency requirement for MA and PhD students is six graduate seminars taken at the University of Oregon. **Department residency refers to courses taken at the University of Oregon. This does not refer to where a graduate student lives.**

Division of Graduate Studies

Graduate students enrolled in an advanced degree program are required to be continuously enrolled at the University of Oregon, except for summers, until all program requirements have been completed, unless on-leave status (maximum of six academic terms for PhD and maximum of three academic terms for MA) has been approved. In the term the degree is applied for and received, the graduate student must register for at least three graduate credits. Any term, including summer, which the graduate student is using university facilities or faculty or staff services, the student must be enrolled for a minimum of 3 degree satisfying credits. Normal full-time enrollment in the English Department is 16 credits.

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 (see definition of "department residency" above) consists of three consecutive terms of full-time study, with a minimum of nine completed graduate credits toward degree each term. (A doctoral candidate may fulfill the residency requirement during the period in which they work toward a master's degree on the university campus if the student has been officially awarded the master's degree and 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 language requirement.

Doctor of Philosophy

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

COURSES

Seminars

Graduate coursework must be taken at the 600 (seminar) level, and enrollment in these courses will be limited to 15 students. See below for exceptions.

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

500-Level Courses

Exceptions to the 600-level requirement must be approved in advance by the Director of Graduate Studies. English graduate students are blocked from enrolling in 500-level English courses (except for the Old English sequence, ENG 528/529/530) until the Graduate Coordinator receives approval from the Director of Graduate Studies. Instructors of 500-level courses must provide an adequate graduate ‘differential’ for permission to be granted: additional readings and writing/research assignments for the graduate students in the course. Students should email professors of 500-level courses they wish to take to learn about what additional readings/research assignments for graduate students equivalent to what would be required in a 600-level seminar. A Request to Count 500-level Course Toward Degree form must be on record with the Graduate Coordinator.

Reading-and-Conference Courses

Students are discouraged from taking individual reading-and-conference courses. However, in special circumstances, doctoral students may substitute a reading-and-conference course (ENG 605) for one 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 curricular and professional needs. A Request for ENG 605: Reading to Count as a Seminar form must be on record with the Graduate Coordinator.

Internship Courses

Students may enroll in Internship courses (ENG 604) in conjunction with ENG 513: Theories of Literacy or another course that includes Reading and Writing requirements. The Internship course and accompanying course taken together are comparable to a seminar and may be counted as a seminar toward degree with DGS approval.

Courses Outside English

Doctoral students may take seminars outside the English department with the approval in advance of the individual faculty advisor and the Director of Graduate Studies as well as the course instructor. (Courses not designated “English” but taught by English department faculty are not counted as “outside” courses.) Typically, 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. The [Request to Count Non-English Course toward Degree](#) is available on the [English Department Resource page, Appendix C](#).

ENROLLMENT

The Division of Graduate Studies requires that full-time graduate students enroll for 9-16 credits per quarter, English requires 16 credits. The typical course load per quarter for English graduate students is two seminars (10 credits), but students are often enrolled in teacher-training courses and/or language courses, giving them more credits. In addition, graduate students are expected to enroll for a certain number of 601 “Supplemental Reading and Research” credits each term, which reflect the unofficial work they do pertaining to their studies (reading groups, study groups, writing projects, research).

To enroll for ENG 601, use the [Permission to Register for Individualized Study](#) form, [Appendix A](#). Sign up for the appropriate number of units, P/N, and have your advisor (Instructor of Record) sign the form. Once you have submitted the signed form to the Graduate Coordinator, you will receive an email confirming that the system has been updated to allow your registration (generally within 48 hours). **All full-time graduate students in the English program must enroll for 16 credits each term during the academic year: their regular academic credits toward degree plus enough ENG 601 Research credits to equal 16 credits in total.**

GRADING

- All graduate coursework counting toward degree credit must be taken for a grade, with the exception of ENG503 (Master’s Thesis), ENG 603 (Dissertation), and ENG 601 (Research).
- Division of Graduate Studies regulations require that both ENG 503 (Master’s Thesis) and ENG 603 (Dissertation) be evaluated P/N.
- Classes “counting toward degree” 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 (e.g., earlier courses in a sequence), 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.**
- ENG 612 is designed to prepare students for GE eligibility and is graded; ENG 613 is P/N. These courses are required for GE preparation but do not count toward the MA or PhD.

The decision to take courses that do not fulfill degree requirements should be made by the student in consultation with the individual faculty advisor and/or the Director of Graduate Studies.

Students are encouraged to take Physical Education courses, craft workshops, and other non-degree credit courses that contribute to physical and mental health. Any fees with these courses may or may not be covered by tuition remission.

A grade of B- is the lowest grade acceptable in graduate coursework (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. **Masters and Doctoral students must maintain a minimum 3.50 cumulative grade point average in graduate courses.** Dropping below a 3.50 grade point average could result in department academic probation and could make a graduate student ineligible for a GE appointment in English.

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 coursework from previous terms while also doing their best work in current classes and, typically, teaching a course of their own. Further, unresolved Incompletes can delay or even cancel a GE appointment. Students must be in good standing, fulfill all GE progress requirements, including finishing Incompletes, in order to receive their GE appointments for the upcoming academic year. The deadline for GE progress is June 15. (See “[Timetables for Yearly Progress Toward the PhD.](#)”)

Incompletes held over the summer pose problems as well. Many faculty members are away from campus when the deadline for summer extensions occurs at the end of the eight-week summer session (early August). When it is necessary for a student to finish an Incomplete over the summer, the student and faculty member must submit an [English Department Summer Extension Agreement Form \(Appendix I\)](#), 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 their GE appointment.

ON-LEAVE STATUS

Masters students and doctoral students may take a leave of absence, subject to the approval of the Director of Graduate Studies, Department Head, and the Division of Graduate Studies, by registering for on-leave status. Only graduate students in good standing are eligible. MA students are eligible for up to three terms of leave; PhD students, for up to six terms of leave. Summer session does not count toward the number of terms of leave.

Students apply for on-leave status via GradWeb; the Director of Graduate Studies and the Department Head will sign the on-leave request form generated by GradWeb and the Graduate Coordinator will process the approved request through GradWeb. 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, faculty, or staff services during that term. See [GDivision of Graduate Studies On-Leave Status](#) for more information, including leave that qualifies to extend the 7-year time limit and leave that does not extend the 7-year time limit.

MASTER OF ARTS DEGREE

Applies only to students admitted to the MA 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 (ENG 612 and 613) is required for graduate students who intend to teach in the English Composition Program.

All MA students must take ENG 690: Introduction to Graduate Studies, fall term of entering year.

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

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

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

To fulfill a distribution requirement, a seminar must expose students to a significant variety of texts and cultural contexts relevant to the time period; that material must amount to > 50% of class content. The Director of Graduate Studies will assist MA students to select appropriate coursework for sufficient background in theory, depending on their undergraduate preparation. 500-level theory courses may be approved when appropriate for this purpose. ([Refer to Courses Section](#))

Individual Plan of Study: Prior to the second year of study in the MA 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 their chosen field of expertise. The deadline for submission of the Director of Graduate Studies approved plan of study is **May 15** of the first year. Approved plans of study must be submitted to the Graduate Coordinator by May 15.

MASTER'S THESIS OPTION

An MA thesis (ENG 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 two terms the thesis is written and defended: the student registers for a total of nine credits of ENG 503. After the thesis committee approves the written text, an oral defense is scheduled with the help of the Graduate Coordinator.

The [MA Thesis Option Form](#) can be found on the [English Department Resource page](#), [Appendix H](#). The timeline for the Thesis Oral Defense follows the timeline provided on the Division of Graduate Studies website and coincides with the Dissertation Oral Defense timeline.

The thesis is an article-length essay (25-30 pages), typically developing work begun in a seminar. The article should be submitted to a journal after the thesis is defended. Formatting should follow guidelines set by the Graduate School in the [University of Oregon Style and Policy Manual for Theses and Dissertations](#). The number of credits (nine) is a Division of Graduate Studies requirement; **the English department allows ENG 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. ENG 503 credits are typically taken the term before and the term of Thesis defense, for a total of 9 credits. In some situations, the first term of ENG 503 may need to be taken two terms before the final term of coursework. Timing should be arranged in consultation with the main advisor and Director of Graduate Studies. The Thesis defense is scheduled for the final term of coursework. MA students writing a thesis may consider taking ENG 608: Publication, along with their ENG 503 course (typically in fall term).

GRADE POINT AVERAGE

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

LANGUAGE REQUIREMENT

MA candidates must demonstrate competence in one language other than English. Candidates wishing to meet the requirement with languages not offered at UO must consult with the Director of Graduate Studies before petitioning the Division of Graduate Studies for approval; these petitions are usually granted. If approved, competence in a language not taught or tested at the University of Oregon will be determined by the Director of Graduate Studies in consultation with the appropriate department or with experts in the target language. Competence may be demonstrated by:

- An average grade of B+ or better for the first two terms in the Old English sequence (ENG 528, 529). (Note: The Old English sequence fulfills several requirements at once: in addition to fulfilling competence language requirement, all courses in the sequence count as “approved seminars” and one of those courses may fulfill a pre-1500 seminar requirement.)
- A grade of B or better in the last term of a second-year language course.
- Scoring at the specified percentile or better on the College Level Examination Program (CLEP) Foreign Language Test. The CLEP is administered by the Testing Center. 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). Students who enter the program with a year or less of language experience should consult with the Director of Graduate Studies. There is a seven-year limit on non-English language coursework; that is, all non-English language coursework must have been completed within seven years of receiving the MA degree. Note: 7 years as explained on the Division of Graduate Studies website equals 7 years minus 1 term.

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. **Department residency refers to courses taken on campus. This does not refer to where a graduate student lives.**

FILING FOR DEGREE

The [Application for Advanced Degree](#) form must be filed in the Division of Graduate Studies **by the second week of classes in the term of graduation.** When the department receives notice that a student has filed for a degree, the Graduate Coordinator prepares the file for the Director of Graduate Studies to verify eligibility and that all degree requirements have been met. Then the Graduate Coordinator submits a Statement of Completion to the Director of Graduate Studies and the Department Head for final approval. Once the Department Head approves, the Graduate Coordinator files an online MA Statement of Completion with the Division of Graduate Studies. All grade changes, removals of incompletes, and transfer work necessary to complete the degree requirements must be filed with the Division of Graduate Studies the term prior to the term of Advance Degree application.

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

Folklore may be selected as an area of concentration in the MA or PhD program in English. The Folklore and Public Culture Program also offers its own Master of Arts degree. For information on the Folklore and Public Culture Program and degree, contact:

- Folklore and Public Culture Program Director Martha Bayless, mjbayles@uoregon.edu.
- Or check out the [Folklore and Public Culture website](#).

DOCTOR OF PHILOSOPHY DEGREE

COURSEWORK

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 (ENG 612 and 613) is required as well as ENG 608, Publication Workshop.

Three required courses

- ENG 690, Intro to Graduate Studies, fall term entering year
- ENG 614, Intro to Literary & Cultural Theory, winter or spring term entering year (or in the second year of study, with permission of the Director of Graduate Studies)
- ENG 608, Publication (see note below) Does not count as seminar, required 1 credit workshop.

In addition to the three courses listed above, each student will work with their adviser to select TWO seminars from area A, B, or C and TWO seminars from area D, E, or F below, for a total of FOUR seminars. (Film and folklore seminars count toward an appropriate time period based on course content.) These seminars must cover different areas within each grouping (i.e., A-C and D-F). For example, a student might take a seminar in area A and one in area C, and then a seminar in area E and one in area F.

Note: If you are in the ESSP program you will want to consult with the Environmental Studies Director of Graduate Studies.

- | | |
|----|-----------------------------|
| A. | Pre-1500 |
| B. | Renaissance |
| C. | 1660-1800 |
| | |
| D. | 19th Century |
| E. | 20th and/or 21st Century |
| F. | Rhetoric or advanced theory |

To fulfill a distribution requirement, a seminar must expose students to a significant variety of texts and cultural contexts relevant to the time period; that material must amount to > 50% of class content. The Director of Graduate Studies will assist PhD students in selecting appropriate course work for sufficient background in theory, depending on their undergraduate preparation. 500-level theory courses may be approved by the Director of Graduate Studies when appropriate for this purpose. For approval of a non-ENG course, fill out the [Request to Count Non-English Course toward Degree](#) form found on the [English Department Resource page](#), [Appendix C](#).

Please note that only one ENG 605: Reading and Conference course will be allowed toward degree.

A one-credit course (ENG 608: Publication) is required to fulfill the Journal Article Requirement. See [PhD Journal Article Requirement](#) for details.

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

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 their chosen field of expertise. The deadline for submission of a Director of Graduate Studies approved plan of study is **May 15** of the first year. Approved plans of study must be submitted to the Graduate Coordinator by **May 15**.

PHD JOURNAL ARTICLE REQUIREMENT

PhD students are required to take ENG 608: Publication in the final year of coursework, in either fall or winter term. In this course, the student will revise and expand a seminar paper into a publishable article. In a 1 credit P/NP Workshop (ENG 608: Publication) the graduate student will learn about journal selection, submission of articles, and writing strategies. They will identify an appropriate academic journal and send the article out for publication. **While course credit will be given when the essay is submitted for review by the UO faculty member, passing the milestone is contingent on the student passing this internal review process and sending the revised article to the journal. The article does not have to be accepted by the publisher for the student to pass the milestone; the article needs to be submitted and evidence of submission (usually an email reply from the journal) forwarded to the Graduate Coordinator and the Director of Graduate Studies.**

The ENG 608: Publication workshop will also be open to dissertation-level PhD students and MA students writing theses, space permitting.

GRADE POINT AVERAGE

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

LANGUAGE REQUIREMENT

PhD candidates must consult with the Director of Graduate Studies in their first term on campus about how they plan to fulfill the language requirements. The PhD language requirement is not the same as the MA language requirement.

PhD candidates must demonstrate either #1 or #2 below.

1. **High proficiency** in one non-English language. Students who choose to satisfy the PhD language requirement by demonstrating high proficiency in one language must complete the requirement by the end of the final year of coursework.

High proficiency may be demonstrated by:

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

2. **Reading competence** in two non-English languages. Competence in American Sign Language (ASL) or a computer language can fulfill one language requirement at the reading competence level. Competence in a language not available 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 and approved by the Division of Graduate Studies.

Those demonstrating reading competence in two languages ideally will complete the first language during the first year of progress and the second language during the second year of progress. All courses necessary for fulfillment of the language requirement must be completed by the end of coursework. ASL courses are offered in the College of Education. Two full years of ASL language are required. If you are interested in using a computer language to meet the reading competence requirement, consult the Director of Graduate Studies.

Reading competence may be demonstrated by:

- An average grade of B+ or better for the first two terms in the Old English sequence (ENG 528, 529). The Old English sequence fulfills several requirements at once: in addition to fulfilling the reading competence language requirement, the sequence courses count as “approved seminars,” and one of those courses may fulfill the pre-1500 distribution area for doctoral students.
- A grade of B or better in the last term of a second-year language course or a grade of B or better in an approved 300-, 500-, or 600-level literature course with readings in the target language.
- A grade of B or better in SPAN 228, a course for heritage learners of Spanish.
- Scoring at the specified percentile or better on the College Level Examination Program (CLEP) Foreign Language Test. The CLEP is administered by the [Testing Center](#). 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.
- Passing the University of Wisconsin-Madison Continuing Studies Reading and Translation Course, taught online during the summer. These courses start in May and are fee based. Courses must be passed with a B or better.
- To receive the MA in Passing, PhD students must fulfill the MA language requirement. Fulfilling the MA language requirement would also fulfill one language at reading competence level for the PhD requirement.

TEACHING REQUIREMENT

Students earning the PhD from the English department are required to teach for at least one year.

To apply for a GE appointment in the English department:

- Graduate students must enroll in and successfully complete the department’s year-long composition teacher-training program (ENG 612, 613).
- Graduate students typically complete ENG 613 in the Fall (Winter if necessary) and ENG 612 in Spring of their first year of coursework to qualify for eligibility for GE support in the following years.
- Graduate students must be making satisfactory progress toward degree.
- Graduate students must be in good academic standing.

Appointments and reappointments are determined by policies outlined in the [General Duties and Responsibilities Statement](#) (GDRS). Questions about GE appointments should be directed to:

Liz Bohls regarding literature courses,

Directors of Composition at uocompdirectors@uoregon.edu regarding writing courses, or

Kathy Furrer regarding the GE appointment process.

Comprehensive Examination

Note: ESSP graduate students should consult with Environmental Studies DGS as their guidelines may vary slightly.

The Comprehensive Examination is designed to enable Ph.D. students to develop their knowledge and understanding of works in 2-3 areas of scholarship. The exam, which has a written and an oral component, should enable them to deepen reading and thinking begun in their seminars, to become acquainted with wider conversations among scholars in their areas of interest, and to discover what ideas emerge when they juxtapose readings from different theoretical schools, historical periods, literary movements, genres, forms of media, or other areas of focus. As they build reading lists with the help of advisor and committee members, students should choose areas of concentration they anticipate will be key to their dissertations.

Preliminary List and Committee Selection:

The Comprehensive Exam (CE) advisor may be the student’s current faculty advisor, or a new advisor chosen by the student in consultation with the current advisor and Director of Graduate Studies. By the end of Finals Week in Fall term of the Track A student’s second year (first year if the student has come in with an MA for students in Track B or C), the student should secure the Comprehensive Exam advisor and decide on the exam’s 2-3 areas of focus. Early

in Winter term of the Track A student's second year (first year for students in Tracks B and/or C first year if the student has come in with an MA), the Director of Graduate Studies will solicit possible committee member names from the student and assign two committee members to the student's CE committee. The student will work with the CE advisor and two committee members to compose the lists. A Preliminary List of 100 works will be due by the end of Spring term of the Track A student's second year (first year for students in Tracks B and/or C first year for students who come in with an MA). See timetable below for explanation of different Tracks.

Exam Reading List

The Comprehensive Exam (CE) will be based on a finalized bibliographic list of **130-150** works in total, divided among 2-3 areas. **This final list will be due in Week Two of Spring term before the academic year the student will take the CE.**

The list should have a title that includes the 2-3 areas of focus. Each area should also have a title.

The student works with their advisor to develop 2-3 connected areas of study. These can be genres, historical periods, theoretical approaches, or other areas of the student's choice.

Example: Affect Theory, 20th-21st Century Speculative Fiction, Memoir

As a whole, the 2-3 area lists should include both primary and theoretical/critical texts. The total number of entries will vary based on the length of individual entries.

The Comprehensive Exam list should begin with a 500-600 word (double-spaced, 12 font, Times New Roman) justification for the list, including an explanation of how the three areas relate to one another and including 2-3 research questions that bring the areas into conversation with one another.

Essay Responses to Questions (written before the exam and discussed in oral exam):

The student submits written essay answers to TWO questions developed by committee members based on the lists. See Timetable below for timing of the submission of questions by committee members and completion of the two essays. Each committee member will submit ONE question to the advisor. The examinee will choose TWO out of the three questions and write a 10-page essay response to each one. The essay responses will be due a week before the oral exam takes place (please see schedule below). See below under Retake for information on what happens if the examinee does not pass the written portion of the exam.

Oral Examination

The Comprehensive Oral Examination will take place in Fall term of the Track A student's fourth year (Winter term for students who come in with an MA). The Exam will be scheduled for 2 ½ hours.

In the first 10 minutes of the exam, the student will explain the rationale for the areas of focus and how they relate to one another.

For the next 40-45 minutes, the advisor and committee members will one by one take turns asking questions about the written essay responses. Conversation with participation of the whole committee may happen as part of this section.

The student should be offered a 5-10 minute break at this point.

For the next 40-45 minutes, the advisor and committee members take turns asking questions about the works on the list and the fields of study of which they form a part. Conversation among the whole committee may happen during this part of the exam.

After the questioning concludes, the student should leave the room while committee members and advisor evaluate the exam, considering both written and oral components. The student should be invited back in to receive the results of the examiners' evaluation, either PASS or NO PASS. At this point examiners can discuss the students' performance on the written and oral part of the exam; examiners will also email comments on the written and oral portions of the exam to the students and the rest of the committee within 24 hours of the oral exam.

Retake

If the student does not pass the Comprehensive Exam, they may retake all or part of the exam the following term. The advisor and other committee members will decide whether the whole exam should be retaken or only part of the exam. **The advisor and other committee members must specify exactly which part of the exam needs to be**

retaken. Also, if one or both essays of the written portion of the exam does not pass, the oral portion of the exam will not be held that term. The exam will be rescheduled for the following term. If only one essay did not pass, the student only needs to write one essay in the retake, in the same area as the non-passing essay. The student may write on the same question or may request another question. Once the written portion has been retaken, successfully, then the oral exam will be held. Students may request replacement of one committee member. Usually, the exam committee remains the same. If students do not pass a retake, they are disqualified from continuing in the PhD program. Students who do not pass a retake may finish the term in which the retake was administered and then must withdraw from the Ph.D. program.

Timetables for Comprehensive Exam (CE) by Student Program (Track A, B, or C)

Track A: Student enters graduate program with 3 transfer courses or fewer:

- Submit areas of focus to CE advisor by end of Finals Week, Fall of Year 2
- Submit to DGS possible committee member choices by Week Four, Winter of Year 2
- DGS assigns committee members by Week Six, Winter of Year 2
- Submit preliminary CE list to advisor Week Ten, Spring of Year 2
- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring of Year 3
- Comprehensive Exam Fall of year 4

Track B: Student enters graduate program with 4 or 5 transfer courses:

- Submit areas of focus to CE advisor by end of Finals Week, Fall of Year 1
- Submit to DGS possible committee member choices by Week Four, Winter of Year 1
- DGS assigns committee members by Week Six, Winter of Year 1
- Submit preliminary CE list to advisor Week Ten, Spring of Year 1
- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring of Year 2
- Comprehensive Exam Winter of Year 3

Track C: Student enters graduate program with 6-9 transfer courses:

- Submit areas of focus to CE advisor by end of Finals Week, Fall of Year 1
- Submit to DGS possible committee member choices by Week Four, Winter of Year 1
- DGS assigns committee members by Week Six, Winter of Year 1
- Submit preliminary MFE list to advisor Week Ten, Spring of Year 1
- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring of Year 2
- Comprehensive Exam Fall of Year 3

Timetable of Exam Term

Week 1: DGS emails advisor, committee, and student with timetable for Comprehensive Exam

Week 2: Student schedules oral component of Comprehensive Exam with Graduate Coordinator (for Week 8 or 9)

Week 3: Committee members send one written exam question each to CE advisor (advisor writes one question as well). Advisor reviews questions and asks for revisions if needed.

Week 5: **By Monday**, advisor sends 3 questions to Graduate Coordinator to be relayed to examinee.

Week 6: Graduate Coordinator sends examinee 3 questions Monday morning at 10 am. Examinee chooses 2 questions and sends both essay responses to the Graduate Coordinator by Friday, 5 pm.

Week 7: Monday Graduate Coordinator sends essay responses to advisor and committee members for review. Results of the essay responses need to be submitted to the Graduate Coordinator by 5pm on Thursday of week 7.

Weeks 8-9: Oral portion of Comprehensive exam takes place.

THE DISSERTATION

Dissertation Chair 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 chair. Once a faculty member agrees to chair the dissertation, the student and chair consult about other faculty members to ask to serve on the committee.

The dissertation committee includes at least four instructional faculty members holding PhDs, usually with the rank of assistant professor or higher: the dissertation chair, two "core members," whose work is relevant to the candidate's dissertation topic and at least one of whom is a member of the department awarding the degree, and at least one member from another department. This final committee member – the "institutional representative" – represents the university's intellectual community and participates on the committee to ensure that the student is treated fairly, and that the dissertation meets university standards. Ideally, institutional representatives possess relevant expertise, which will help assure that the dissertation work is in dialogue with a wider academic community, giving students the benefit of an informed, outside perspective. We recommend that students consult the Division of Graduate Studies [Dissertation Committee Policy](#) page governing committee membership.

Special committee circumstances:

- Scholars who are not tenure-track or not faculty members of the UO may occasionally serve on dissertation committees, should the student and chair deem them to have special utility for the development of the student's project. To include such scholars on the committee, they must be appointed to the Graduate Faculty of the UO, a time-consuming process involving approvals from numerous units of the university. Consult the Director of Graduate Studies early if you anticipate including an NTTF scholar or a scholar from another university. The Director of Graduate Studies and Graduate Coordinator will oversee the process.
- Emeriti faculty may serve on dissertation committees, though not as institutional representatives. They may require Division of Graduate Studies approval (if they have not already been approved) to do so. Again, consult the Director of Graduate Studies if you would like to work with an emeritus faculty member from any department. The Director of Graduate Studies and Graduate Coordinator will oversee the process of their appointment.
- Students may also have committees larger than 4 members, if topic warrants. Again, see the [Division of Graduate Studies page](#) governing committee membership for more details.

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 Division of Graduate Studies requires the institutional representative's signature on the prospectus at least six months before the defense, and failure to realize that an institutional representative is not available during those six months may significantly delay the defense.

Dissertation Prospectus

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

- [a prospectus cover sheet](#) ([Appendix J](#) on the [English Resource Page](#));
- a prospectus;
- a selected bibliography of critical and scholarly studies related to the topic.

The prospectus, though brief, should state the dissertation topic and argument and explain them, give the context for the thesis and explain its significance for the relevant field(s), demonstrate familiarity with the field, and, however provisionally, chart the chapters of the study. The prospectus should be revised and refined in collaboration with the dissertation chair 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 (the cover sheet format for signatures appears in [Appendix J](#)). Students will not be eligible to advance to candidacy until all members of the committee have signed on.

Students are required to hold a prospectus meeting with the dissertation chair and at least one other committee member before submitting the prospectus. Ideally the meeting would include the chair and all core members of the committee.

Students should also be aware that the dissertation prospectus is used as the basis of nomination for both university-wide and departmental fellowships and awards.

The prospectus is due the last day of classes of winter term (or of the term following successful completion of the Comprehensive 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. Late submission of the prospectus could result in delay of Advancement to Candidacy and the level increase (pay raise) for GE appointments.

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 Director of Graduate Studies, print in Times New Roman 12 font (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 and submitted to the Division of Graduate Studies for final approval of advancement. (This approval assumes and requires successful prior completion of all other degree requirements.) The advancement itself, which is initiated by the Graduate Coordinator, is done almost entirely through the Division of Graduate Studies GradWeb website. The Graduate Coordinator, the student, and the student's dissertation director will each be asked to provide information, in response to email prompts from the Division of Graduate Studies, at various stages in this process. Final approval for advancement to candidacy comes from the Division of Graduate Studies. The Division of Graduate Studies 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 GEs: typically, GEs 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 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 subject and its critical literature, be written in correct prose and an acceptable literary style, and conform to the standards outlined in the [University of Oregon Thesis and Dissertation Style and Policy Manual](#) and either the [MLA Style Manual](#) or the [Chicago Manual of Style](#) (for film and media students). 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. In some cases, the dissertation may include a digital, archival, or mixed media component.

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 chair. These meetings help build and maintain research and writing momentum. They offer many opportunities for feedback from the dissertation chair, troubleshooting problems as they arise, and consultation about appropriate conferences and publications at the dissertation stage.

Ideally, meetings will take place in person; if the student or dissertation chair is out of town, they may take place over the phone, by email, video call, or by another medium. Immediately after each meeting, the student will turn in to the Graduate Coordinator the [Dissertation Check-In Form](#) ([Appendix L](#), found on the [English Resource Page](#)).

Dissertation Progress Meeting

In fall term (or early winter for PhD students who entered with an MA and have 6 years of funding) of the first full academic year of dissertation writing, the student meets with the dissertation chair and one other member of the dissertation committee to discuss the progress, status, and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the dissertation chair and second committee member at least one week before the meeting takes place. After this meeting, the dissertation chair will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies and copy the Graduate Coordinator. Please use the [First Year Dissertation Status Meeting form](#) ([Appendix K](#), found on the [English Resource Page](#)) to document the meeting.

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

Chapter Requirement

By the last day of classes of winter term of the first full year of dissertation writing (spring term for PhD students who began the program with an MA and on 6-year plan), the student must submit a fully drafted chapter of the dissertation to the Dissertation Chair and the Graduate Coordinator. "Fully drafted" implies a chapter whose argumentative structure is complete, and which has been proofread and includes references, but which might not be considered "polished" or final text. Students who do not meet this milestone work with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the [GDRS](#), graduate students must be making satisfactory progress toward degree.

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

Dissertation Oral Defense

The defense date must be approved by the Division of Graduate Studies. Once the student has confirmed a date and time with the dissertation committee, they inform the Graduate Coordinator so that a room for the public oral defense can be scheduled on campus. This information will be needed for the Oral Defense application.

Dissertation Oral Defense requirements / process is listed below.

- Graduate student must be enrolled for a minimum of three credit hours (nine credit hours for GEs) during the term of the defense as stated in the [Final Term Registration Requirements](#) on the Division of Graduate Studies website.
- Graduate student must provide their dissertation committee members with a final copy of the dissertation manuscript at least **five to six weeks prior to the defense** (please check with committee members as to their preferred format). This deadline is to allow for the fact that, by university-wide policy, four weeks before the defense, committee members must sign a document indicating that they have read the dissertation; they will need at least two weeks to read it.
- Graduate students must fill out the [Application for Oral Defense](#) on the Division of Graduate Studies website with the time and place of the defense. A completed application is due a minimum of 3 weeks before the defense or by the deadline found on the [Degree Completion Deadlines](#) page, whichever comes first. The Division of Graduate Studies recommends completing the application 4-5 weeks before the defense.
- A completed application includes four steps (allow 3 weeks for processing from step #1 to step #4):
 1. Student fills out the [on-line application](#) through GradWeb.
 2. Committee members must respond to automatically generated emails from GradWeb confirming attendance. **Faculty should agree ONLY if they have read the completed dissertation and find it acceptable.** ("Acceptable" means that they anticipate that any revisions still required can be completed by the student in the time period between the defense and the deadline for

- uploading the dissertation to ETS through the Graduate School)
- 3. Graduate Coordinator gathers signatures of the DGS and Department Head
- 4. Graduate Coordinator gives department approval in GradWeb

The dissertation defense is an oral examination; the candidate passes or fails based not just on the written dissertation (again, if a defense is held, the committee members have indicated their anticipation that the written document will require only minor revisions) but chiefly on their ability to discuss the subject, research findings, and methodology and to field questions about the written text and the field.

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

RESIDENCY

The Division of Graduate Studies requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year (3 terms) spent in continuous course registration 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 ENG 601, 603, 605, and teacher-training classes ENG 608, 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 Division of Graduate Studies 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 and that the student carry 16 credits a term.

Residency refers to courses taken at UO. This does not refer to where a graduate student lives.

FILING FOR DEGREE

The [Getting Ready to Graduate](#) page on the Division of Graduate Studies website will walk you through the process to graduation. The [Application for Advanced Degree](#) is on GradWeb and must be filled out by the second Friday of the term in which you plan to graduate.

In order to graduate, students must be enrolled with a minimum of 3 credits during the term of graduation unless the dissertation defense occurred in the term prior to graduation (typically after the deadline for defenses in that term), in which case the student may petition the Division of Graduate Studies to register for just 1 credit. All grade changes and removals of incompletes necessary to complete the degree requirements must be filed with the Division of Graduate Studies the term prior to the term of graduation. Highly recommended to check in with the Graduate Coordinator the term before graduation to be sure the [graduation checklist](#) found on the [Division of Graduate Studies](#) website is complete.

TIMETABLES FOR YEARLY PROGRESS TOWARD THE PHD

GRAD TRACK A - Entering PhD students holding BAs or MAs in cognate field who transfer 3 or fewer degree-satisfying courses: (6 years of support)

1st year:

- 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 at UO
- Ideally completes first language of language requirement (if pursuing 2)
- Turn in Individual Plan of Study (spring term)
- ENG 613, Composition GE Apprenticeship (fall term, does not count toward seminar requirement)
- ENG 612, Composition GE Seminar (spring term, does not count toward seminar requirement)

2nd year:

- 6 degree-satisfying courses (for a cumulative total of 12 at UO)
- Submit areas of focus to CE advisor by end of Finals Week, Fall
- Submit to DGS possible committee member choices by Week Four, Winter
- DGS assigns committee members by Week Six, Winter
- Submit preliminary CE list to advisor Week Ten, Spring

3rd year:

- Completes remaining seminars or equivalents, for a cumulative total of 18 seminars, completing all coursework requirements*
- Complete PhD language requirement
- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring
- Complete ENG 608: Publication as related to journal article requirement

4th year:

- Comprehensive Exam Fall
- Prospectus submission and approval in winter term
- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies, Spring

5th year:

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

6th year:

- Dissertation writing
- Dissertation defense in spring term

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

Map of degree milestones for GRAD TRACK A - Entering PhD students holding BAs or MAs in cognate field who transfer 3 or fewer degree-satisfying courses:(6 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613		Submit Plan of Study ENG 614 & ENG 612
Year 2	CE submit areas of focus to CE advisor	CE possible committee members to DGS DGS assigns CE committee members	CE preliminary list to CE advisor
Year 3	ENG 608: Publication for Journal Article requirement		Coursework complete CE final list to Graduate Coordinator for Grad Cmte approval
Year 4	Comprehensive Exam	Submit dissertation prospectus for approval	Advance to Candidacy
Year 5	Dissertation _____ Dissertation progress meeting	Chapter requirement	_____
Year 6	Dissertation _____		Dissertation Oral Defense

GRAD TRACK B - Entering PhD students holding MAs in English or cognate field who transfer 4 or 5 degree-satisfying courses: (6 years of support)

1st year:

- 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 at UO
- Ideally completes first language of language requirement (if pursuing 2)
- Turn in Individual Plan of Study (spring term)
- ENG 613, Composition GE Apprenticeship (fall: does not count toward seminar requirement)
- ENG 612, Composition GE Seminar (spring: does not count toward seminar requirement)
- Submit areas of focus to CE advisor by end of Finals Week, Fall
- Submit to DGS possible committee member choices by Week Four, Winter
- DGS assigns committee members by Week Six, Winter
- Submit preliminary CE list to advisor Week Ten, Spring

2nd year:

- Complete additional degree-satisfying courses for a cumulative total of 18 completing all coursework requirements*
- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring

3rd year:

- Complete seminar requirements in fall term
- Complete ENG 608: Publication related to journal article requirement
- Completes PhD language requirement
- Comprehensive Exam Winter of Year 3
- Prospectus submission and approval in spring term

4th year:

- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies, fall term
- Dissertation Progress Meeting in fall term
- Dissertation writing
- Submission of fully drafted dissertation chapter by end of spring term

5th year:

- Dissertation writing

6th year:

- Dissertation writing
- Dissertation defense in spring term

*Note: all DGS approved transfer courses count toward the cumulative total of 18 seminars (or equivalents)

Map of degree milestones for GRAD TRACK B - Entering PhD students holding MAs in English or cognate field who transfer 4 or 5 degree-satisfying courses: (6 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613 CE submit areas of focus to CE advisor	CE possible committee members to DGS DGS assigns CE committee members	ENG 614 & ENG 612 Submit Plan of Study CE preliminary list to CE advisor
Year 2			CE final list to Graduate Coordinator for Grad Cmte approval
Year 3	Coursework complete ENG 608: Publication Journal Article requirement	Comprehensive Exam	Submit dissertation prospectus for approval
Year 4	Advance to Candidacy Dissertation progress meeting	Dissertation <hr/>	Chapter requirement <hr/>
Year 5	Dissertation <hr/>	<hr/>	<hr/>
Year 6	Dissertation <hr/>	<hr/>	Dissertation Oral Defense

GRAD TRACK C - Entering PhD students holding MAs in English or cognate field who transfer 6 to 9 degree-satisfying courses: (5 years of support)

1st year:

- ENG 690, Introduction to Graduate Studies in English (fall term)
- ENG 614, Introduction to Literary and Cultural Theory
- Complete 4 additional seminars or equivalents, for a total of 6 at UO
- Ideally completes first language of language requirement (if pursuing 2)
- Turn in Individual Plan of Study (spring term)
- ENG 612, Composition GE Seminar (spring term; does not count toward seminar requirement)
- ENG 613, Composition GE Apprenticeship (fall term; does not count toward seminar requirement)
- Submit areas of focus to CE advisor by end of Finals Week, Fall of
- Submit to DGS possible committee member choices by Week Four, Winter
- DGS assigns committee members by Week Six, Winter
- Submit preliminary CE list to advisor Week Ten, Spring

2nd year:

- Submit final CE list to Graduate Coordinator for Graduate Committee approval Week Two, Spring
- Completes PhD language requirement
- Completes seminars for a cumulative total of 18, counting transfers *
- Completes ENG 608: Publication related to journal article requirement

3rd year:

- Comprehensive Exam Fall of Year 3
- Prospectus submission and approval in winter term
- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies, Spring

4th year:

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

5th year:

- Dissertation writing
- Dissertation defense in spring term

*Note: all DGS approved transfer courses count toward the cumulative total of 18 seminars (or equivalents)

Map of degree milestones for GRAD TRACK C - Entering PhD students holding MAs in English or cognate field who transfer 6 to 9 degree-satisfying courses:(5 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613 CE submit areas of focus to CE advisor	CE possible committee members to DGS DGS assigns CE committee members	ENG 614 & ENG 612 Submit Plan of Study CE preliminary list to CE advisor
Year 2	Coursework complete ENG 608: Publication Journal Article requirement		CE final list to Graduate Coordinator for Grad Cmte approval
Year 3	Comprehensive Exam	Submit dissertation prospectus for approval	Advance to Candidacy
Year 4	Dissertation _____ Dissertation progress meeting	Chapter requirement	
Year 5	Dissertation _____		Dissertation Oral Defense

STRUCTURED EMPHASIS OPTION

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. The Structured Emphasis options for each of the seven fields vary, but all involve interdisciplinary course work and doctoral study with participating faculty members. A Structured Emphasis is optional, including for students in field.

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.

STRUCTURED EMPHASIS IN FOLKLORE

The [Structured emphasis in Folklore](#) offers an interdisciplinary approach and perspectives on ethnic, regional, occupational, age, gender and other traditional identities of individuals in specific societies. Students study the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms as myth, speech, legend, music, dance, art, and architecture. Course content delves into cultures and makes cross-cultural comparisons. Theoretical analysis, research methods, and fieldwork techniques are integral parts of the program's offerings in folklore.

STRUCTURED EMPHASIS IN LITERATURE AND ENVIRONMENT

Environmental studies of many kinds flourish at the University of Oregon. The Department of English supports a strong [Literature and Environment](#) emphasis within this university-wide interdisciplinary context. With eight faculty members actively engaged in various approaches to this vital new area, the department offers one of the two or three strongest programs in environmental literary study, or ecocriticism, in the United States. Students can range among rhetorical, ecofeminist, and cultural studies approaches to writing about the natural world; they can focus on colonial English, American, and postcolonial writings about natural history and landscape or on nature writing; and they can study environmental philosophy and critical theory; or literature of the American West, to mention only a few possibilities. PhD students may choose the Structured Emphasis in Literature and Environment, a formal specialization that provides a coherent yet flexible structure to coursework, while MA students may focus on literature and environment more informally in consultation with an advisor.

STRUCTURED EMPHASIS IN MEDIEVAL STUDIES

[Medieval Studies](#) are thriving at the University of Oregon, and students have the opportunity to do work in a variety of fields under some of the best faculty in the nation. PhD students in English may choose the Structured Emphasis in Medieval Studies, a specialization that provides a flexible program and a breadth of study. MA students may also choose to specialize in the medieval period. The department is strong in both Old and Middle English, and in cultural and gender studies; medievalists can also make use of the strong university program and holdings in folklore.

The Structured Emphasis offers a well-rounded course of study designed to provide breadth of understanding of the medieval world and medieval culture, as well as depth of knowledge in a student's chosen field. In addition to courses in Old and Middle English, students will choose a course of study that may involve medieval history, art history, religious studies, or other medieval vernacular languages. Students will also gain proficiency in Latin and may choose to work toward the Toronto MA or PhD Latin certificate. Study in Europe may be also arranged.

STRUCTURED EMPHASIS IN POETRY AND POETICS

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; and 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 a faculty alike with an advanced forum for the collective consideration of the problems and possibilities of poetry.

STRUCTURED EMPHASIS IN RHETORIC & COMPOSITION

The field of rhetoric and composition thrives at the University of Oregon. Rhetoric provides historically rich and theoretically diverse resources for the study of discourse over a wide range of issues, from the question of how to teach writing to controversies about philosophical and scientific reasoning. The [Structured Emphasis in Rhetoric and Composition](#) offers training in the history of rhetoric, in rhetorical theory, and in rhetorical criticism. At the dissertation level, students choose from a wide range of options, including composition theory and practice, community literacy, the philosophy of rhetoric, historical periods, ecological rhetoric, and the rhetorical criticism of literature. A comprehensive training program in the teaching of composition focuses strongly on written reasoning and on argument as inquiry. Graduate students in the field have opportunities to teach a broad spectrum of classes.

SPECIALIZATION IN POLITICS, CULTURE, IDENTITY (in conjunction with Political Science Department)

This specialization is a collaboration between the Departments of English and Political Science, building on existing courses, faculty expertise, and student interest in the interdisciplinary study of politics through theories and methods that attend to interpretation, identity, and discourse. It is grounded in a particular intellectual framework often institutionalized through American Studies, Ethnic Studies, and Post-Colonial Studies programs. Three criteria define its methodological and theoretical concerns:

1. **Interdisciplinary:** The incorporation of research methods, theories and forms of evidence from multiple disciplines within the humanities and social sciences
2. **Identity and difference:** Examining race, gender, sexuality, disability, indigeneity, colonialism and other forms of difference as foundational and constitutive themes
3. **Power, domination and justice:** An emphasis on forms of exploitation, domination, and resistance

Contact: Lara Bovilsky or Mary Wood

Requirements

- **Required Coursework:** 16 credits of approved specialization-related curriculum offered at the 600 level. At least 4 of those credits must come from the Department of English and at least 4 must come from the Department of Political Science. The Coordinating Committee will issue a list of approved courses each year. In addition, students must complete a 1-credit P/NP colloquia course and two terms of a 1-credit P/NP dissertation writing course.
- **Dissertation:** The student's dissertation must have a substantive focus on themes of culture, identity, and politics, as defined by the criteria above. At least one member of the student's dissertation committee must be a PCI participating faculty member.

FELLOWSHIPS AND AWARDS

ENGLISH DEPARTMENT FELLOWSHIPS AND AWARDS

NOTE: If you receive federal financial aid, any award may affect your financial aid eligibility. Students who receive federal aid have a responsibility to report all awards earned to the [UO Office of Financial Aid and Scholarships](#).

The following awards come with a stipend based on current available funds for the current academic year.

Rudolf Ernst Dissertation Fellowship Award

This dissertation fellowship offers a \$3000 summer stipend to a student with an exemplary graduate record whose dissertation is considered to be especially promising. All students who have had their dissertation prospectuses approved on schedule are automatically made eligible for this fellowship.

Sarah Harkness Kirby Essay Prize

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

Jane Campbell Krohn Essay Prize in Literature and Environment

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

Janine Thornton Essay Award in African American Studies

The Janine Thornton Essay Award in African American Studies offers \$300 for the best essay in the field each academic year. English graduate students can submit any work completed while at the University of Oregon, including work drawn from dissertations.

TRAVEL AWARDS

NOTE: If you receive federal financial aid, any award may affect your financial aid eligibility. Students who receive federal aid have a responsibility to report all awards earned to the [UO Office of Financial Aid and Scholarships](#).

Department of English Travel Award

The Department of English is pleased to provide a travel award for English graduate students who have been invited to present a paper at a professional conference. The current award supports up to two trips per year (July through June) for a maximum of \$700. Department of English Travel Awards are approved by the Department Head. University of Oregon travel policies apply. Travel Authorization [Form](#) and [Policy](#), [Appendix M](#), found on the [English Resource Page](#)

Eligibility

1. Applicants must be current English graduate students in good standing, enrolled for a minimum of three degree satisfying credits during the term of conference travel (excluding Summer Session).
2. To be eligible for the Department of English Travel Award, the [Travel Authorization Form \(Appendix M\)](#) must be fully filled out and submitted at least four weeks prior to the departure date of your trip. Travel Authorization form must be submitted and approved in advance of travel per University of Oregon travel policy. Forms are submitted to the Graduate Coordinator.
3. Other travel awards (i.e., Sherwood, Ecocritical, CSWS, Humanities) have policies, procedures, and applications specific to the award, to follow guidelines set by specific funding sources.

Application for one award does not automatically transfer to another award. Each award will need to be applied for individually.

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. You must complete the Travel Authorization form to use this fund.

Sherwood Travel Grants

The Department offers 6-10 Sherwood awards of up to \$700 each year to support graduate travel to conferences, research archives, and towards expenses of professional development opportunities away from UO (e.g., courses in Digital Humanities or paleography at research libraries or universities). Availability of funds may vary and are based on current year funding. These awards are competitive and may be combined with the Department of English Travel Award.

Awards are offered in both fall (October 15) and spring (March 15) terms. Approved [Travel Authorization Form \(Appendix M\)](#) is required for application to the Sherwood Travel Award. University of Oregon travel policies apply.

UNIVERSITY FELLOWSHIPS AND AWARDS

NOTE: If you receive federal financial aid, any award may affect your financial aid eligibility. Students who receive federal aid have a responsibility to report all awards earned to the [UO Office of Financial Aid and Scholarships](#).

Questions about general scholarships, loans, and financial aid information should be addressed to the [Office of Financial Aid](#). Information about Financial Aid for graduate students is also available on the Division of Graduate Studies website, under “[Funding and Awards](#)”. For information on funding opportunities for international students, contact the [Office of International Affairs](#).

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; two students per year will be nominated by the department based on the prospectus and other materials.

Target of Opportunity Laurel Awards

The TOLA offers tuition waivers for students of color with strong academic records (U.S. Citizens/Permanent Residents only). Contact the [Division of Graduate Studies](#).

Margaret McBride Lehrman Award

The McBride Lehrman Awards (available in alternate years) support graduate students who have extreme financial need in fields emphasizing communication, especially writing (\$9,000 stipend plus tuition waiver). Departments nominate candidates. Check the Division of Graduate Studies [Awards and Fellowships](#) webpage.

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](#) or the [CSWS Funding](#) page.

Humanities Center Fellowships

The Oregon Humanities Center offers support for advanced dissertation research and for research travel with humanistic emphasis. Contact the [Humanities Center](#).

College of Arts & Sciences (CAS) Scholarships

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

Contact [CAS Department Scholarships](#).

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 [Division of Graduate Studies Awards and Fellowships](#) webpage.

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 Travis Heeren, EGO President (theeren@uoregon.edu), Rosa Smith, EGO Vice President (ris@uoregon.edu), or Kathleen Gekiere, MA Student Liaison (kgekiere@uoregon.edu).

STUDENT/FACULTY READING GROUPS

Children’s Literature (Looking Glass Lit) Reading Group

Looking Glass Lit is a reading group dedicated to the study of literature and media for the young. Each term we will read/watch and discuss several primary works of literature whose intended or actual audience predominantly includes children and young adults. We will consider themes, issues, form, and significance of these works as a group directed by that term’s guiding topic. Each term, additional optional primary and secondary sources will accompany the texts to be discussed. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

Comic Studies Reading Group

The Comics Reading Group is an interdisciplinary group that meets monthly to read and discuss comics and visual art. The group welcomes participants from all academic disciplines, as well as new and casual comic readers. If you are interested in participating or learning more about the group, please contact Ash Connell-Gonzalez (ashc@uoregon.edu).

Contemporary Poetry (CoPo) Reading Group

The CoPo Reading Group meets twice per term to read and discuss contemporary poetry and criticism on contemporary poetry. The group welcomes graduate students and faculty from all departments who share a critical interest in contemporary poetry. Readings include primary texts as well as critical and theoretical works on contemporary poetry and poetics. Group members will help choose readings. Contact Alexa Foor at afoor@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. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

Jewish Studies

The Jewish Studies Reading Group meets once or twice per term to discuss readings chosen by the group. Readings may be focus on theory and/or history, criticism, novel excerpts, graphic forms, memoir/autobiography, short stories, poetry, film, or television. The group explores representations of Jewishness over time and in diverse cultural contexts as well as looking at intersections of Jewishness with race, gender, sexuality, class, and nationality. Please contact Mary Wood (mewood@uoregon.edu) or Maddie Pflueger (madilyp@uoregon.edu).

Mesa Verde Reading Group

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. In addition, 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 Jessie Heine (jheine@uoregon.edu).

Modernism Reading 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 Paul Peppis (ppeppis@uoregon.edu).

Multiethnic Futurisms Reading Group

The Multiethnic Futurisms Reading Group is an interdisciplinary reading group that explores the intersections of critical race theory, gender and sexuality studies, and speculative literature by writers of color. We meet once each term to discuss a piece of creative fiction or media that addresses these topics. We have both faculty and graduate student members from several departments, resulting in an excellent opportunity to meet and interact with diverse scholars interested in similar topics. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

“Others” Reading Group

The Others is a multi-ethnic and interdisciplinary reading group. We meet twice per term and work with texts, visual culture, and cultural production by authors and artists of color. We consider texts through the analytic of Otherness that attends to the complex intersections of race, gender, and sexuality. We are especially invested in creating a community space for BIPOC graduate students, staff, and faculty. For more information, or to join our mailing list, please e-mail Madhura Nadarajah (mnadaraj@uoregon.edu).

Queer Studies Reading Group

The group is open to anyone interested in queer/trans studies. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

Theory Reading 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. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

Trauma Studies Reading Group

The Trauma Studies Reading Group meets monthly to discuss readings related to the study of trauma, literature, and media studies. Readings include theoretical and critical works, literary works (including fiction, memoir, graphic mediums, etc.), and film and television. This group has yet to be organized for 22-23. Feel free to gather interested people and revive the group.

Oregon Rhetoric Society

The Alfred R. Kitzhaber (ARK) Rhetoric Society is a collection of students studying rhetoric at the graduate and undergraduate levels. We meet quarterly to discuss selected readings and works-in-progress on rhetorical theory, discourse analysis, and composition and literacy. Our goal is to create a space for rhetoric studies at the University of Oregon by sharing the value of this work in its many forms. We collaborate with other student organizations on campus to increase awareness of rhetoric across disciplines and in various public arenas. For more information, please contact Madhu Nadarajah (mnadaraj@uoregon.edu).

Inclusive Pedagogies (Interdisciplinary) Reading Group

The Inclusive Pedagogies Reading Group meets twice a term to read and discuss current composition theory and research in support of student writers from diverse backgrounds. No preparation is required. We read together and then discuss at the meeting. All are invited. Contact Jenée Wilde (jenee@uoregon.edu)

APPENDICES

Graduate Student Form can be found on the [English Department Resource Page](#), [Graduate Student Forms](#) found [here](#).

APPENDIX A - [PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY FORM](#)

APPENDIX B - [PERMISSION TO REGISTER FOR ENG 605: READING TO COUNT AS SEMINAR](#)

APPENDIX C - [REQUEST TO COUNT NON-ENGLISH COURSE TOWARD DEGREE](#)

APPENDIX D - [REQUEST TO COUNT 500-LEVEL COURSE TOWARD DEGREE](#)

APPENDIX E - [SEMINAR PLAN FOR USE IN COMPLETING INDIVIDUAL PLAN OF STUDY](#)

APPENDIX F - [MA CHECKLIST – PLAN OF STUDY](#)

APPENDIX G - [PHD CHECKLIST –PLAN OF STUDY](#)

APPENDIX H - [MA THESIS OPTION FORM](#)

APPENDIX I - [ENGLISH DEPARTMENT SUMMER EXTENSION AGREEMENT FORM](#)

APPENDIX J - [PROSPECTUS COVER SHEET](#)

APPENDIX K – [FIRST YEAR DISSERTATION STATUS MEETING FORM](#)

APPENDIX L - [DISSERTATION CHECK-IN FORM](#)

APPENDIX M - TRAVEL AUTHORIZATION [FORM](#) & [POLICY](#)