

Department of English

Graduate Handbook

2021-2022



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

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QUICK REFERENCE

PERSONNEL

DIRECTOR OF GRADUATE STUDIES

Mary Wood, 445 PLC, appointments and messages, mewood@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 below)

GRADUATE ADMISSIONS COMMITTEE

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

GRADUATE APPOINTMENTS COMMITTEE

Consists of the Department Head, Associate Department Head, Director of Composition, Associate Director of Composition, Director of Graduate Studies, and two other faculty members appointed by the Department Council. 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 DIRECTOR OF COMPOSITION

tia north, appointments and messages, tnorth3@uoregon.edu
First-Year GEs

ASSOCIATE DEPARTMENT HEAD

Heidi Kaufman, 327 PLC, hkaufman@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 also 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 [English Department Resource Page](#)

[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.

[Graduate School 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. [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 seven "distribution" seminars (including ENG 690, Introduction to Graduate Studies, and ENG 614, Introduction to Literary and Cultural Theory, and ENG 608/605 Publication) and eleven additional seminars in any area, for a total of eighteen seminars.

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

At the start of their first year in the MA or PhD program, the Director of Graduate Studies advises all students. During the winter quarter of their 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 ([Appendix F](#)). For PhD students, the individual plan of study also includes the projected terms for the breadth exam and major field exam. The submitted plan may be changed later, subject to the same approval process.

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 terms for breadth and major field exams, b) if relevant, structured emphasis information as pertaining to classes, breadth, and major field exams. (see "[MA Checklist](#)" or "[PhD Checklist](#)" and "[Structured Emphasis Options](#)"), and c) add information regarding languages and potential career goals.

2. A 250-word statement identifying the student's areas of specialization 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 alert the Director of Graduate Studies and the Graduate Coordinator of the change.**

Students should consult the individual faculty advisor on all aspects of their careers: successful and helpful strategies for coursework, examinations, foreign language requirements, degree progress, interdisciplinary opportunities, reading groups, conferences, publication, research, writing and oral communication skills, professionalism, and career planning. All students are also 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.

For any questions regarding policies and procedures or unsure who to ask, ask me (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 Ph.D. and M.A. 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](#) 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 DGS 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 Graduation 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)
- Examinations (breadth and major field exams)
- Ph.D. dissertation defense and M.A. 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. 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 Graduate School, 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 Graduate School. Those who enroll in the PhD program after doing graduate work elsewhere may receive transfer credit for up to nine courses in English and American literature or related areas; this is a department-only determination that does not require Graduate School 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.**

Graduate School

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 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 “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 as long as 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 the language requirement.

Doctor of Philosophy

The required year of residency spent on the Eugene campus, all required UO coursework, passing the milestone examinations 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 Permission to take 500-level course form must be on record with the Graduate Coordinator.

Reading-and-Conference Courses

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

Internship Courses

Students may enroll in Internship courses in conjunction with reading-and-conference courses that include Reading and Writing requirements that, together with the Internship, are comparable to a seminar. Indicate Internship course along with the reading-and-conference course (ENG 605) on the form to register for Individualized Study. To be approved for degree credit, such courses must be in subjects not scheduled to be taught as seminars during the graduate student’s coursework or be designed as a continuation of a seminar project in the student’s area and must include reading and writing requirements comparable to a seminar. For such work the student must submit a completed [Permission to Register for Individualized Study](#) form (with syllabi and all signatures: Instructor, Advisor, and DGS) to the Graduate Coordinator. (Appendix B, please use the form found on the English Department Resource Page)

Interdisciplinary Courses

Doctoral students may take seminars outside the English department with the approval in advance of the individual faculty advisor and the Director of Graduate Studies as well as the course instructor. (Courses not designated “English” but taught by English department faculty are not counted as “outside” courses.) Normally, no more than two outside courses will be approved. Additional coursework outside the department may be approved when necessary and appropriate to the student’s individual plan of study. The [Request to Count Non English Course toward Degree](#) is available on the English Department Resource page. ([Appendix D](#), please use the form found on the English Department Resource Page)

ENROLLMENT

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

To enroll for ENG 601, use the [Permission to Register for Individualized Study](#) form ([Appendix A](#), please use the form found on the English Department Resource Page). Sign up for the appropriate number of units, P/N, and have the Director of Graduate Studies (for general ENG 601 hours) or an advisor (for exam and prospectus preparation ENG 601 hours) 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 24 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 for degree credit must be taken for a grade, with the exception of ENG 503 (Master's Thesis), ENG 603 (Dissertation), and ENG 601 (Research).
- Graduate School regulations require that both ENG 503 (Master's Thesis) and ENG 603 (Dissertation) be evaluated P/N.
- Classes "counting for degree credit" are those used to fulfill the 12- (MA) or 18- (PhD) course requirements and language classes used to fulfill the language requirement as opposed to language courses used to prepare for the requirement (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 as such.

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

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.**

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 a departmental Summer Extension Agreement Form ([Appendix C](#)), where they will specify a due date for clearing the Incomplete before the end of summer session. If the Incomplete is not cleared before the end of summer session, a student is likely to lose 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 Graduate School, by registering for on-leave status. Only graduate students in good standing are eligible. MA students are eligible for up to three terms of leave; 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/or 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 [Graduate School 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 611, 612, 613) is required for graduate students who intend to teach in the University's Composition Program.

All MA students must take ENG 690: Introduction to Graduate Studies, 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 DGS approved plan of study is **May 15** of the first year.

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 by the Graduate Coordinator. The [MA Thesis Form](#) can be found on the English Department Resource page. The timeline for the Thesis oral defense follows the timeline provided on the Graduate School website and coincides with the Dissertation oral defense timeline. ([Appendix I](#), please use the form found on the English Department Resource Page)

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 Graduate School 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 DGS. The Thesis defense is scheduled for the final term of coursework. MA students writing a thesis should 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 foreign language. Candidates wishing to meet the requirement with languages not offered at UO must consult with the DGS 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 [Counseling and Testing Office](#). The minimum scores are 59 for French, 60 for German, and 63 for Spanish, on a scale of 20-80.
- Passing the Toronto Medieval Latin exam, MA level.

MA students must complete the language requirement by the time they file for the degree (by the spring of the second year). There is a seven-year limit on foreign language coursework; that is, all foreign 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 Graduate School **by the second week of classes in the term of graduation**. When the department receives notice that a student has filed for a degree, the Graduate Coordinator 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 Graduate School. All grade changes, removals of incompletes, and transfer work necessary to complete the degree requirements must be filed with the Graduate School the term prior to the term of 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 degrees, 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; seven in designated areas, eleven 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.

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 in conjunction with ENG 605 for 5 credits (see note below)

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 DGS.

- 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 to select 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 D](#)) For approval of a 500-level theory course, fill out the Permission to Register for a 500-level Course form found on the English Department Resource page. (Appendix E)

One of the three required seminars for the PhD will consist of a 5-credit (ENG 605) Reading and Conference course to be taken in fall or winter of the final year of coursework in conjunction with (ENG 608) the Journal Article Requirement. See [PhD Journal Article Requirement](#) for details.

11 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 DGS approved plan of study is **May 15** of the first year.

PHD JOURNAL ARTICLE REQUIREMENT

As above, one of the three required seminars for the PhD will consist of a 5-credit (ENG 605) Reading and Conference course to be taken 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, working with either their advisor or the instructor of the seminar for which the paper was written. 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. Before being sent out, articles will be reviewed anonymously by one in-field faculty member appointed by the DGS. This reviewer will evaluate and comment as they would for an actual journal submission. **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. If the internal (UO faculty) reviewer requires revision, the process may continue past the term in which the course is taken but must be completed by the end of the following term. 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 DGS.**

The 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 DGS 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 foreign 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 foreign languages. Competence in American Sign Language 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 DGS.

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 counts as three “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 [Counseling and Testing Office](#). The minimum scores are 59 for French, 60 for German, and 63 for Spanish, on a scale of 20-80.
- Passing the Toronto Medieval Latin exam, MA level.
- 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.
- In order 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 in order 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:

Heidi Kaufman regarding literature courses,

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

Kathy Furrer regarding the GE appointment process.

BREADTH EXAM (2 1/2 HRS)

The Breadth exam prepares students in field adjacent to areas of main expertise, helping them to expand their teaching range and knowledge base.

The Breadth Exam includes a written component (two take-home questions) and an oral component. It is based on reading lists generated by the student and their examiners that are then approved by the Graduate Committee. Doctoral students entering with a BA take the breadth exam in the fall term of their final year of coursework. Students entering with an MA in English will take the exam fall term of their second or third year of coursework, depending on their plan of study.

Organization

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

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

The student submits their choice of fields, noting their major research field, to the Director of Graduate Studies and/or Graduate Coordinator by the end of the **sixth week of winter term**. The Graduate Committee approves the fields and appoints one examiner for each of the breadth fields. Normally, breadth examiners will not also serve as members of a student's Major Field Exam committee. If the student has changed the major field, a breadth examiner may serve as a member of the Major Field Committee.

Working with the faculty members chosen as their breadth examiners, the student generates reading lists to be submitted to the Director of Graduate Studies and/or Graduate Coordinator no later than the **fourth Friday of Spring term**.

Guidelines for Breadth Field Lists

The breadth lists will be accompanied by a single cover sheet, sample found in [Appendix J](#). The cover sheet will include the following:

- a) A heading that includes the name of the advisor, the title of the major field, and the title of each breadth field, along with the name of the examiner for each field.
- b) a brief one- or two-paragraph statement explaining the rationale of the breadth areas and the aims of each individual list, including the way each assists the student's special field and future plans.
- c) approval signatures of both breadth examiners who worked with the student to compile the breadth lists.

Lists will consist of roughly 40 numbered entries each (e.g., novels, articles, collections of poems, films). Length and difficulty of the texts may cause this to vary – e.g., a list of nineteenth-century novels might be far shorter than a list of seventeenth-century poetry.

Obviously, not all lists will easily conform to this numerical guideline, so a prescribed number of texts can only be an approximation; faculty and students with questions should consult the Director of Graduate Studies for guidance. Contact Graduate Coordinator or DGS for examples of lists.

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

For secondary materials like articles and chapters, page numbers of the actual reading to be undertaken will be submitted. The aim of this is to assist students, advisors, and the graduate committee with the task of creating equitable lists across any cadre of students. A collection of essays without designated chapters will be considered as a text read completely for examination purposes. If selections from a collection of essays or stories are short, they can be listed underneath the collection title as part of that item. If each selection is long, the selections can be listed under separate numbers. Clarity on the list is crucial for examiners as they prepare questions and conduct the oral portion of the breadth examination. Other types of items may similarly indicate selected reading.

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

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

alternatives, including the original selections, to any requested changes, if they feel that the changes don't make a stronger list.

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

Administration

Written component of the Breadth Exam:

Both written exams (one per breadth field) are to be completed sequentially within the space of one week during September (the week before Week of Welcome). The student will be asked by the Graduate Coordinator to indicate which list questions to receive first. They will receive two questions in that field from the Graduate Coordinator by email. The student will answer one of these questions, writing an essay of about ten pages over 72 hours. Upon submitting this essay, the student will receive the questions for the other breadth field from the Graduate Coordinator; the second essay is due within 72 hours of receipt. When submitting work, print in Courier 10 or Times Roman 12 fonts (not smaller), single sided, with one-inch margins all around.

Questions for each section of the exam are written by the examiner and based on the reading list. The Director of Graduate Studies and the Graduate Coordinator administer the exam, collecting and collating questions from the examiners and essays from the students, and copying these materials to the entire breadth committee (the student's advisor and the two examiners) as needed. During Week of Welcome, the breadth examiners will read the exams and report their evaluation to the Director of Graduate Studies and the Graduate Coordinator. Each examiner will prepare a brief written response to the student's essay in their field, to be given to the student at the oral component of the exam.

Oral component of the Breadth Exam:

The oral component will be scheduled during Spring and/or Summer term by the Graduate Coordinator, who will also schedule a room for the exam. If the student achieves a grade of Pass on both written exams, the written component is followed by the oral component, administered in week 2 or 3 of fall term. The oral component constitutes more than just a defense of the written portion: it is an opportunity for faculty to ask additional questions based on the reading list. Each field will be discussed for 50-60 minutes; the exam is scheduled for 2½ hours. The assigned examiner will take the lead in asking questions about each field, but all faculty will participate in the conversation. At the end of the exam, the student will receive the written responses to their written essays as well as oral feedback about their performance across the entire Breadth Exam.

Grading

The written component is given a single grade of pass or fail. A grade of pass or fail is given for the entire Breadth Exam at the conclusion of the oral component. In the event that a student fails either part of the Breadth Exam, each member of the examining committee provides recommendations for rectifying deficiencies in that performance. Students work with examiners and potentially the advisor, as recommended, and retake the failed portion of the exam (with the oral component scheduled only after the written component is passed, as above). The retake exam occurs the following term. The Breadth Exam may be retaken only once. If students do not pass a retake, they are disqualified from continuing in the PhD program.

Breadth Exam: Student Checklist with Deadlines

- Pick fields in consultation with advisor; submit to DGS/Grad Coordinator (winter **week 6**)
- When examiners are appointed, draft lists submitted to DGS/Grad Coordinator (spring **week 4**)
- When lists are approved, communicate with examiners and study (**end of spring-all summer**)
- Take written component of exam (week before Week of Welcome, final year of coursework)
- When pass confirmed, take oral component as scheduled by Grad Coordinator (**early fall**)

MAJOR FIELD EXAM (2 ½ HRS)

The Major Field Exam tests graduate students' expertise within the area that constitutes their specialization. Exam preparation helps towards future employment by encouraging focus on teaching fields, develop specialization in public humanities, and synthesize a range of theory. Students are expected to be conversant in the primary works and secondary criticism of their fields and have a general grasp of major critical and theoretical issues in the field and the discipline as it is constituted at present. Depending on topic, examinees may also demonstrate knowledge that bridges academic debates with other forms of public discourse. The oral format is intended to encourage

students preparing for the exam to develop the skills necessary to present work at conferences, to interview on the job market, and to converse effectively with others. And hone awareness of audiences.

Students who begin the graduate program with a BA take the exam after completion of all coursework, usually during the fall term of their fourth year. Students who enter with an MA in English normally take the exam during the fall or winter term of their third year. All preceding progress requirements – coursework, any incompletes, breadth exam, and language – must be completed before the exam is taken.

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

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

ORGANIZATION

The Major Field Exam has two parts, approximately one hour each:

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

Ideally, the Major Field Exam comes well after the student has established breadth of knowledge of the discipline and at the end of extensive coursework in their special field. The exam is an opportunity to focus (in part II) on some aspect of the dissertation, and to demonstrate (in part I) expertise in the larger field to which that dissertation belongs. (If a student has not yet identified a dissertation topic by the time of the Major Field Exam, part II should be a well-focused exploration of some aspect of the field of specialization that will lead to clarity about the dissertation.)

Materials

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

Reading Lists

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

- Part I: This list reflects the broader area or field of specialization which provides a context for the dissertation. That field must be identified in a title to the list. Each student is expected to master both primary materials and any important historical, critical, and theoretical works relevant to those materials. The list should be substantial, **perhaps 100 to 125 items**, and represent those texts that broadly constitute the particular field of study, not just in areas of special interest to the student.
- Part II: This list should represent the readings necessary for the part II project and should contain all primary works under discussion, two or more "comparator texts" – similar primary works that will be useful for comparison as the project is developed, whether or not they are cited in the final project – and key critical and theoretical texts. This list is more than a "works cited" for the paper; a particular student's list may include primary works, biographical studies, standard editions of a work, scholarship

raising textual issues, theoretical contexts of the study, major critical studies in the area, and historical works, but lists will vary according to the project. Length of lists will also vary, but the reading list should reflect the part II project and its larger context, **perhaps a minimum of 10 to 15 items**. Contact Graduate Coordinator for examples of lists.

Project Description

The project description introduces the argument of the project as well as its critical context in one-two single-spaced pages that introduce the two parts of the reading list. It must be specific enough to clarify the relationship of the part II topic to the anticipated dissertation topic and the special field (part I), and it must be titled. It should include a paragraph explaining the examinee's conception of the special field.

Submission and Approval

Before submitting the Major Field Exam project description and reading lists to the Graduate Committee for approval, students write and revise the project description in consultation with the Major Field Exam committee chair. The Graduate Committee will not evaluate exam materials lacking the chair's signature of approval. The Graduate Committee will review the materials to assure uniformity in scope of projects, but the evaluation of content and quality will be the responsibility of the committee chair. After approving materials, the committee chair signs their approval in the upper right-hand corner of page one of the major field exam materials.

When submitting written work to the Graduate Committee, print in Courier 10 or Times New Roman 12 fonts (not smaller), single sided, with one-inch margins all around. A sample Major Field List cover sheet is found in [Appendix K](#).

Administration

The Major Field Exam committee has three members: the chair and two members selected by the Graduate Committee (typically, both from the special field or one from the special field and one from an adjacent field).

The graduate student works with their committee and schedules a time for the exam. The Graduate Coordinator will then schedule a room to hold the oral exam.

Major Field Exams must be completed by the **end of finals week of fall term following the year in which coursework and all other degree requirements are completed or, if coursework is completed in fall, by the end of finals week of winter term.**

Paper/Presentation

Typically, the student works with their committee chair on the project/paper (8-10 pages) for part II of the exam. The student submits the project/paper (8-10 pages) to other committee members at least 5 days before the exam. Usually, the two other committee members will comment on the project in the exam itself. At the exam, copies of the project paper must be distributed to all members of the committee. If the project is a digital humanities project, hard copies do not need to be distributed.

Oral Examination

The exam is scheduled for 2½ hours. The time is equally divided between part I (the special field) and part II (the project and the dissertation), with a five-minute break between parts and allowing for discussion afterward. In fairness to students, the distinction between part I and part II should be clearly maintained. Also, in fairness to students, the exam should be neither significantly shorter nor significantly longer than the designated period. There is also an optional written supplement to the Major Field Exam (see below).

Grading

A single grade of pass or fail is given for the entire Major Field Exam. In the event that a student fails the Major Field Exam, each member of the examining committee provides a written assessment of the student's performance, as well as recommendations for rectifying deficiencies in that performance. Students work with

examiners and potentially the advisor, as recommended, to prepare to retake the exam. Students must retake the entire exam and may request the same exam chair or ask another faculty member to act as chair for the second exam; the Graduate Committee appoints the other two members. Usually, the exam committee remains the same. The retake exam occurs the following term. The Major Field Exam may be retaken only once. If students do not pass a retake, they are disqualified from continuing in the PhD program.

Major Field Examination Writing Option

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

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

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

Major Field Exam: Student Checklist with Deadlines*

- Work with Major Field Exam Chair to prepare materials (no later than winter term before spring submission of materials, earlier is fine)
- Finalize and submit exam materials to DGS/Grad Coordinator (**week 2** of spring term)
- When lists are approved, communicate with Exam Chair and committee and study/draft written project (end of spring, all summer, part of fall)
- Student schedules exam with committee, works with Grad Coordinator to find room (no later than early in fall, e.g., by **week 4**)
- After receiving feedback on drafts, student submits written project to committee (**no later than 5 days before exam**)
- Student takes exam as scheduled

* Due to individual timelines, some students may not take the exam in fall term. Those students construct their exam checklist and timeline analogously to the above in consultation with the DGS.

THE DISSERTATION

Dissertation Director and Committee

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

The dissertation committee includes at least four instructional faculty members holding PhDs, usually with the rank of assistant professor or higher: the dissertation director, 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 Graduate School Dissertation Committee Policy page governing committee membership: <https://gradschool.uoregon.edu/committee-policy>.

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 advisor 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 DGS early if you anticipate including an NTTF scholar or a scholar from another university. The DGS will oversee the process.
- Emeriti faculty may serve on dissertation committees, though not as institutional representatives. They may require Graduate School approval (if they have not already been approved) to do so. Again, consult the DGS if you would like to work with an emeritus faculty member from any department. The DGS will oversee the process of their appointment.
- Students may also have committees larger than 4 members, if topic warrants. Again, see the [Graduate School 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 Graduate School requires the institutional representative's signature on the prospectus at least six months before the defense, and failure to realize that an institutional representative is not available during those six months may significantly delay the defense.

Dissertation Prospectus

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

- a cover sheet ([Appendix L](#));
- 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. Like the Major Field exam project description, the prospectus should be revised and refined in collaboration with the dissertation director and dissertation committee before being submitted. The final document must be technically correct (both the prose and the bibliographic citations) and signed by all committee members, including the institutional representative (the cover sheet format for signatures appears in [Appendix L](#)). Students will not be eligible to advance to candidacy until all members of the committee have signed on.

It is strongly recommended, though not required, that students hold a prospectus meeting with the dissertation director and at least one other committee member before submitting the prospectus. 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 Major Field Exam). Requests for exceptions to this timeline must be made by the student and the dissertation director to the Director of Graduate Studies well in advance of this deadline. 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 Graduate Director, print in Courier 10 or Times New Roman 12 fonts (not smaller), single sided, with one-inch margins all around.

Advancement to Candidacy

A PhD student is advanced to candidacy after the dissertation prospectus is approved and signed by the entire dissertation committee and the Director of Graduate Studies and submitted to the Graduate School for final approval. (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 Graduate School's 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 Graduate School, at various stages in this process. Final approval for advancement to candidacy comes from the Graduate School. The Graduate School requires that the dissertation be completed within three years of the student's advancement to candidacy. However, that three-year rule does not supersede the department's timeline for completion of the dissertation by 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 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 director. These meetings help build and maintain research and writing momentum. They offer many opportunities for feedback from the dissertation director, 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 director 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 N](#)).

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 director 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 director and second committee member at least one week before the meeting takes place. After this meeting, the dissertation director 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 \(Appendix M\)](#) 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 Director 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 Graduate School. 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 Graduate School 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 Graduate School 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 Graduate School 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 Graduate School 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 Graduate School regulations specify a minimum of nine credits a term for three consecutive terms to fulfill the doctoral year of residency requirement, and the English department specifies that those consecutive terms run fall through spring 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 Graduate School 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 Graduate School to register for just 1 credit. All grade changes and removals of incompletes necessary to complete the degree requirements must be filed with the Graduate School the term prior to the term of graduation. 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 and hold a .40 FTE GE appointment in first year: (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)
- Turns 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: (Student normally holds the first year of .49 FTE GE teaching appointment)

- 6 degree-satisfying courses (for a cumulative total of 12 at UO)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

3rd year:

- Completes remaining seminars or equivalents, for a cumulative total of 18, completing all coursework requirements*
- Complete PhD language requirement
- PhD breadth examination at start of academic year
- Submission and approval of PhD major field examination materials in spring term
- Complete ENG 608 and ENG 605 related to journal article requirement

4th year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies

5th year:

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

6th year:

- Dissertation
- Dissertation defense in spring term

*Note: all transferred 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 and hold a .40 FTE GE appointment in first year:
(6 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613		Submit Plan of Study ENG 614 and 612
Year 2		Submit breadth fields for approval	Submit breadth reading lists for approval
Year 3	Breadth exam in fall Coursework complete – this term includes journal article requirement (ENG 608/605)		Submit major field lists and materials for approval
Year 4	Major field exam	Submit dissertation prospectus for approval	Advance to Candidacy
Year 5	Dissertation _____ Dissertation progress meeting	Chapter requirement	_____
Year 6	Dissertation _____		Dissertation Defense

GRAD TRACK B - Entering PhD students holding MAs in English or cognate field who transfer 4 or 5 degree-satisfying courses and hold a .40 FTE GE or .49 FTE GE appointment first year: (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)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

2nd year:

- PhD breadth examination at start of academic term
- Complete additional degree-satisfying courses for a cumulative total of 16 or 17 (completing all coursework requirements) *
- Submission and approval of PhD major field examination materials in spring term

3rd year:

- Complete seminar requirements in fall term, including ENG 608 & ENG 605 related to journal article requirement
- Completes PhD language requirement before major field examination
- PhD major field examination in winter term
- Prospectus submission and approval in spring term

4th year:

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

5th year:

- Dissertation

6th year:

- Dissertation
- Dissertation defense in spring term

*Note: all transferred 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 and hold a .40 FTE GE or .49 FTE GE appointment first year: (6 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613	Submit breadth fields for approval	Submit breadth lists for approval ENG 614 and ENG 612 Submit Plan of Study
Year 2	Breadth exam in fall		Submit major field lists and materials for approval
Year 3	Coursework complete – this term includes journal article requirement (ENG 608/605)	Major field exam	Submit dissertation prospectus for approval
Year 4	Advance to Candidacy	Dissertation	<div style="text-align: right;">→</div> Chapter requirement
		Dissertation progress meeting	
Year 5	Dissertation _____	_____	_____
Year 6	Dissertation _____	_____	Dissertation Defense

GRAD TRACK C - Entering PhD students holding MAs in English or cognate field who transfer 6 to 9 degree-satisfying courses and hold a .40 FTE GE appointment first year: (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)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

2nd year:

- PhD breadth examination at start of academic year
- Completes PhD language requirement
- Completes seminars for a cumulative total of 18, counting transfers *
- Submission and approval of PhD major field examination materials in spring term
- Completes ENG 608 and ENG 605 related to journal article requirement

3rd year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies

4th year:

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

5th year:

- Dissertation
- Dissertation defense in spring term

*Note: all transferred 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 and hold a .40 FTE GE appointment first year:
(5 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613	Submit breadth fields for approval	Submit breadth lists for approval ENG 614 and ENG 612 Submit Plan of Study
Year 2	Breadth exam in fall Coursework complete – this term includes journal article requirement (ENG 608/605)		Submit major field lists and materials for approval
Year 3	Major field exam	Submit dissertation prospectus for approval	Advance to Candidacy
Year 4	Dissertation _____ Dissertation progress meeting	Chapter requirement	_____
Year 5	Dissertation _____		Dissertation Defense

GRAD TRACK D - Entering PhD students holding MAs in English or cognate field who transfer 6 to 9 degree-satisfying courses and hold a .49 FTE GE appointment first year: (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
- 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 Apprentice (fall term; does not count toward seminar requirement)
- Submission and approval of PhD breadth fields in winter term and breadth examination reading lists in spring term

2nd year:

- PhD breadth examination at start of academic year
- Completes PhD language requirement
- Completes seminar requirements *
- Submission and approval of PhD major field examination materials in spring term
- Completes ENG 608 and ENG 605 related to journal article requirement

3rd year:

- PhD major field examination in fall term
- Prospectus submission and approval in winter term
- Advancement to Candidacy when prospectus is approved by the Division of Graduate Studies

4th year:

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

5th year:

- Dissertation
- Dissertation defense in spring term

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

Map of degree milestones for GRAD TRACK D - Entering PhD students holding MAs in English or cognate field who transfer 6 to 9 degree-satisfying courses and hold a .49 FTE GE appointment first year:
(5 years of support)

	Fall term	Winter term	Spring term
Year 1	ENG 690 ENG 613	Submit breadth fields for approval	Submit breadth lists for approval ENG 614 and ENG 612 Submit Plan of Study
Year 2	Breadth exam in fall Coursework complete – this term includes journal article requirement (ENG 608/605)		Submit major field lists and materials for approval
Year 3	Major field exam	Submit dissertation prospectus for approval	Advance to Candidacy
Year 4	Dissertation _____ Dissertation progress meeting	Chapter requirement	
Year 5	Dissertation _____		Dissertation 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. A Structured Emphasis is optional, including for students in field. They provide a map of training deemed optimal by faculty 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, media, and cultural studies. Students pursuing this emphasis design a course of study, working with faculty in both English and Cinema Studies, which enables them to develop specialized knowledge of media theory, criticism, and history while also gaining a strong foundation in literary studies. This background equips them for advanced, versatile, and interdisciplinary research on a broad range of cultural texts, including film, television, and other popular cultures. In addition, students are trained as thoughtful teachers: in addition to the English Department's composition pedagogy courses, students with this emphasis work closely with faculty as part of the undergraduate History of Motion Pictures sequence and through other teaching opportunities.

Participating Faculty

Michael Aronson, Sangita Gopal, Quinn Miller, Priscilla Peña Ovalle

Requirements

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department
- **Individual Plan of Study:**
 - Two 600-level English film studies seminars
 - Three courses, preferably 600-level, outside of English in film studies or related areas
 - Three 500-level English film studies courses
 - Two 600-level English 20th century studies courses
 - One 600-level seminar in theory
 - One 600-level seminar in race or gender studies
 - (No course can be used to satisfy two requirements.)
- **Film Studies PhD Major Field Exam:**

Students completing the Structured Emphasis will be examined on the Film Studies reading list (see appendix) as part of their Major Field Examination. The reading list should be incorporated into Part I of the exam reading lists and participating faculty will pose questions about those works as part of the regular format of the exam. **Students should consult with the film faculty committee member on whether the Film Studies reading list has been revised.**
- **Complete and successfully defend** a dissertation related to film, media, performance, or cultural studies with at least one of the film faculty on the committee.

STRUCTURED EMPHASIS IN FOLKLORE

The structured emphasis in Folklore offers an interdisciplinary approach to the culture of everyday life and its expressive arts in the context of ethnic, regional, religious, gendered, and other identities of individuals in specific communities. Folklore studies also explore notions of the “traditional” as well as the so-called imagined identities of individuals and groups, and the ways such identities convey meaning. Students study the extent to which tradition continues to enrich and express the dynamics of human behavior in local and cross-cultural contexts. Folklore courses examine the historical, cultural, social, and psychological dimensions of everyday culture as communicated through narratives, art, religious belief, music, dance, speech, ritual, and other forms of cultural expression, in both modern urban and rural settings. Theoretical analysis, research methods, and fieldwork techniques are integral parts of the program's offerings in Folklore studies.

Participating Faculty

Martha Bayless, Daniel Wojcik, Gordon Sayre

Requirements

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

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

Additional Resources

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

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

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

STRUCTURED EMPHASIS IN LITERATURE AND ENVIRONMENT

Students can range among critical environmental justice studies, cultural studies of climate change and energy, new materialism, feminist science studies, blue humanities, and decolonial, indigenous, or queer environmentalisms. They can focus on English, US, Latinx, Black, Asian American, indigenous and postcolonial writing about urban and rural ecologies, pollution and toxicity, multispecies relationships, aquatic environmentalisms, and climate; and they can study environmental philosophy and critical theory.

Purposes:

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

Participating Faculty

Brent Dawson, Sangita Gopal, Stephanie LeMenager, Gordon Sayre, Sarah Wald, Kirby Brown, Stacy Alaimo, Elizabeth Wheeler

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

- **Distribution Courses:** Six required seminars (Eng. 690, Eng. 614, and four distribution courses) as outlined in the regular English PhD program.
- **Individual Plan of Study:**
 - o English 569 or English 615 in ecocritical theory.
 - o Two English department seminars with an ecocritical/environmental focus.
 - o Two environmentally focused courses (500- or 600-level) in other departments, at least one in environmental humanities, to be determined in consultation with the individual faculty advisor and subject to approval by the Director of Graduate Studies.
- **One field within the Breadth Exam** will be constructed by the student and advisor, based on the Structured Emphasis Reading List and either focusing on primary works or secondary works, or a combination of both. It is to represent the broad interdisciplinary range of ecocritical studies geographically, chronologically, and theoretically.
- **Complete and successfully defend** a dissertation in the discipline of literature and the environment with at least one literature and environment faculty on the committee.

STRUCTURED EMPHASIS IN MEDIEVAL STUDIES

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

Participating Faculty

Martha Bayless, Stephanie Clark, Anne Laskaya

Requirements

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

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

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

STRUCTURED EMPHASIS IN POETRY AND POETICS

Participating Faculty

Lara Bovilsky, Stephanie Clark, Brent Dawson, Paul Peppis, Forest Pyle, Mark Quigley, BenSaunders

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 medieval to postmodern poetry in a variety of British, North American, and post-colonial Anglophone traditions. This structured emphasis will prepare students to write a dissertation on the topic and in the period of their choosing. It will also train students in the teaching of poetry; graduate students pursuing this concentration will be encouraged to teach the department's introductory course in poetry when scheduling and resources make it possible. Finally, a structured emphasis in poetry and poetics provides students and faculty alike with an advanced forum for the collective consideration of the problems and possibilities of poetry.

Requirements

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

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

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

After the completion of coursework and the close reading, students will proceed to the major field exam and the dissertation under the same guidelines as other English graduate students.

- **Students will complete and successfully defend** a dissertation that devotes significant attention to poetry and/or poetic theory with at least one of the participating faculty serving on the committee.

STRUCTURED EMPHASIS IN RHETORIC & COMPOSITION

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

Participating Faculty
José Cortez, Anne Laskaya

Requirements

- **Distribution Courses:** Six distribution courses as outlined in the regular PhD program in the English Department
- **Individual Plan of Study:**
In the first two years of study, complete, for graded credit:

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

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

In the first and second years of study, complete:

English 612	Composition GE Seminar II
English 613	Composition Apprenticeship

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

Note: Though required for this structured emphasis, ENG 612 and 613 do not count toward the 18-seminar requirement.
- **2 hours of 605 credits** to be taken simultaneously with or directly following 611, for research and a paper on composition pedagogy. This credit will be arranged through faculty teaching 611.
- **Complete one term of English 605 in a designated internship under faculty supervision, 1-4 graded credit hours**
 (Note: Internships may be coordinated through the Center for Teaching Writing, the Community Literacy Program, the Composition Program, the Oregon Writing Project, or other areas designated by the rhetoric faculty, with projects to be agreed on by the student and one rhetoric faculty serving as internship supervisor. This course will not count toward degree progress.)
- **Participate in a colloquium on professional development in rhetoric and composition in the spring term of dissertation year one, together with the rhetoric faculty and others in the field**
 (Note: The colloquium will be merged with the ongoing student-faculty reading group in rhetoric and composition and will carry 5 hours of 605 credit once only, with a supervised project, for those students completing the emphasis; it will not count toward degree progress.)
- **Complete and successfully defend** a dissertation in the discipline of rhetoric and composition with at least one of the rhetoric faculty on the committee.

SPECIALIZATION IN POLITICS, CULTURE, IDENTITY (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

Participating Faculty

Faith Barter, Lara Bovilsky, Kirby Brown, José Cortez, Tara Fickle, Sangita Gopal, Kate Kelp-Stebbins, Stephanie LeMenager, Quinn Miller, Priscilla Ovalle, Mark Quigley, Courtney Thorsson, Sarah Wald, Mark Whalan, Betsy Wheeler, Mary Wood

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. ([Appendix M](#))

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](#) 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, Diversity, 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 DH or paleography at research libraries or universities). Availability funds may vary and 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](#) is required for application to the Sherwood Travel Award. University of Oregon travel policies apply.

English Diversity Committee Graduate Diversity Enhancement Fund

The English Department Diversity Committee has established a Diversity Enhancement Fund of up to \$500 (typically awarded annually) to support graduate student research and travel which advance department commitments to diversity, inclusion, and equity. The Diversity Committee understands such concepts in broad terms, prioritizing race, ethnicity, gender, sexuality, ability, class, and other areas of social equality. Graduate students across fields whose research and professional interests substantively engage any of these areas are encouraged to 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 Graduate School 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 Graduate School’s [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 Rachel Combs, EGO President (rcombs@uoregon.edu), Teri Cheong, EGO Vice President (scheong@uoregon.edu), or Vincent Steinfeld, MA Student Liaison (ssteinfo@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. For further information, please contact Alexandra Garner (agarner6@uoregon.edu).

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 Alex Newsom (anewsom@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. Currently Ellenweorcas will not be meeting in AY 21-22.

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 Vincent Steinfeld (ssteinfo@uoregon.edu) or 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. For more information or to join our mailing list, please contact the Director of Graduate Studies, Prof. Mary Wood.

Queer Studies Reading Group

The group is open to anyone interested in queer/trans studies. For more information, contact the DGS, Mary Wood (mewood@uoregon.edu).

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. Contact the Director of Graduate Studies, Prof. Mary Wood.

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. If you are interested, please contact the Director of Graduate Studies, Prof. Mary Wood.

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. If interested in ARK, please contact the Director of Graduate Studies, Prof. Mary Wood.

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) and Kate Myers (kmyers@uoregon.edu).

APPENDICES

APPENDIX A - PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY FORM

UNIVERSITY OF OREGON
English Department
PERMISSION TO REGISTER FOR INDIVIDUALIZED STUDY

Form must be submitted prior to registration.

TERM: Fall ☐ Winter ☐ Spring ☐ Summer ☐ Year: _____

STUDENT NAME: _____
Last Name First Name

UO ID: _____

CREDITS: _____ Variable credit courses will default to lowest credit offered. Change variable credits in DuckWeb (from "Student Menu", go to "Registration Menu", go to "Change Variable Credit/Grading Option").

COURSE #

- | | | |
|--------------------------|---|--------------------------------|
| <input type="checkbox"/> | ENG 503 Master's Thesis | Incomplete, until Oral Defense |
| <input type="checkbox"/> | ENG 601 General Study Hours | P/NP |
| <input type="checkbox"/> | ENG 601 Breadth <input type="checkbox"/> MFE <input type="checkbox"/> Prospectus <input type="checkbox"/> | P/NP |
| <input type="checkbox"/> | ENG 603 Dissertation (must be "Advanced to Candidacy") | Incomplete, until Oral Defense |

CRN # _____ (found at <http://classes.uoregon.edu>)

Printed ADVISOR NAME: _____

ADVISOR SIGNATURE: _____ DATE: _____

NOTE: Students must submit completed form to the English Graduate Coordinator (118 PLC) for pre-authorization, THEN after receiving a confirmation email, may register for this course through DuckWeb.

Printed STUDENT NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

12/5/2019

APPENDIX B - PERMISSION TO REGISTER ENG 605: READING TO COUNT AS SEMINAR

Request for ENG 605: Reading to count as a Seminar

Department of English

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

To be approved for degree credit, such courses must be in subjects not scheduled to be taught as seminars during the graduate student's coursework or be designed as a continuation of a seminar project in the student's area, and must include reading and writing requirements comparable to a seminar. For such work the student must submit a completed Permission to Register for Individualized Study form (with syllabi and all signatures: Instructor, Advisor, and DGS) to the Graduate Coordinator.

Student Name: _____

Date: _____

Instructor: _____

Term/Year: _____

Please provide an explanation/justification for your request to count this course towards your degree:

NOTE: To be complete the form must include an attached plan/syllabus signed by the instructor and include signatures of the Advisor and the DGS.

Student Signature: _____

Advisor Recommendation

____ Approved

____ Disapproved

 Advisor

Director of Graduate Studies – Final Decision

____ Approved

____ Disapproved

 Director of Graduate Studies

12-5-2019

Please use the current form found on the English Website – Resource Page.

APPENDIX C - ENGLISH DEPARTMENT SUMMER EXTENSION AGREEMENT FORM

UNIVERSITY OF OREGON DEPARTMENT OF ENGLISH SUMMER EXTENSION AGREEMENT FORM To be submitted by June 15th

STUDENT: _____ BANNER ID: _____
Please print

INCOMPLETE:

INSTRUCTOR: _____ COURSE NUMBER: _____

CRN: _____ COURSE TITLE: _____

Description of work required to complete this course:

DUE DATE: Above work to be submitted to instructor by _____

Instructor submits grade to department by **August** _____ (Last day of 8-week summer session)

INSTRUCTOR SIGNATURE: _____ DATE: _____

COURSE WORK:

REQUIREMENT

METHOD OF COMPLETION

DUE DATE

LANGUAGE REQUIREMENT:

LANGUAGE: _____ METHOD: _____

DUE DATE: Language requirement will be completed by **September** _____
(Last day of 12-week summer session)

PROSPECTUS: DUE DATE (signed by *all* committee members): **August** _____
(Last day of 8-week summer session)

STUDENT SIGNATURE: _____ DATE: _____

DGS SIGNATURE: _____ DATE: _____

Please use the current form found on the English Website – Resource Page.

APPENDIX E - REQUEST TO COUNT 500-LEVEL COURSE TOWARD DEGREE

Request to Count 500-level Course Toward Degree

Department of English

500-LEVEL COURSES: Exceptions to the 600-level requirement must be approved in advance by 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 and writing/research assignments the course will include. Graduate students who wish to count a 500-level course towards their degree are strongly encouraged to submit this request prior to the course start-date. Doing so will allow sufficient time to enroll in an alternate course if this request is denied, thus ensuring compliance with enrollment requirements. Requests submitted to the DGS should already have Advisor recommendation. The DGS will make the final decision. Courses must be taken for letter grade and receive a grade of B or better. Courses used to satisfy a concurrent degree will not be counted toward the English degree requirements.

Student Name: _____ Date: _____

Course number: _____ Title: _____

Instructor: _____ Course Term/Year: _____

Please provide an explanation/justification for your request to count this course towards your degree:

A course syllabus or course description from the instructor **must** be attached to this request. Including adequate graduate "differential". (Additional readings, length of seminar paper, etc.)

Student Signature: _____

Advisor Recommendation

 _____ Approved _____ Disapproved _____
 _____ Advisor

Director of Graduate Studies – Final Decision

 _____ Approved _____ Disapproved _____
 _____ Director of Graduate Studies

11-18-2019

APPENDIX F - SEMINAR PLAN FOR USE IN COMPLETING INDIVIDUAL PLAN OF STUDY

GRADUATE SEMINARS AND WORKSHOPS IN ENGLISH 2021-22 (subject to change)

Fall 2021

ENG 608 Workshop: Job Search	Quigley
ENG 608 Workshop: Dissertation PCI	Wood
ENG 630 Renaissance Literature: Shakespeare Political Nature	Dawson*
ENG 660 American Literature: Racial Ecologies	Wald*
ENG 690 Introduction to Graduate Studies	Wood
ENG 695 Film Studies: Queer Pop	Miller*

Winter 2022

ENG 608 Workshop: Publication (taken with 5 credits of ENG 605)	Wood
ENG 608 Workshop: Colloquium PCI	Bovilsky
ENG 645 Colonial Science	Burkert
ENG 660 21 st C African American Fiction	Thorsson*
ENG 660 Race & Disability	Wheeler*

Spring 2022

ENG 607 Posthumanism and Indigenous Thought	Alaimo
ENG 607 Celtic Myths and Legends	Bayless
ENG 607 The Superhero: History and Theory	Saunders
ENG 608 Workshop: Teach Literature	Kaufman
ENG 614 Introduction to Literary & Cultural Theory	Cortez

Courses marked * qualify as meeting requirements for the Politics, Culture, and Identity Specialization.

CURRENT LIST OF FACULTY AND SEMINARS THAT MAY BE OFFERED IN 2022-23 (subject to change)

While not all of the following faculty will offer seminars in 2022-23, this is a list of faculty who MIGHT offer seminars during AY 22-23:

Barter—African American Literature, Legal History, 19-C Studies, Cultural Memory

Bovilsky—Early Modern, Shakespeare

Brown—Indigenous Critical Theory, Studies in Sovereignty/Self-Determination, Nationhood/Nationalism, Modernism/Modernity, and Native American Literary, Intellectual, and Cultural Production

Clark—Medieval Studies

Cortez—Critical Theory, Rhetoric, Latinx Studies, Latin American Studies

Crosswhite—Rhetorical Theory

Fickle—Asian/American Literature, Race and Ethnicity, Digital Humanities, Game Studies, Comics

Kaufman—Victorian Literatures, Jewish Literature, Digital Humanities

Kelp-Stebbins—Comics, New Media and Culture, Queer Theory

Laskaya—Medieval Studies, Rhetoric, Women's Literature, Gender/Queer Studies, Manuscript and Book History

LeMenager—American Studies, Environmental Humanities

Peppis—Modernism, Poetry

Pyle—Literary and Cultural Theory, Romanticism, Poetry

Quigley—Irish Literatures, Postcolonial and Decolonial Theory

Sayre—Early American, Literature and Environment

Southworth—Modernism, feminist theory

Wojcik—Folklore, Popular Culture

Wood—Medical Humanities, Multi-Ethnic American Literatures, Disability Studies, Life Writing, Jewish Literature.

APPENDIX G - MA CHECKLIST – PLAN OF STUDY

MA CHECKLIST – PLAN OF STUDY

Name _____ Entrance Date _____

Specialization (if applicable) _____

Faculty Advisor _____

12 GRADUATE SEMINARS

3 REQUIRED SEMINARS

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

9 SEMINARS IN INDIVIDUAL PLAN OF STUDY

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

Due date for completion of course work: _____

ADDITIONAL COURSES

Course #	Course Title	Term/Year	Grade

MA THESIS OPTION

Registered for English 503 for a total of 9 units?

Thesis Title _____

Committee

Advisor _____

Member _____

Member _____

Defense Date _____

LANGUAGE REQUIREMENT

Language	Method	Due Date	Grade

INDIVIDUAL PLAN OF STUDY

Agreement and Approval Signatures

Student _____ Date _____

Individual Faculty Advisor _____ Date _____

Director of Graduate Studies _____ Date _____

APPENDIX H - PhD CHECKLIST –PLAN OF STUDY**PHD CHECKLIST – PLAN OF STUDY**

Name _____ Entrance Date _____

Specialization _____

Individual Faculty Advisor _____

6 REQUIRED GRADUATE SEMINARS				
	Course # & Title	Transfer?	Term/Year	Grade
1	English 690 Intro to Graduate Studies			
2	English 614 Intro to Lit and Cultural Theory			
3	Area A, B, C			
4	Area A, B, C			
5	Area D, E, F			
6	Area D, E, F			

12 GRADUATE SEMINARS				
Course #	Course Title	Transfer?	Term/Year	Grade
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18	ENG 608/605 Publication Requirement			

Anticipated Term of Completion

Breadth Exam: _____ Major Field Exam: _____ Prospectus: _____

LANGUAGE REQUIREMENT			
Date	Language and Method	Term/Year	Grade

INDIVIDUAL PLAN OF STUDY Agreement and Approval Signatures	
Student _____	Date _____
Individual Faculty Advisor _____	Date _____
Director of Graduate Studies _____	Date _____

APPENDIX I - MA THESIS FORM

UNIVERSITY OF OREGON
English Department
Application for Master's Thesis Option

Date: _____

Student _____ UID _____

Thesis Writing Term/Yr _____

Thesis Oral Defense Term/Yr _____

Thesis Title:

The following faculty have agreed to membership in the MA thesis committee.

Thesis Advisor

Signature

Reader

Signature

Reader

Signature

_____ Approve

_____ Not Approved

Director of Graduate Studies

APPENDIX J - BREADTH EXAM COVER SHEET

<p>Student Name _____</p> <p>Breadth Exam Lists Submission _____</p> <p>Term/Year _____</p> <p>Projected Major Field: _____</p> <p>Field One: _____ Professor _____</p> <p>Field Two: _____ Professor _____</p> <p style="text-align: center; padding: 10px 0;">[A brief one- or two-paragraph statement explaining the rationale of the breadth areas and the aims of each individual list, including the way each assists the student's special field and future plans. Print in Courier 10 or Times New Roman 12 fonts (not smaller), single sided, with one-inch margins all around.]</p> <p>Field One: _____ Type in Professor Name</p> <p>Field Two: _____ Type in Professor Name</p> <p>Permission to be used as a future resource _____ Student Initials</p>
--

<p>Student Name _____</p> <p>Name of Breadth List _____</p> <p>Examiner: Professor _____</p> <p>Primary Texts: _____</p> <p>Secondary Texts: _____</p>	<p>[Name pg#]</p>
--	-------------------

<p>Student Name _____</p> <p>Name of Breadth List _____</p> <p>Examiner: Professor _____</p> <p>Primary Texts: _____</p> <p>Secondary Texts: _____</p>	<p>[Name pg#]</p>
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APPENDIX K - MAJOR FIELD EXAM COVER SHEET

(Student Name)

Approved: _____ (Chair's Signature) _____
[Chair's name typed]

Date: _____

Permission to be used as a future resource _____
Student Initials

[Project Description Title]

[One- to three-page, single-spaced project description.
Print in Courier 10 or Times New Roman 12 fonts (not smaller), single sided,
with one-inch margins all around]

[Name pg#]

Part I Reading List
[Designate Special Field]

[Name pg#]

Part II Reading List

[Project Description Title]

APPENDIX L - PROSPECTUS COVER SHEET

<p>[Title]</p> <p>A Dissertation Prospectus by</p> <p>[Student]</p> <p>[Term and Year]</p> <p>Approved by:</p> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Chair, [name]</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Member, [name]</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Member, [name]</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Institutional Member, [name], Department</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Submitted [date]</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Director of Graduate Studies</div> </div> <div style="margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="text-align: center;">Approved [date]</div> </div> <p>Permission to be used as a future resource _____</p> <p style="text-align: right;">Student Initials _____</p>

APPENDIX M - FIRST YEAR DISSERTATION WRITING STATUS MEETING FORM**First-Year Dissertator's Status Meeting Form**

Student: _____
(please print)

(signature)

Advisor: _____
(please print)

(signature)

Committee member: _____
(please print)

(signature)

The Status Meeting between the student, advisor and committee member
occurred on _____ of Fall term, 20____,
(date)

to discuss the student's progress with their dissertation.

When complete, please turn into the Graduate Coordinator. Thank you

APPENDIX N - DISSERTATION CHECK-IN FORM

Dissertation Check-In Sheet	
Name _____	Advisor _____
Dissertation Work	Date: _____
<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd meeting of _____ term _____ year	
Since the last meeting, I have done the following: _____ _____ _____ _____ _____	
For the next meeting, I will: <input type="checkbox"/> Read _____ <input type="checkbox"/> Draft _____ <input type="checkbox"/> Revise _____ <input type="checkbox"/> Outline _____ <input type="checkbox"/> Other _____	
Notes: _____ _____ _____ _____ _____	
<div style="display: flex; justify-content: space-around; margin-top: 20px;"> _____ Student initials _____ Advisor initials </div>	

APPENDIX O - TRAVEL AWARD POLICY AND AUTHORIZATION FORM

UO English Department Graduate Student Travel Policies and Procedures

The Department of English is pleased to provide awards 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. Research and/or personal funds may be added to this award to cover expenses. Travel that occurs during the academic year needs a completed *Travel Authorization* form even if funding is not being requested.

Criteria

- Applicant must be a current graduate student in the Department of English and must be in good standing.
- The student must be enrolled for a minimum of three credits during the term in which the conference travel occurs (excluding Summer Session).
- Awards are for direct expenses related to conference travel and registration. Each student has the responsibility and duty to keep travel costs at a minimum.
- If a student holds a Graduate Employee position, all courses the student teaches, or the duties assigned to research GE's must be covered during the time of travel. The College of Arts and Sciences policy states that classes should be covered, not canceled.

Application Procedure

- A *Travel Authorization* form needs to be fully filled out and submitted at least four weeks prior to the departure date of your trip. No departmental funds will be awarded for *Travel Authorization* forms received later than four weeks prior to the departure date. As soon as you have been formally or informally invited to present a paper at a conference, submit a *Travel Authorization* form to the Graduate Coordinator. This form can be found on the English Department resource webpage.
- Other travel awards (i.e.: Sherwood, EcoCritical, CSWS, Humanities) have policies, procedures, and applications specific to that award in order to comply with guidelines set by the funding source. The *Travel Authorization* form does not serve as an application for any other travel awards. However, some award applications may require a copy of the approved *Travel Authorization* form that was completed prior to the trip to be considered a complete application.
- By signing the *Travel Authorization* form, the applicant is agreeing to return any unused funds.
- 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 (<http://financialaid.uoregon.edu/>).

Award Disbursement

- Once the *Travel Authorization* form is approved, the administrative unit will process a payment for the awarded amount and will send the recipient an email with confirmation of the approval. The email will also confirm that the payment was processed and what receipts will need to be submitted within one week of the recipient's return date.
- By applying, the applicant is agreeing to return awarded funds to the department if the trip is cancelled for any reason.

Post-Trip Procedure

- Recipient must submit all related receipts and boarding passes for all travel-related non-food expenses covered by the departmental travel award within one week of the return date. Failure to submit receipts within one week of returning from the trip will result in a request for the recipient to return the travel award funds to the Department.

Last updated: August 17, 2018

Graduate Student Travel Authorization Form
UO English Department and Folklore & Public Culture Program

TRAVELER INFORMATION	
First & Last Name: _____	UO ID#: _____

BUSINESS PURPOSE AND TRAVEL DETAILS <small>(check all that apply)</small>	
Date range of travel: _____	
<input type="checkbox"/> Requesting emergency processing <small>(less than 4-week lead-time)</small> Please Explain: _____ <input type="checkbox"/> Conference: Presenting - Name & location of conference: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Personal travel included? <input type="checkbox"/> Yes <input type="checkbox"/> No - Date(s) and location(s): _____ <input type="checkbox"/> Will you miss teaching a class? <input type="checkbox"/> Yes <input type="checkbox"/> No Which class(es) and how will they be covered? _____ _____ _____
Notes: _____ _____ _____	

ANTICIPATED EXPENSES <small>(check all that apply)</small>	
<input type="checkbox"/> Airfare: \$ _____ <input type="checkbox"/> Bus/Train/Ferry \$ _____ <input type="checkbox"/> Personal automobile \$ _____ <input type="checkbox"/> Rental car \$ _____	<input type="checkbox"/> Conference Hotel \$ _____ <input type="checkbox"/> Hotel \$ _____ <input type="checkbox"/> Non-commercial lodging (friends, family, etc.) \$ _____ <input type="checkbox"/> Registration Fee \$ _____ <input type="checkbox"/> Membership Fee \$ _____ <input type="checkbox"/> Tickets to event \$ _____
Notes: _____ _____ _____	

REQUIRED DOCUMENTATION - PLEASE SUBMIT WITH THIS FORM <small>(check all that apply)</small>	
<input type="checkbox"/> Conference Announcement & Agenda <input type="checkbox"/> Invitation letter or e-mail	<input type="checkbox"/> Airfare quote <small>(from third party website, i.e., Orbitz, Travelocity, etc.)</small> <input type="checkbox"/> Hotel quote
Notes: _____ _____ _____	

FUNDING <small>(check all that apply)</small>	
<input type="checkbox"/> Dept/program annual award <input type="checkbox"/> Funding from another dept/program Name of dept/program: _____	<input type="checkbox"/> Interest in Diversity Award <small>(If this box is checked, the Diversity committee will contact you)</small>
Notes: _____ _____ _____	

AUTHORIZATIONS		
	Signature	Date
*Traveler		
**Department Head/Program Director		
**Budget Authority		
Index/Activity code and/or Foundation fund(s)	Index/Fund up to \$ _____ Index/Fund up to \$ _____ Index/Fund up to \$ _____	Notes

*Your signature confirms that you agree to return funds for trips that are cancelled.

**Authorizations are obtained by the English/Folklore administrative unit. Travel is NOT authorized until all approvals are received. When approved, an administrative unit staff member will notify you via email with a summary of approved expenses.

UO Travel Website: <https://ba.uoregon.edu/content/travel> | English Dept Resource Website: <https://english.uoregon.edu/resources>
 Folklore Program Resource Website: <https://folklore.uoregon.edu/forms/>

8/16/2018

Please use the current form found on the English Website – Resource Page.