



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

Graduate Student Handbook Academic Year 2024-2025

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INDEX

Overview and General Information	4
• The CMS Website; Canvas; Listservs	4
• Getting Started	4
• Community Standards	5
• University Policy on Harassment, Discrimination, and Sexual Misconduct	5
• Student Wellness Services	5
• Calendar of Important Events	6
• Outline of the Program	7
• 2024-2025 Administrative Staff	8-9
The PhD Program	9
• Policy Statement	9
• Program Overview	10
o Advising (Director of Graduate Studies)	10
• CMS Mentoring Plan	11
• Mentoring for Students in Years 1 and 2	11
• Mentoring for Students in Years 3 and 4	11
o Written and Oral Fields Examinations	11
o Dissertation Prospectus	11
o PhD Candidates	12
• Department Culture and Community	12
• Career Support and Professional Development	13
o Teaching	13
o Research	13
o Networking	14
• Workshops / Mass Culture Workshop / Digital Media Workshop	14
• CMS Departmental Lectures	15
• The Graduate Student Stipend	15
Scholastic Residency: The First Years	15
• Coursework Requirements	15
• Students Who Enter with an MA	16
• Choosing Courses	17
• Registration	17
o Procedures	17
o Late Registration / Account Holds	18
o Change of Registration	18
o Grades	18
• Incompletes	19
• Additional Language Requirements	19
o Fulfilling a Language Requirement with Computer Programming	20
• Digital Studies Graduate Certificate	20
• Joint-Degree Programs	21
• Graduate Certificates (Gender and Sexuality Studies, Human Rights, LACS)	21
The Fields Examinations	22
• Scheduling the Field Examination	22
• Field Lists	23
• The Written Sections	23
• Oral Exam Section	24
The Dissertation – Proposal to Defense	24
• Dissertation Topic and Committee	24

• Emeritus Faculty	25
• The Written Proposal	25
• The Dissertation Proposal	25-26
• Being 'In-Candidacy'	26
• Making Changes to the Committee	26
• Writing the Dissertation	27
• Annual Advisory Meeting	27
• The Dissertation Defense	27
• Applying for the Degree	27-28
• Job Placement Committee	28
Academic Progress – Requirements and Procedures	28
• The Spring Progress Report	28-29
• Basic Guidelines for Successful Academic Progress	29
• The Impact of Incompletes on Academic Progress	29
• Leave of Absence	30
Graduate Teaching – Pedagogical Training Plan (PTP)	30
• Teaching Preference Forms	32
• Department Assigned TA Positions; Year 3, Year 4	32
o Teaching Assistant Positions	33
• Department Assigned Lecturer Positions; Year 5, Year 6	33
o Classroom Observations	34
• Guidelines for Faculty Instructors	34
• Other Teaching Opportunities	34
• Chicago Teaching Certificate	35
o Teaching 'Off-Schedule' on PTP	35
Other Aspects of the PhD Program	35
• Administrative Roles – Grad Student Rep, Social Reps, CMS/FSC Programming	35-36
• CMS Travel Grants – Autumn and Spring Quarter	36
• Fellowships Available Through the Humanities Division	36
o Dissertation Completion Fellowships (DCF)	36
o DCF in Year 6 – Humanities Teaching Fellowship	37
• Bulletin Boards	37
• Student Directories / Student Mail	37
• Faculty Directories / Faculty Mail	37
• Safety and Security / Local Travel	38
Resources	38
• Film Studies Center	38
• Other Cinema-Related University Resources	39
• Off-Campus University Resources	39
– APPENDIX A: Fields Examination Approval Form	40
– APPENDIX B: Dissertation Proposal Conference – Approval Form	41
– APPENDIX C: Dissertation Progress Report	42
– APPENDIX D: Annual Advisory Meeting Form	43
– APPENDIX E: Policy on Graduate Student Teaching Evaluation	44
– APPENDIX F: Teaching Assistant Evaluation	45
– APPENDIX G: Graduate Lecturer Classroom Observation	46
– APPENDIX H: Incomplete Request Form	47

OVERVIEW AND GENERAL INFORMATION

The CMS Website and Canvas:

The CMS Department website is <http://cms.uchicago.edu>. Information on courses, faculty, staff, students, workshops, faculty and student announcements, department events, timelines, and funding may be found here. Students should make sure their bios reflect their current scholarship and should get in touch with department staff to update this information as needed.

Directories for students and faculty, calendars, additional resources, and an outline of the graduate program (including information about exams, teaching positions, etc.)—and a lot more information—is available on the CMS Canvas <https://canvas.uchicago.edu/courses/43039>. To access Canvas, students should use their CNetID and password to log in. The most recent version of this Handbook will be available (updated every summer quarter for the following academic year) and should be consulted, particularly in the time surrounding a student’s first few years in the program.

CMS Department Listservs:

All incoming PhD students are automatically subscribed to the CMS PhD listserv used by the department cms-phd@lists.uchicago.edu and cms-announce@lists.uchicago.edu once they have a valid CNetID. The purpose of these mailing lists is to notify students of official notifications including program deadlines, calls-for-papers, job and fellowship information, and events such as workshops (especially Mass Culture and Digital Media) on campus and elsewhere. Graduate students promoting CMS events (for example Grad Social events, other workshops, curatorials, etc.) can feel free to send messages out on this listserv messages should be sent directly to cms-phd@lists.uchicago.edu for circulation. Once approved, it will be distributed.

If you have an event that you would like to go out to the whole CMS community (grad students, faculty, associated faculty and fellows, CMS / FSC staff, visiting scholars), please send those directly to cms-announce@lists.uchicago.edu

Other listservs used by the CMS department are:

- cms-maph@lists.uchicago.edu: For MAPH students affiliated with CMS
- cms-alumni@lists.uchicago.edu: For former grad students in CMS
- cms-facoaa@lists.uchicago.edu: For faculty and lecturers in CMS
- cms-ba@lists.uchicago.edu: For undergrads affiliated with CMS

Other Important Information: Complete and detailed information regarding the various policies enforced by the University, including information on health insurance, leaves of absence, academic fraud, and library privileges, can be found in the Student Manual of University Policies and Regulations at <http://studentmanual.uchicago.edu>. This information is kept up-to-date, and students should keep themselves aware of policies and regulations.

GETTING STARTED

Introduction:

The Graduate Student Handbook is a general guide to the graduate program in the Department of Cinema and Media Studies. It covers a wide variety of topics and issues that will concern you during your career here and serves as a description of the program requirements and of the department’s policies and procedures. If the Handbook does not answer your specific questions, please contact the current Director of Graduate Studies or department staff.

Community Standards:

The Department of Cinema and Media Studies is a community of students and scholars whose members abide by a code of professional ethics. The department values the creative and analytical ability of its members and also recognizes that the collecting and coordinating of information is a fundamental process of learning and scholarship. Its members therefore are obliged to acknowledge ideas and words derived from others; undocumented statements are assumed to be the individual's own contribution. During examinations students may neither accept nor give assistance. In cases where this code of ethics is violated, the Chair will review with the Dean of Students for potential recommendations.

To ensure that our community is one where all members are afforded full dignity and respect, we adhere to essential ethical and civic values. Lively and intense conversation is part of the intellectual environment we foster; however, this does not warrant offensive, dismissive, or abusive comments or behavior. We expect all members of our community, whether faculty, graduate students, undergraduates, or staff, to treat others—in the department, the university, and the communities in which we live and work—with courtesy, respect, and professionalism.

University Policy of Harassment, Discrimination, and Sexual Misconduct

Effective July 1, 2015, the University has implemented substantial revisions to the Policy on Harassment, Discrimination, and Sexual Misconduct. The revisions to this policy are extensive, with significant revisions to the definitions of consent and confidentiality. It also articulates new principles regarding consensual relationships between academic appointees and students. The entire policy is available online [here](#).

Student Wellness Center (<https://wellness.uchicago.edu>)

The student wellness center is located at 840 E 59th St, and houses all elements of student health: Medical Care, the Student Counselling Center, Health Promotion, and Student Insurance Office. If possible, call staff in advance of walking in (although walk ins are always accepted). Clinic hours are typically Monday to Friday for all units, 8:00AM to 5:00PM for both Student Health and Student Counseling Services, 8:00AM to 4:30PM for both Health Promotion and Student Insurance.

- If you're in need of services when the clinic is closed, please contact the Nurse Advice Line 773-834-9355 and follow the prompts to connect with a nurse.
- Emergency Services: Inform staff upon admittance that you are a student and ensure that you take your student ID and insurance card with you.

After Hours and Emergency Services

Urgent Medical Care – Nurse line; 773-834-9355; emergency: 911

Urgent Mental Health Care – Therapist-on-call (24/7): 773-702-3625; emergency: 911

UCPD – 773-702-8181 or 911

- In a crisis, cases are handled immediately; there is no need to make an appointment. All services provided at Student Counseling Services are confidential and information you share will not be released to anyone without your expressed written consent.

CALENDAR OF IMPORTANT EVENTS

Autumn Quarter

- Late September (the week before classes start): Department orientation; Division-wide new student orientation. Students in years 1, 2, and 3 will have advising meetings with the Director of Graduate Studies (DGS) to discuss courses and get them situated prior to course registration. Students should contact department staff with any enrollment issues.
- Week 3: Add/drop period ends.
- Week 7: Students meet with DGS for advice regarding winter quarter courses.
- Week 7: Autumn Travel Grant applications to be submitted to Department Assistant.

Winter Quarter

- January: Winter quarter begins; applications to receive degrees this quarter must be submitted.
- Week 3: Add/drop period ends
- Week 3: Teaching Preference Forms (students in years 2-5) for upcoming academic year due.
- Week 7: Students in years 1 and 2 meet with DGS to discuss spring quarter courses.
- Week 8: Internal CMS deadline for Dissertation Completion Fellowships.
- End of Winter Quarter / beginning of Spring: Annual SCMS Conference – check with [Society for Cinema and Media Studies](#) for conference location and dates.

Spring Quarter

- Late March: Spring quarter begins; applications to receive degrees this quarter must be submitted.
- Week 1: Prospective Students Days – current graduate students should make themselves available during these days in order to meet and interact with their potential future colleagues.
- Week 3: Add/drop period ends
- Week 4: Annual CMS Graduate Student Conference
- Week 4: Spring quarter Graduate Reviews – current students will receive academic progress forms and are expected to complete them and return to Department Administrator.
- Week 7: Spring Travel Grant applications to be submitted to CMS Office.
- Week 9: Registration begins for those students wishing to enroll in summer courses (such as courses at the Summer Language Institute).
- Week 11: Humanities Division Convocation

Summer Quarter

- June: Summer quarter begins; applications to receive degrees this quarter must be submitted.
- August 31: All incomplete work for the preceding academic year must be submitted to CMS faculty member who served as instructor.
- August 31: Deadline to submit proposals (papers, Workshops, panels) to SCMS for the upcoming conference.

OUTLINE OF THE PROGRAM

FIRST YEAR

- Considering the required coursework for the program, students should enroll in at least eight (8) courses.
 - Required courses: CMST 40000 – Methods and Issues in Cinema Studies; CMST 40001 – Methods and Issues in Media Studies; CMST 48500 – History of International Cinema, Part I; CMST 48600 – History of International Cinema, Part II. At least two electives listed with CMS.
- Students should consider fulfilling their language requirement during the first year or over the summer quarter.
- Meet with DGS each quarter.
- Attend departmental lectures / screenings / events.

SECOND YEAR

- At least six (6) courses to be taken; minimum of four elective courses listed within CMS.
 - Three of the courses taken must be considered advanced level (60000 level)
 - Take CMST 69900 – Pedagogy (if offered during academic year)
 - Take HUMA 50000 – Pedagogies of Writing – or an equivalent number of Writing Center workshops
- Complete language requirement (if it wasn't completed in first year).
- Meet with DGS each quarter.
- Attend departmental lectures / screenings / events.

- In winter quarter, submit teaching form for third year Graduate Student - TA positions.

THIRD YEAR

- Finish coursework, taking CMST 69900 – Pedagogy (if not offered during second year)
 - **Note:** CMST 69900 is currently paused, and the requirement removed from graduate study; it may resume in coming years.
- Begin fulfilling teaching requirements as part of the Pedagogical Training Plan (one Graduate Student - TA position in Year 3); in winter quarter submit teaching form for fourth year Graduate Student – TA positions.
- By end of spring quarter, students should complete their Fields Examinations. Develop your lists over the course of the year with your committee, schedule written and oral components with aid of the Department Administrator, and complete written and oral components.

FOURTH YEAR

- If not completed in year 3, finish Fields Examinations by end of winter quarter.
- By autumn quarter, form dissertation committee and schedule first meeting. Submit approved dissertation proposal during winter quarter or spring quarter if possible (final candidacy deadline, set by the Humanities Division, is for the beginning of the start of year 6).
- Continue fulfilling teaching requirements (two Graduate Student - TA positions in Year 4). In winter quarter submit teaching form for fifth year Graduate Student Lecturer position.

FIFTH YEAR

- Continue fulfilling teaching obligations through holding a CMS Graduate Student Lecturer position.
- If ready, apply for dissertation completion fellowships in late February.
- Participate in department programs to prepare for the job market (in Fifth or Sixth year)
- Students must reach candidacy by the start of year 6 to continue in the program.

SIXTH YEAR (AND BEYOND...)

- Complete teaching obligation by holding final Graduate Student Lecturer position (unless student holds a DCF)
- Apply for dissertation completion fellowships (if not during fifth year)
- Participate in workshops for candidates on the job market
- When ready, schedule dissertation defense date. Defend and submit dissertation

Note: This is the recommended plan, and individual students may vary in how they fulfill department requirements. To ensure all program expectations are being met in a timely fashion, students should consult with the DGS on a regular basis as they progress through the program.

2024-2025 ADMINISTRATIVE STAFF

CINEMA AND MEDIA STUDIES DEPARTMENT

Department Chair	Patrick Jagoda – Classics 307 pjagoda@uchicago.edu
Director of Graduate Studies (DGS)	Daniel Morgan – Classics 308 drmorgan@uchicago.edu
Director of Undergraduate Studies (DUS)	Maria Belodubrovskaya – Classics 314C mbelodubrovskaya@uchicago.edu ; cms-dus@uchicago.edu
Department Administrator	TBD

Department Assistant

Brianna Considine – Classics 304
bconsidine@uchicago.edu

THE FILM STUDIES CENTER

Assistant Director

Doug McLaren – Cobb 306
 (773) 702-1118; mclaren@uchicago.edu

Manager of Film and Media Operations

Ben Ruder – Cobb 306
 (773) 702-3881; bruder@uchicago.edu

Events Coordinator

Jane Keranen – Cobb 306
 (773) 703-8596; jkeranen@uchicago.edu

Information / Circulation Desk

Cobb 306 - p: (773) 702-8596; f: (773) 702-904

THE HUMANITIES DIVISION – DEAN OF STUDENTS OFFICE

Associate Dean and Dean of Students

Shea Wolfe – Walker 213A
 (773) 834-4241; swolfe1@uchicago.edu

Assistant Dean of Students, Student Affairs

Joyce Kuechler – Walker 111G
 (773) 702-8498; jkuechler@uchicago.edu

Assistant Dean of Students, Admissions

Michael Beetley –
 (773) 702-8499; mrbeetle@uchicago.edu

Assistant Dean of Students, Academic Records and Systems

Brent Fergusson – Walker 111J
 (773) 702-1552; brentfg@uchicago.edu

General Inquiries – Dean of Students Office:

humdos@uchicago.edu

UNIVERSITY OFFICES

UChicago GRAD Office

gradhelp@uchicago.edu
 (773) 834-7926
 970 E. 58th St, 3rd Floor – Bookstore Building

Registrar's Office

reg-help@uchicago.edu; registrar@uchicago.edu
 (773) 702-7891
 1427 E. 60th St, 1st Floor – Press Building

Bursar's Office

(773) 702-8000
 6030 S. Ellis Ave.

Office of International Affairs -

international-affairs@uchicago.edu
 (773) 702-7752
 1427 E. 60th St, 2nd Floor – Press Building

THE PhD PROGRAM

Policy Statement:

The following statement of policy - which elaborates the current information on the Cinema and Media Studies website, and clarifies the existing policies of the Division of the Humanities - is addressed to all students who are pursuing or contemplating work toward a Ph.D. This statement is intended to guide students in planning and assessing their own progress in acquiring the knowledge and skills they will need as scholars, critics, and educators. It is also intended to guide faculty in advising students, designing courses, and serving on examinations.

To prepare as scholars and educators, students should work to develop particular competencies associated with the Ph.D. in Cinema and Media Studies. Scholarship in our field demands expertise in textual and research skills, knowledge of the history of film and other media, and familiarity with a variety of critical methods and with theories of cinema and the changing media environment. Moreover, those in tenure-track positions at most institutions will be expected both to write and publish in an area of specialization and to teach a wide range of courses, including surveys. It is therefore essential that every graduate student before beginning the dissertation should have demonstrated – through course work, language exams, and fields examinations – the following competencies:

1. Substantive knowledge of the history of film and awareness of characteristic problems and procedures of the textual and cultural historian (including considerable knowledge of one particular period as well as some engagement with historical and national difference), as well as knowledge of core debates in film theory;
2. Substantive knowledge of topics in new or digital media, as well as the terms and histories of media theory and analysis;
3. Expertise in various contextual and inter-medial approaches and a capacity for close, formal analysis.
4. An awareness of basic critical problems as well as a range of critical modes by which such problems are pursued.
5. Familiarity with and ability to employ resources for scholarly investigation, both at the Regenstein Library and on the web;
6. The ability to write effective, well-constructed critical prose and to present critical ideas orally;
7. Competence in reading critical texts and other research materials in at least one language besides English.

The department expects students to acquire these competencies through a variety of means during their years in the CMS program. In addition to the courses taken during graduate work, students should:

- Participate in reading courses and conversations with faculty
- Participate in graduate workshops and colloquia
- Attend (and contribute to) extra-curricular lectures, conferences, screenings, etc.
- Pursue individual study and engage in conversation with other students.

Faculty advisors are available to help students assess their progress in achieving these abilities and plan programs that will address individual needs.

The department also believes that students should acquire basic aptitude in educating, through supervised teaching, either within CMS or elsewhere in the University, particularly the College, and independent teaching once the student has progressed further along in the program.

Program Overview:

The goal of the PhD program is to prepare doctoral students for independent scholarly work and for careers as teachers: to develop their individual ability to pose and investigate problems in the advanced study of cinema and other media, and to effectively teach a range of topics and different levels. Department requirements are designed to move students systematically and efficiently toward those goals by introducing them to diverse modes of film and media practice, critical methodologies, and historical / theoretical problems. The department also seeks to provide a student with extensive practice

in research, discussion, argument, and writing, as well as extensive pedagogical training. The department recognizes that students come to the program with varying needs and with different levels of skills – some students, therefore, may need or wish to take more than the minimum number of courses or to set individual projects beyond those considered basic requirements. That being said, all students must at minimum successfully finish the following:

1. Complete the required coursework and additional language requirements;
2. Successfully pass the fields examinations;
3. Form a dissertation committee and write an acceptable dissertation proposal;
4. Complete all departmental PTP requirements; and
5. Pass the final dissertation defense.

The department also recognizes that not all students will wish to pursue a career in higher education. It therefore provides support for internships and training at institutions that will enable the student to pursue other career goals.

Advising – Director of Graduate Studies

The Director of Graduate Studies (DGS) – in consultation with other faculty members – serves as the advisor for students in their pre-dissertation years, though students should also consult with other members of the faculty on their own. The DGS helps students to plan and maintain a course of study that will fit the student’s own intellectual and professional goals, achieve the competencies described in the Policy Statement (p.9), and meet the requirements for the degree described above within a timely fashion. A key role of the DGS is to be certain that each student understands the program responsibilities and requirements, as well as the optimal schedule for completing these milestones.

Current grad students and the DGS should discuss various aspects of a student’s academic career including course selections, preparation for fields examinations, the transition from coursework to exams to dissertation, and other aspects of the student’s professional preparation. Students should keep the DGS informed on a quarterly basis of their progress in finishing coursework, additional language requirements, and how they are preparing for the fields examinations. If problems should arise while pursuing a plan of study, the first point of contact for a student is the DGS who can guide them and plan for possible alternatives. The DGS, with assistance from the Department Administrator, monitors the student’s progress throughout the academic year and advises – both the student and other CMS faculty should problems arise.

During their first three years in the graduate program, students will meet with the DGS at least once a quarter – typically right before or during the registration week. The DGS will also hold regular office hours and students can schedule a one-on-one meeting with the DGS. In the third year, students and the DGS will review the progress made on both coursework and additional languages, and the preparations being taken for the fields examinations. This is a good opportunity to consult with the DGS about the formation of both exam and dissertation committees.

In the period after completion of their Fields Examinations (see p.21-23) and before establishing a dissertation committee (see p.24) students should continue to meet with the DGS at least once a quarter until the dissertation director takes over advising.

Official CMS Mentoring Plan

Graduate student progress through the program initially begins with the ‘New Student Bootcamp’ held during Orientation. This will consist of panel discussion(s) comprised of faculty and current graduate students designed to introduce new students to graduate study and provide tips and advice for navigating coursework, graduate school, and the University of Chicago.

- Topics may include: CMS program at a glance; advice on coursework (what a seminar paper is; strategies for efficient completion of coursework during the quarter); conferences and publishing; approaching faculty for advice, Divisional and University resources (such as the CCTL), etc.

Mentoring for Students in Years 1 and 2:

Coursework – students are expected to meet quarterly with the DGS to discuss course selection and the fulfillment of program requirements.

- Instructors are expected to return student work with substantive written feedback (including margin comments on writing and a summary comment in paragraph or bullet-point form) within three weeks of submission; work submitted late may be returned within six weeks. Written feedback should be on both writing assessment and critical engagement with the content of the paper. Faculty may meet with students to discuss submitted work, but these meetings should not take the place of substantive written feedback. Faculty should endeavor to identify student work that may be suitable for development for conference presentation and/or publication.

If a faculty member has not returned work with written feedback within a reasonable timeframe, please contact the Director of Graduate Studies.

- Incompletes are strongly discouraged, but there is understanding that they can be necessary in certain situations. Please see pages 18-19 for information on for procedures requesting an incomplete.
- Students considering applying to do a joint degree should have an initial meeting with the DGSs of both departments together to review the requirements of the two programs, to determine where requirements might be met concurrently or partially concurrently (e.g. exams), and to discuss the student's plan. Please see page 20 for step-by-step information.

Faculty Mentor: all incoming students are assigned a faculty advisor who will support them over their first two years (or until exams are completed). The assignment of the advisor is done randomly, and not based on the student's own intellectual interest. This mentor does not to duplicate the work of the DGS, or provide a replacement for an academic advisor, but rather gives each student an established faculty connection that is separate from any kind of performance tracking or evaluation. The faculty mentor is tasked with regularly checking in with and meeting the student they are partnered with, and the student in turn can ask advice of that faculty member on topics from courses to workshops to negotiating the administrative structures of the University to preparing for the process of exams.

All students must submit an annual self-review for faculty assessment mid-way through Spring Quarter each year.

Mentoring for Students in Years 3 and 4:

Students who have yet to form a committee continue to meet with the DGS as their advisor.

Written and Oral Fields Examinations – students are expected to complete their exams by the end of spring quarter of their third year. In exceptional cases, students may petition the DGS and their faculty committee to take their exams in the fall quarter of their fourth year.

- Students should regularly meet with their selected faculty examiners as they prepare their reading lists and as they work through the material to prepare for the written exams. The timeline and frequency of these meetings should be determined at the initial meeting with each examiner. The format of these discussions will be determined by the student and faculty member but should consist of a substantive engagement with the texts on the list.

Dissertation Prospectus – students are expected to devise, write, and defend their prospectus within one to two quarters after completing their exams (i.e., if the student has completed their exams at the end of Spring of year 3, their dissertation proposal defense should occur before the end of Autumn quarter of year 4). The proposal defense should take place no more than three quarters after the completion of exams.

- As students develop their dissertation proposal, they are expected to meet with potential committee members to discuss the project, receive feedback, and improve the proposal. Dissertation committee members may or may not include exam committee members, according to the demands of the project and working relationships established.

- Students should clarify the roles of their committee members (Committee Chair, Reader) before the proposal defense.
- Students should reach out to the department coordinator to schedule their proposal defense well in advance (~6 weeks) of the proposed date.
- While students may schedule their defense before submitting a draft prospectus, a draft must be circulated and approved by the Dissertation Chair at least one month prior to the proposal defense.

PhD Candidates – Advisors are expected to respond to student drafts with substantive written feedback within three weeks of submission. All students in candidacy will be in frequent contact with their dissertation chairs, whether submitting new writing – sections, components of a chapter, etc. – on a regular basis or having regular meetings. What constitutes a regular meeting should range from once a month to at minimum once a quarter.

All students in candidacy will meet with their entire dissertation committees annually:

- These meetings can take place any time in the winter or spring quarters, at the mutual convenience of the student and the committee, but students are strongly encouraged to schedule their annual meeting when they have completed new written work for their committee to review. Students should plan to give the committee at least one month prior to the meeting date to read the work.
- These meetings can occur in a conference call or video format if committee member(s) and/or the dissertation candidate cannot otherwise participate, but an in-person meeting is preferred.
- The student must bring to these meeting the Annual Advisory Meeting Form on which they will describe progress made, including work turned into the committee. The committee will then add a few brief remarks and also sign the form.
- If a student does not schedule an annual meeting with the committee by April 30 for each of the relevant years, they may face departmental review, which may entail academic probation and in extreme cases even administrative withdrawal.
- In the final year, the dissertation defense will replace the annual advisory meeting.

All students in candidacy must submit all of their written work and updated CV for review by the faculty in Spring quarter; the DGS and dissertation advisor will ensure this review takes place.

Department Culture and Community

The department recognizes that a key to encouraging a vibrant intellectual culture is to support a lively cultural life in which students can engage in formal and informal conversation with each other and with faculty. The department thus supports the following types of informal gatherings –

- Classics 312 is available every Friday afternoon from 1pm-5pm during the academic year for informal writing sessions. These write-ins are open to all students, but especially encouraged for students at the dissertation stage;

The graduate student Social Chairs organize routine occasions for both formal and informal conversation and social interaction. These occasions could include –

- A monthly or quarterly on-campus Pub Night;
- The organization of routine screenings and discussions, such as palavers and the summer Sun Screen programs;
- Occasional social events hosted by faculty (as with orientation and prospective student visits);
- Wellness-focused events and programs;
- The department will subsidize these activities to the fullest extent possible.

Student news and announcements will be featured on the department website. Students should email the department staff all updates (awards, publications, etc.), and department staff will keep track of student news for the Chair to send an end-of-year message listing student awards, publications, and accomplishments.

Career Support and Professional Development

Teaching – the Department’s Pedagogical Training Plan (PTP) outlines the requirements concerning pedagogical training in Cinema and Media Studies. The Chicago Center for Teaching and Learning (CCTL) is also an important resource for pedagogical support and training.

The Department recognizes the important function of Graduate Student – TAs in undergraduate education at the University of Chicago and the significance of the TA experience to the pedagogical training of graduate students. To help in the pedagogical training of graduate students in the Department, faculty instructors have a set of responsibilities to TAs assigned to their courses.

The relationship between the TA and faculty member begins once a TA is assigned, but faculty should be mindful of the extent of the TA’s pre-quarter labor. While these should be kept to a minimum, some pre-quarter discussion is necessary:

- Faculty instructors should meet with their TA(s) in the quarter before the class is scheduled to begin to discuss their expectations of the TA, grading criteria and policies, discussion sections and/or writing workshops, etc.
- This initial meeting should also include a discussion of the screening list, readings, and syllabus. Whenever possible, the input and expertise of the course assistant(s) should be considered in developing the syllabus.
- TA(s) might build a WordPress or Canvas site for the course. Through this, they review the syllabus and develop simple design skills. This may be done during Week 1 instead of in advance of the quarter, depending on the course.
- TA(s) may be asked to copy/scan course materials. If so, instructors should discuss this well in advance of the beginning of the quarter so that the TA can organize relevant material, including anything that may need to come from outside libraries.

The faculty instructor and TA should plan to meet at least once during the term (though weekly or biweekly meetings are recommended) to discuss the efficacy of course proceedings and student progress.

Teaching observations – TAs are expected to teach one session of a course on their own, as appropriate, and to receive feedback from the instructor on the session. Faculty are also expected to sit in on TA-led discussion sections once in the quarter and then debrief with TAs afterwards to offer feedback and discuss effective teaching strategies. (Faculty may also consider inviting students who are not serving as a TA to guest lecture on a topic related to the student’s area of expertise.) At the end of the course, TAs will receive written feedback on teaching (1-2 paragraphs) from the faculty instructor that will be part of their department file.

- Students in years 5-6 who teach standalone courses should consider inviting a member(s) of their dissertation committees to observe their teaching in order to facilitate this portion of recommendation letters. The classroom observation form can be found in Appendix G

Research – In addition to identifying and fostering student work that may be suitable for conference presentations and/or publication (whether from coursework, dissertation chapters, or other forms of writing), faculty should also encourage professional writing and support students with comments and editing, and by facilitating professional contacts.

Workshops – Students are expected to present work at least once during the program at a CAS workshop (or equivalent on or off campus). Faculty should strongly encourage student participation at professional conferences.

- The department stresses faculty attendance at workshops where graduate students are presenting work. A compiled list of when and where CMS students will be presenting work will circulate at the beginning of each quarter (and also will be published on the department calendar and website).

FSC Graduate Student Curatorial Program – The FSC offers students the opportunity to curate a public screening with the guidance and assistance of the FSC on all aspects of program development, including procurement of film prints, arranging accommodations for guest artists, managing publicity, processing paperwork, etc.

Networking –

CMS Alumni – The Department maintains a database of CMS alumni. Where appropriate, faculty will facilitate connection between alumni and current students.

Visiting Speakers – The Department will arrange and support breakfast or lunch with visiting scholars and professionals specifically for graduate students. When the Department sponsors dinners with visitors, some spots (normally 2) will be reserved for graduate students. Students will be invited to indicate a desire to attend the dinner with a brief rationale to CMS staff (who will forward requests to the organizing faculty member).

FSC Workshops / Salons – The Department promotes events and workshops organized by the FSC and encourages students to participate to gain exposure to a range of career paths related to CMS.

Mentorship –

The Director of Graduate Studies, in coordination with the Placement Committee supports academic and nonacademic career development. Their responsibilities include:

- Organizing academic job materials workshops, mock interviews, and mock job talks
- Liaising with PATHS and UChicagoGRAD on professional development opportunities (especially programs and internships designed for CMS students)
- Communicating opportunities (NCFDD, etc.)
- Organizing workshops on topics such as: publishing, conference proposal writing, conference paper delivery, other professional development workshops

Workshops

Each year, the Humanities and Social Science divisions offer a range of research workshops for faculty and advanced graduate students. Many Cinema and Media Studies faculty and graduate students actively participate in these workshops. The format varies but, in addition to occasional presentations by visiting scholars, participants normally discuss common readings or present the results of their own research, such as dissertation chapters or drafts of essays for publication. It is understood that Ph.D. students will participate in workshops and other similar groups throughout their time in the department.

The Mass Culture Workshop has run continuously since 1987, operating as a forum dedicated to the recent and ongoing academic research on the historical, theoretical, and practical dimensions of modern mass media including cinema, television, journalism, popular music, photography, advertising, fashion, public amusements, and digital technology. Organized by CMS graduate students (elected each year during the final Town Hall) and sponsored by CMS faculty, the workshop is typically held Friday mornings three to four times per quarter. As much as it is possible CMS courses are not scheduled during this time to ensure students are able to participate.

- *Please note: As the Mass Culture Workshop provides an essential resource for students, those in Scholastic Residency (i.e., prior to reaching Candidacy) should attend all workshop meetings during each academic year.*

The Digital Media Workshop is a forum for students and faculty who work on issues of digital media across the Humanities, Social Sciences, and Physical Sciences at the University of Chicago. As digital media spans theoretical scholarship, scientific inquiry, and artistic practice, this workshop is a highly interdisciplinary site for engaging the political, aesthetic, social, cultural, and technical dimensions of digital media across its many formats. As such, this workshop operates as a laboratory where scholars can convene to discuss, design, and test a range of computational and digital media platforms, including digital games, electronic music, virtual & augmented reality, biometrics, motion capture, alternate reality games, machine learning, and other human-computer interaction.

CMS Departmental Lectures

Unless there is a conflict with a course a student is registered in, students in years 1 and 2 are expected to attend all departmental lectures, conferences, and symposia. Departmental lectures will typically be held this year on the second Thursday of every month, and are offered to familiarize students with the kind of critical work being pursued within (as well as beyond) their immediate field of interest, and to provide a public occasion for discussion among university faculty, graduate students, and outside visitors.

The Graduate Student Stipend

Information about the graduate student stipend can be found [here](#) on the divisional website.

SCHOLASTIC RESIDENCY: THE FIRST YEARS

Coursework Requirements

Students are expected to complete seventeen (17) courses during their course of study, of which a minimum of twelve have to be listed among the offerings of the Department of Cinema and Media Studies (preferably those taught by CMS faculty, but cross-listed courses are acceptable). Required courses must be taken for a quality letter grade – taking a course pass / fail is not an option except for CMST 69900 where P/F is standard.

Five (5) required courses:

CMST 40000 *Methods and Issues in Cinema Studies* (offered in Autumn Quarter) – an introduction to research methods, key concepts, and theoretical frameworks, using case studies to introduce students to debates in the field.

CMST 40001 *Methods and Issues in Media Studies* (offered in Winter or Spring Quarter) – this class will introduce a toolkit for thinking about and researching media, mediation, and new media cultures.

CMST 48500 *History of International Cinema, Part I: Silent Era* (offered in Autumn Quarter) – this course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. Students examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed.

CMST 48600 *History of International Cinema, Part II: Sound to 1960* (offered in Winter Quarter) –this course focuses on film style from the classical scene breakdown to the introduction of deep focus, stylistic experimentation; technical innovation (sound, wide screen, location shooting); and the development of national film cultures.

CMST 69900 Pedagogy (alternating academic years) – an introduction to pedagogical methods in the field of Cinema and Media Studies. This course will take place over the course of one (1) academic year and is taught by the Director of Graduate Studies. **NOTE: this course is currently paused.**

Five (5) CMS courses:

These courses must either originate in or be cross-listed with CMS. Only courses with a CMST cross-listing can count towards this section, even if the course is taught by a CMS faculty member through another department. These courses should ideally fit into the student’s overarching research goals.

Three (3) advanced-level CMS seminars (60000-level):

These are graduate seminars taught by CMS faculty. CMST 69900: Pedagogy does not fulfill this requirement.

Four (4) elective courses:

These courses can originate in CMS or other departments, and may or may not cover cinema related subjects. Student should use this coursework requirement to work with faculty members outside of CMS and add interdisciplinary elements to their own scholarship.

Additional language courses are not counted toward fulfilling coursework requirements.

A sample program (also outlined at p.7) for students entering the department without previous graduate study in Cinema and Media Studies would consist in the following:

1. Year 1: Students should take between seven (7) and nine (9) courses, and are required to take CMST 40000, CMST 40001, CMST 48500, and CMST 48600. A minimum of two elective courses should originate in or be cross-listed with CMS, and students should complete least one 60000-level course.
 - a. Students should aim to fulfil their language requirement by the start of year 2.
2. Year 2: Students should take a minimum of four (4) elective courses originating in or cross-listed with CMS, and should try and fulfil the required number of 60000-level seminars. In years that CMST 69900 *Pedagogy* is offered, students must enroll in Autumn Quarter.
3. Year 3: Students should complete coursework requirements during Autumn Quarter; students must take CMST 69900 *Pedagogy* if it was not offered in their second year. Students should also look to enroll in courses and workshops offered by the Chicago Center for Teaching and Learning (CCTL).

Students Who Enter with an MA

Students entering the department with a master’s degree from another institution (or from within the University of Chicago via the MAPH program) may request to be exempt from some coursework requirements. Such requests will be handled on a case-by-case basis, but no student may receive a waiver for more than three (3) courses. Students must show the relevance of a course to the field of cinema and media studies in order to qualify for such an exception. To request a coursework waiver, students should send an email to the DGS (cc’ing the Department Administrator) and include the syllabus for each course and transcripts showing the grade earned by the student. If a waiver is approved by the DGS, the student will be informed directly and the Department Administrator will update the student’s file accordingly.

Choosing Courses

During years one to three, students select their courses in consultation with the Director of Graduate Studies. This selection (as well as the determination of the number of courses to be taken in a given quarter) will be governed primarily by the student's individual interests, needs, and goals. The department makes every effort to cover a variety of periods, genres, and methodologies for film and media, but the number of courses available in any given year is necessarily limited. Students are therefore urged to develop during their first doctoral year a tentative 2-year plan for making the fullest possible use of

course offerings in connection with their individual interests and their own private reading plans. Courses cross-listed with CMS but offered by other departments should be considered if a field of interest is not covered by the CMS faculty (courses in EALC, Social Thought, Anthropology, Art History, etc.). Students may also elect to take a maximum of two independent study courses with a CMS faculty member to fulfil coursework requirements.

Registration

Students register in courses during week 8 of the preceding quarter (with the exception of autumn where registration is one week before classes start). Notices about registration are sent via e-mail to all graduate students through cms-phd@lists.uchicago.edu and on the CMS Canvas. Information on registration for the summer quarter ([Summer Language Institute](#)) will be distributed as soon as available. Students are responsible for registering themselves for classes directly through the [AIS website](#) – while students do not need approval of the DGS in order to enroll in classes, concerns expressed by DGS regarding a student’s courses should be taken into consideration. Students who wish to audit courses will register through the AIS site and arrange with the Course Instructor to have an ‘R’ recorded as the final grade.

If a course is listed as requiring ‘instructor consent’, students should obtain permission from the course instructor to enroll and send instructor permission to the Department Administrator (email is preferred). If a required CMS course is full (CMST 40000, CMST 48500, etc.), please email department staff who will enroll students directly. In years it is offered, students in years two, three, and four will be automatically enrolled in CMST 69900 by the Department Administrator (if Pedagogy has not already been taken).

Procedures

Students in years 1 and 2 are required to meet with the DGS each quarter; matriculating students will meet with the DGS during CMS Orientation to familiarize themselves with the Department and the University as a whole. For all following quarters, either the DGS will contact students directly to arrange meetings or the Department Administrator will distribute a poll to sign-up for meeting times. For each quarter's registration students must:

1. Schedule a meeting with the DGS to get advice on the program of coursework;
2. Enroll in courses online at <http://my.uchicago.edu> – if there are any problems with enrollment, students should contact the Department Administrator as quickly as possible.

Throughout the academic year, students can arrange to meet with the DGS to discuss concerns, program requirements, and expectations.

All full-time students, following federal financial aid regulations, must be enrolled quarterly in coursework and must maintain satisfactory academic progress in their program of study. Satisfactory academic progress for doctoral students is determined annually by faculty in Spring Quarter for academic purposes (Spring Progress Reviews) and by the Student Loan Administration in the summer for federal loan eligibility in compliance with federal financial aid regulations (i.e. summer stipend).

All doctoral students who are enrolled in fewer than 300.00 units / 3 courses in a given quarter will be enrolled automatically in *CMST 70000: Advanced Studies* at the end of week 3 by the Dean of Students Office to ensure they maintain fulltime student status. All students enrolled in this section will receive a grade for every quarter from the Director of Graduate Studies. The student will receive a grade of either S (*satisfactory academic progress*) or U (*unsatisfactory academic progress*). The DGS will meet with any student receiving a ‘U’ prior to grade submission to discuss the grade and develop a plan to return to good academic standing, which may include academic probation.

Late Registration / Account Holds

The University will place holds on accounts of students who have unpaid fees from the current quarter, unfinished / overdue training modules, students who are not compliant with required vaccinations, etc. If the reason for the hold is not resolved, the student will not be able to register for classes or receive their stipend. If the hold remains past week 3 of any quarter, the student will be administratively placed on a leave of absence or withdrawn depending on preceding enrollment status. While students will be alerted to a hold being placed on their account by the Department Administrator and the Dean of Students Office, the student is ultimately responsible for ensuring outstanding requirements are fulfilled. Students who resolve account holds after registration week will be liable for a late registration fee (currently \$100), unless prior arrangements with the Dean of Students have been made.

Change of Registration

Any changes to a student's course registration should be discussed with the DGS (either in person or via email). During the first three weeks of the quarter – exact dates can be found in the Registrar's site [Dates and Deadlines](#) – swapping one course with another can be done without a problem. As the end of week 3 of any quarter is the end of this add/drop period, courses dropped after week 3 will remain on the transcript and a grade of 'W' (withdrawn) will be recorded. Changes to courses can be made using a similar process to the original enrollment – in the Class Registration section of my.uchicago.edu, select the course they want exchanged, choose SWAP from the drop-down menu, and enter the course code for the course they wish to take instead. Anyone having trouble with this process (or the course requires instructor permission to register) should contact the Department Administrator.

Please note that written permission from the course instructor (an email is acceptable) is needed in order to override an instructor permission requirement.

Grades

The lowest acceptable passing grade for graduate Cinema and Media courses is *B-*. If a student receives a grade lower than *B-* it will remain on the official transcript but the student must take an additional course in order to fulfill department coursework requirements. Students who show a consistent pattern of grades in the B range will be of concern to the department and subject to faculty review and possible academic probation.

Students should expect that written coursework handed in on time will be returned to them by the faculty instructor with grade and comment, either directly or through a one-on-one meeting within a reasonable amount of time. Undue or repeated delays should be discussed with the DGS or the Chair. Students can also raise these issues with the Graduate Student Reps who can communicate them directly with the DGS, and are asked to list any courses from which they are still awaiting feedback on the Spring Progress Report.

Pass/fail (P/F) grades can be taken in courses where students plan with the instructor to forgo a quality grade. Taking a CMS course pass/fail requires at least one piece of written work and some demonstrated mastery of the subject matter of the course. In cases where there are no formal course assignments to this effect, the instructor should devise one. If the student does not meet the requirements, the instructor can submit a failing mark. Students should inform the instructor as early as possible in the quarter of their intention to take a course pass/fail. A course taken for a quality grade (letter grade) may not later be changed to pass/fail.

- Courses taken for a P do not count toward the total number of required courses. The only exception to this rule is CMST 69900: Pedagogy, where the passing grades are P and P+. In some situations, exceptions can be made if the student has explicitly arranged for the course to count pass/fail with the DGS.

Incompletes

For various reasons, students may find themselves unable to complete the work for a class by the required deadline. In such cases, the best option may be to take an incomplete in that class. Instructors determine their own course policies regarding of incompletes and these policies vary widely. It is therefore incumbent on the individual student to ascertain whether and under what conditions an instructor might agree to grant an incomplete. If an instructor's permission for an incomplete is obtained, course credit remains contingent on the student's satisfactory completion of the course work under specified conditions, and the instructor's submission of a final passing grade.

Procedures for incompletes are as follows:

- A student requesting an incomplete should work out a completion plan with their instructor, including a firm negotiated deadline for submitting completed work. The agreed upon completion plan must be reported to the DGS using the form found in Appendix H (page 47); the form will also be shared with the Dean of Students Office. The instructor is responsible for following the student's progress and helping them meet the agreed upon deadline, and for submitting their revised grade within three weeks of receiving the completed work (comments may be sent afterwards, but within six weeks after submission).
- The DGS will assist students and faculty instructors to ensure the completion of all outstanding coursework within the agreed-upon timeframe.
- Students may carry a maximum of two (2) incompletes at a given time; any additional incompletes will result in the student no longer being in good academic standing. The DGS may grant exceptions for grave situations such as illness or other unique circumstances.
- To remain within good academic standing, all incompletes must be resolved by the beginning of the following academic year per divisional policies. Any outstanding incomplete will be changed to an Unofficial Withdrawal or UW by the Registrar's office at the beginning of the following autumn quarter.

It is in the student's best interest to have as few incompletes as possible when these records are under review, as having completed coursework reflects far better on a student's academic record.

Students should consistently resolve incompletes in a timely manner – a pattern of not resolving incompletes can lead to academic probation (see the Guidelines for Successful Academic Progress, page 21). Students who have not finished incompletes cannot proceed to their fields examinations, and students carrying a number of incomplete courses will need to meet with the DGS and devise a coursework completion plan. Moreover, students should realize that their complete records are reviewed for teaching assignments as part of the Spring Graduate Review. Complete transcripts are also reviewed by the Division for all fellowships and awards (Dissertation Completion Fellowships, etc.).

Additional Language Requirement

Given the highly international nature of the field of cinema and media studies, students must demonstrate proficiency in one modern language in addition to English. The language should be relevant to the student's areas of research and may be a programming language.

The additional language will be chosen in consultation with the DGS, and proficiency must be demonstrated before the student will be permitted to take the fields examination. Students who are a native-speaker of a language other than English should consult with the DGS during their first year in the program – the opportunity to have the language requirement waived is possible. If approval is granted by the DGS, the Department Administrator will update the student's internal department / Humanities Division record.

Proficiency in a language may be demonstrated by earning either a High Pass (P+) on the University's Foreign Language Reading Examinations or through coursework. Students may fulfill a language requirement by receiving an A or A- grade in the one-quarter graduate course focusing on Reading and Research (French – FREN 33300, German - GRMN 33300) provided that the student selects a set of critical texts to use as sources from their own field of study in fulfilling the requirements of that course. Completion of the course with a grade of A or A- means the student does not need to take a university administered language examination. Students who take undergraduate-level languages classes (either during the academic year or in a 300.00-unit summer intensive section) must take a language examination through the Language Assessment Center following the course for

- *Please note that these requirements are normally satisfied with courses taken within the University of Chicago, and that CMS is the final arbiter when it comes to determining whether students have fulfilled their language requirements. In cases where a student has taken extensive language courses elsewhere, they should consult with the DGS and enroll in an examination to prove this proficiency (if needed).*

Currently, a student may also demonstrate proficiency of a programming language by submitting either of the following to the DGS and Department Administrator –

- 1) Transcripts and syllabi reflecting extensive coursework in computer science / programming such as an MA program or certificate. Please note that courses used for an MA coursework waiver cannot also be used to waive a language requirement.
- 2) A portfolio of programming work – should include both downloaded PDF versions of work where work can be accessed online. This is the main option for students who have not taken formal training through university coursework.

A faculty committee is currently working to create a set of guidelines for evaluating skills in a programming language.

Digital Studies Graduate Certificate

Students who are interested in using computer programming to fulfil a language requirement are highly encouraged to pursue the Graduate Certificate in Digital Studies (<https://digitalstudies.uchicago.edu>). In order to earn the graduate certificate students must take four courses for a letter grade and students must attain a grade of B- or better in all certificate coursework.

- DIGS 30001, "Introduction to Computer Programming,";
- DIGS 30002, "Data Analysis for the Humanities I,";
- DIGS 30003, "Data Management for the Humanities,";
- One elective from DIGS 30004, "Data Analysis for the Humanities II"; DIGS 30005, "Data Publication for the Humanities"; DIGS 30006, "Data Analysis for the Humanities III"; or DIGS 30007, "Introduction the Digital Humanities".

Students must also present their digitally informed research in the Digital Humanities Forum or in a University workshop or a University-sponsored conference. This research may be related to a course paper or to the student's thesis or dissertation work. The presentation must be observed by a member of the Digital Studies faculty board or by the Director or Associate Director of Digital Studies in order for the student to receive credit for it. The student must inform the Associate Director of Digital Studies concerning the date, time, location, and title of the presentation at least three weeks in advance so that this can be arranged.

Joint-Degree Programs

Students in the CMS PhD program may wish to pursue joint PhD degrees with another department or programs, thereby complementing their doctoral training in Cinema and Media Studies with a program of study that reflects their particular training and interests, encompassing both academic and artistic work

Students can petition to do either a standing joint-degree ([Theater and Performance Studies / TAPS](#)) or an ‘ad-hoc’ joint-degree (such as Art History, East Asian Languages and Civilizations, or departments in other divisions such as Anthropology). Students who wish to pursue for a standing joint-degree with TAPS will do so during the admissions process. Students who wish to pursue an ad-hoc joint-degree should begin the petition process once they have completed at least one year of study. Anyone interested in petitioning for a joint-degree should consult the [guidelines provided by the Humanities Division](#).

Students interested in applying for an ad-hoc program should meet with both the DGS in both departments, and with the Assistant Dean of Students for Admissions (Michael Beetley) to discuss the process for petitioning. Applications will not be considered until students have completed at least one year of work in their doctoral program. Students need to keep in mind that the approval of a joint-degree program does not extend milestone deadlines required by the Humanities Division – students completing a joint-degree must still reach candidacy before the start of year six to continue in their program.

Graduate Certificates

In addition to joint-degree programs and the Digital Studies Graduate Certificate detailed on page 20, there are a number of other certificate programs which students can complete in order to gain more specified training. These programs include:

Gender and Sexuality Studies (<https://gendersexuality.uchicago.edu/academic/grad/certificate.shtml>)

Students must complete a form and submit it via the CSGS website; requirements for completion of certificate involves four main components:

- 1) a graduate-level foundation course in gender and sexuality theory;
- 2) three additional GNSE courses (cross-listed courses or equivalent pre-approved non-cross listed courses);
- 3) a major research paper with a substantial gender/sexuality component; and
- 4) attendance at a minimum of 6 Gender and Sexuality Studies Workshops.

Human Rights Studies (<https://humanrights.uchicago.edu/graduatecertificate>)

To apply to the certificate program, students must contact Pozen Center Faculty Director Mark Bradley. Completion of the Human Rights certificate involves the following:

- 1) a graduate-level Human Rights foundation course;
- 2) at least two additional Human Rights courses (these could be cross-listed courses or equivalent, non-cross-listed courses approved by the Pozen Center Faculty Director);
- 3) a major research paper with a substantial human rights component; and
- 4) active participation in the intellectual life of the Pozen Center.

Latin American and Caribbean Studies (<https://clas.uchicago.edu/academic-programs/grad-certificate>)

Students may apply at any stage of their program, but must do so no later than the end of the first week of the quarter of graduation; the LACS Graduate Certificate application must be submitted it to Lindsay Ortega. Completion of the certificate involves the following components:

- 1) a foundation course in Latin American and Caribbean Studies;
- 2) three additional courses in Latin American and Caribbean Studies;
- 3) demonstrated language proficiency in Spanish, Portuguese, Haitian Kreyol, or a relevant indigenous language (please see LACS website for details on determining language proficiency);
- 4) a major research project on a theme or topic related to Latin America and/or the Caribbean;
- 5) presentation of academic work at the Latin American History Workshop or Workshop on Latin America and the Caribbean; and
- 6) demonstration of at least one year of active workshop participation.

THE FIELDS EXAMINATIONS

By the end of the third year of the program, each student should aim to have taken their Fields Examinations; all coursework and the language requirement must be completed prior to students being able to schedule their examinations. In order to verify these milestones have been completed, students must meet with the DGS for approval before beginning the process of

scheduling their exams with their chosen committee. The purpose of the fields examinations is to ascertain a student's readiness to proceed from advanced formal coursework to devising a dissertation project and to ensure that a student has sufficient command of several fields to teach and to generate new research projects. Examiners will look for competence in areas (1), (2), (3), and (5) as listed in the Policy Statement.

Students should use the selection and preparation of fields to focus the knowledge and the questions they will be asking when they advance toward the dissertation proposal, while also securing their mastery of a sufficiently broad range of material to prepare them for teaching.

The Fields Examination is comprised of three parts: three (3) written exams (one for each list); a syllabus for an undergraduate course of 10 weeks based on one or more field lists; and an oral exam. The student, in consultation with the DGS, will select an exam committee consisting of three faculty members in the relevant fields. Students should keep in mind that two members of their exam committee must be members of CMS. Requests to include faculty from other departments in the university on an examining committee can only be considered when no faculty member within the Department of Cinema and Media Studies can examine in the proposed field, and the student can demonstrate that the field in question is essential to their future as a scholar and teacher.

Please note: A student does not have to have the same faculty members on their fields and dissertation committees.

Scheduling the Fields Examination:

When department requirements have been fulfilled and the student is ready to schedule their exams, they should approach their committee with dates for both the written and oral examinations. If the student is relying on the Department Administrator to schedule their oral exams with the committee, the Fields Examination Scheduling Form (Appendix A) must be submitted six (6) weeks before the first written exam date. The Department Administrator will in turn get in touch with the committee and begin scheduling times and dates for all examination sections (including a room for the oral exam if not taking place over zoom). A finalized schedule with of dates and times for all exam components will be sent to the student once committee confirmation is received. When students submit the Exam Scheduling Form, they should also be submitting their approved fields lists.

Although exams can be taken at any point in the academic year (including interim periods between quarters) students should keep in mind the following:

- Written exams can only begin on weekdays (9:00am Monday – Friday, submission of completed exams 5:00pm Tuesday – Saturday); students should propose their schedule accordingly.
- Should a student decide to complete written exams between quarters (month of September, mid-December to the start of Winter Quarter, break between Winter and Spring) they should keep in mind that departmental staff may not be in office to administer exam questions or distribute completed exams to the committee. If such a scenario arises, students will need to consult with departmental staff and have the faculty examiner prepared to administer questions at 9:00am the day the written exam begins.

Field Lists:

The written section of the Fields Examinations consists of three equally weighted areas of study defined by three field lists, developed in consultation with a student's prospective examiners. These areas will be defined by canonical criteria – genre, period, nationality, movements, etc. – but are not prescribed by the faculty. Students will choose their own definitions. In some cases, one of these fields may involve tailoring a list to a special research interest. The examiners will supervise the development of the lists to ensure that central texts are not omitted, that the lists cover an appropriate range of materials (including films) and that there is a balance of periods, issues, and scholarship engaged by the student. Each list will include

approximately 30 items. An item is a flexible unit that may be a book, a major article or group of articles, a single film / group of films – the number and nature of what constitutes an item will be negotiated between examiner and student.

Examples of field lists prepared by current and former graduate students are available from the [CMS Canvas](#) or can be requested from the Department Administrator, as lists are kept on file in the CMS Office (all lists will only be circulated with the student's permission). While lists from previous exams can give the student a sense of the appropriate range of each field, they should not be replicated; on the contrary, generating fields list of one's own is considered a crucial part of the value of the examination. Students are strongly encouraged to discuss the texts on their lists with faculty in the relevant fields and with other students preparing the same or similar fields. Each list generated by the student must receive approval of the examining faculty member. At that time, the student should inform the Department Administrator if their finalized lists can be made available to other students. The DGS will confirm that the student has finished all coursework (with no incompletes remaining) and the language requirement before the student can officially begin the scheduling process.

The Written Sections

Essay questions will be prepared by the examiner in advance of the written exam date and will include specific instructions regarding appropriate length and format of the response. The written examinations will be administered on three separate days within a roughly two-week time period. The student should determine the date of each examination in consultation with the faculty member for that list. The student will determine the sequence in which the written exam will be administered, specifying which list will comprise the first portion of the exam, which the second, and which the third.

Examiners will submit the questions to the Department Administrator two business days before the examination is to be administered (therefore, end-of-day Thursday for an examination to be administered on Monday morning). At 9:00AM on each of the three agreed-upon examination dates, the Department Administrator will email the questions for that exam to the student, along with instructions for submitting completed responses. The student will email the completed section in PDF form to the Department Administrator by 5:00PM the next day; these will in turn be distributed to the examination committee along with the exam questions.

Note: In the event of technical difficulties (email outage, computer crash, etc.) the student should communicate with the Department Administrator or relevant Faculty Member by telephone (text outside of CMS office hours) to establish alternative procedures.

With the end of the third written exam, the student will also submit a sample syllabus for a course based upon one or more of their lists. The syllabus should be for a 10-week undergraduate-level course and should include an overview of the proposed goals of the course and appropriate assigned readings and screenings. The syllabus is not judged by the committee, but rather functions as the start of a conversation amongst the committee and the student and helps to demonstrate a practical application of the field lists.

Oral Exam Section

The examination committee and the student will meet for an oral exam once the written sections have been completed. At this time, the faculty will have reviewed the written responses and formulated questions regarding the written portion, the student's syllabus, and other aspects of the lists. The examination committee evaluates the student's field examinations as a whole; no partial credit can be given for a mixed performance. If any part of the oral exam is deemed unsatisfactory by the faculty committee, the student must retake that section in the presence of the full examination committee.

The oral section lasts approximately 90 minutes; after the examination segment and a brief recess for the examiners to confer, the student will return for a concluding discussion with their committee. If the exam is successful, this discussion will aim to focus the student going forward with their dissertation proposal, including directions to be taken in working towards writing an effective proposal. Although the examination committee typically becomes a student's dissertation committee, students can opt to change any aspect of their committee before the proposal process begins.

THE DISSERTATION FROM PROPOSAL TO DEFENSE

The following section has been designed to reduce the mystery that tends to surround the production of the dissertation proposal, as well as to provide concrete timetables and guidelines for students and advisors alike as the student moves toward the completion of their dissertation. Following these steps should relieve students of some stress, bridge the gap between their exams and the dissertation, and, ideally, cut the time to the conferral of the PhD. However, there is always room for negotiating individual variations on these guidelines and timetables.

Dissertation Topic and Committee

Students should begin the proposal process by talking with faculty members in their area of specialization about their ideas for a dissertation project and the composition of the dissertation committee. Often these conversations will begin during the preparation of a student's lists for the field examinations, though the student is free to select different faculty for their dissertation committee, just as faculty members are free to decline. As soon as possible after completion of exams, the student should begin / resume these discussions. Students should at least have selected a topic (or topics) and secured a committee (or at least a Dissertation Chair / Co-Chairs) within one quarter of successfully passing the fields examination. The DGS will continue to serve as the student's advisor until a Dissertation Chair is established.

In conversation with potential committee members, the student should take stock of their progress in the program, discussing the outcome of their exams, any dissertation ideas, and other likely readers for the proposal and final dissertation. At these meetings, the student and the committee members should also negotiate the form of the proposal and a timetable for drafting the proposal.

Normally, a dissertation committee consists of three faculty members. While this is the recommended number, students may have a maximum of five members. (Note that students always have the option of seeking additional advice or showing any or all of their work to other faculty members.) The Dissertation Chair **must** be a faculty member in CMS. Faculty from other programs — or, in special cases, other universities — may serve as members of the committee, subject to approval by the DGS, but cannot serve as a Dissertation Chair or Co-Chair. The only exception is in the case of a joint-degree: in that scenario, the student will likely have Co-Chairs on their committee — either two Chairs from CMS, or one from CMS and one from their joint-program. Both faculty members must agree, in writing, to take on the role as Co-Chair. A Co-Chair from a department where the student is not receiving a degree will not be approved by the Department Chair or DGS.

Note: While the University of Chicago and the Humanities Division requires that there be a Chair (or Co-Chairs) for reasons of expertise, professional seniority, or personal style, the dissertation committee may share responsibility among all the readers more or less equally. Dissertation committee members should work out with the student in advance how they wish to proceed and distribute responsibilities (e. g., whether chapters should be submitted to all members simultaneously or to the Dissertation Chair first).

Emeritus Faculty

Members of CMS who have retired can serve as readers, and may serve as a Dissertation Chair or Co-Chair if the following applies:

- The emeritus faculty member and student were able to establish a working relationship prior to the faculty member's retirement;
- The emeritus faculty member is able to meet with the student with the same frequency as would have otherwise been the case. Emeritus faculty no longer living in Chicago can only serve as a reader;
- The student acknowledges that, as with any other dissertation committee, the emeritus faculty member can decide to step down as Chair before their dissertation is complete.

The Written Proposal

Most proposals will be brief, ranging from 15-20 pages in length (excluding bibliography), and should accomplish the following:

1. Characterize the topic or problem;
2. Indicate knowledge of previous work on the topic or problem;
3. Sketch the proposed methodology;
4. Suggest what the dissertation will contribute to the field;
5. Outline the proposed chapters;
6. Provide a working bibliography

These are meant to be guidelines to give both students and faculty some sense of the general purposes a proposal must serve. A dissertation project that appears extravagant when measured against the standard of these guidelines should be carefully considered by the committee before approval.

The Dissertation Proposal

The student should have an approved proposal within two to three quarters of passing their Fields Examinations. The dissertation committee and the student will schedule a ninety-minute conference to discuss the pre-circulated dissertation proposal. If the student is relying on the Department Administrator to do the bulk of scheduling for the proposal conference then six (6) weeks' notice is required (submitting Appendix B either via email or directly to the CMS office). If the student is taking on the responsibility of scheduling their committee and only need a room arranged, the Department Administrator only needs two (2) weeks advanced noticed.

It is important to get a proposal draft read by the individual committee members and revised **at least once** before scheduling the proposal conference. The Dissertation Proposal, in addition to advancing the student to candidacy, is intended as an occasion for collective brainstorming and focused advising. The Proposal conference (or "defense") provides an opportunity for the student to meet with the entire committee to discuss the current strengths of the dissertation idea, the areas which need shoring up, further research and writing strategies, and the possible directions the dissertation might take. It is also the occasion for all to agree on the procedures to be followed in the submission of – and response to – work to be read. The dissertation committee and the student will sign a form indicating that this conference has been satisfactorily completed.

The proposal should give the student a clearer and more focused view of the professional conversation they are entering than what the fields examinations can provide. The proposal conference should provide the student with additional motivation to embark on the dissertation and should help defeat:

1. The let-down that sometimes sets in after the proposal is accepted;
2. Any sense that the project described in the proposal must be adhered to by the letter through the remainder of the writing of the dissertation.

- *It is essential that students have a compelling and lucid version of the proposal (in addition to one committee-approved chapter) in order to be nominated by the department for a Dissertation Completion Fellowship - see p.36.*

If necessary, the student will revise the proposal for final approval – the committee must make clear that this final step is required and should alert the Department Administrator, as waiting on a final draft delays advancement to candidacy.

Being 'In-Candidacy':

In most cases, students whose dissertation proposals have been approved will also have completed all other departmental requirements to order to be entered candidacy:

1. The required coursework set by the department
2. The department's language requirement
3. Passing grade in the Fields Examinations
4. An approved Dissertation Proposal

If all of these steps have been fulfilled, the Department Chair (with paperwork submitted by the Department Administrator) will recommend the student for admission to candidacy with the Humanities Division. The Dean of Students Office will inform students when they have been formally entered into candidacy – a letter will be emailed to the student from the Humanities Division after departmental paperwork is submitted. Being in-candidacy ensures that students are able to remain in the program after year 5. Students must have an approved Dissertation Proposal and reach candidacy before the start of their sixth year in order to remain in the program.

Making Changes in the Committee

When changes are made in the composition of the dissertation committee after the proposal has been approved, the student and committee members must discuss these changes with each other and notify the DGS for approval. The decision to add to or subtract from the committee should not be made lightly, especially after the dissertation has begun, though in some cases it may be necessary or desirable. The dissertation chair should work with the student find a replacement reader. The DGS should also be notified in writing of any change in the constitution of the committee with the signature of any new committee member marking their willingness to join the student's dissertation committee.

Writing the Dissertation

Work should be submitted in the manner decided at the dissertation proposal, with the student producing (at minimum) one approved chapter per academic year – although many students will have two or more chapters approved by each dissertation committee member per academic year. The department expects faculty members to return chapter drafts with comments within three weeks of their receipt. The department holds the expectation that the dissertation process – from proposal to defense – be completed in a period of one and a half to two and a half years. This may not always be possible due to individual circumstances; any discussions of extending this timeline should be conducted during the Annual Advisory Meetings between the student and their committee.

Annual Advisory Meeting

Graduate students who have had their proposals officially approved by their dissertation committee must plan to meet with each member of their dissertation committee at least once every subsequent academic year. These meetings will address the overall aims and the progress of the dissertation. It is a crucial occasion for constructive advice to be communicated with the student, as the aim of these meetings are ultimately to continue the regular intellectual and professional support provided earlier through classroom contact and advising sessions. In most instances, unless otherwise specified by the committee and student, writing of some length will be expected; the student must give the committee at least one (1) month before the meeting date to read any completed work. This meeting can occur remotely through zoom if committee member(s) and/or

the student are not in residence in Chicago. The Department of Cinema and Media Studies considers these annual meetings a crucial component of a student's advancement in the program, and meetings will be noted in the student's Annual Progress Report.

The Dissertation Defense

The Dissertation Defense is conducted by the dissertation committee. All members of the CMS faculty and graduate student community are invited to attend dissertation defenses and to actively participate in questioning. The student defending is also welcome to invite other people to attend – students or faculty from elsewhere in the University or outside of UChicago, as well as family and friends. The examination turns chiefly upon a defense by the student of the method and conclusions of the dissertation and upon a demonstration of general and contextual competence in the field of study and research.

Although meeting the above requirements and writing an acceptable dissertation are the major hurdles for a doctoral student, there are many details to take care of before the student can officially receive the degree. It is essential that students inform themselves of the various deadlines for meeting requirements set by the University and procedures for getting on the convocation list, available in the Student Manual of University Policies & Regulations as well as the Dissertation Offices website. To be absolutely certain of not missing a step or overlooking a key deadline, any students intending on defending should consult with both the Dissertation Office (specifically Colleen Mullarkey – cmullark@uchicago.edu) and the Department Administrator at least two (2) quarters in advance of their intended graduation.

Prior to the defense, students are expected to submit an abstract for their dissertation (approximately 300-500 words in length) to the Department Administrator. The abstract and dissertation title must be sent to the Department Administrator eight (8) weeks prior to the first requested date for the Defense. The Department Administrator will then coordinate the schedule with the committee, finding a time, date, and location that works for everyone involved. Once a date is confirmed, the Department Administrator will send a notification of the defense to the Dean of Student's Office.

Applying for the Degree

The department suggests that students inform their dissertation committee, the Department Chair, and the Department Administrator of their intention to graduate two (2) quarters in advance so that everyone is in communication about meeting required deadlines. If a student decides to withdraw the application for a degree after the deadline date of submission, whether they are unable to fulfill requirements or unable to submit the dissertation, a fee will be charged to the student's account by the Dean of Students Office – currently this fee is \$65. Convocation, the University's degree-awarding hooding ceremony, is held once a year during spring quarter. While students can graduate at the end of each quarter, there is only one hooding ceremony. Students who wish to graduate and obtain their degree must apply to the Dean of Students Office (via my.uchicago.edu) by the end of week 1 in the quarter they wish to graduate; late applications will not be considered by the Dean of Students Office.

Students are normally expected to defend their dissertation no later than six (6) registration years after matriculation, although they will retain their student status for the agreed upon number of years at the time of their matriculation. Timely completion of the dissertation is important for the strong profile it provides on the job market – long delays in completing the dissertation can also make it difficult to maintain a coherent and up-to-date project. Delays can also challenge both the student and the committee in their efforts to sustain their engagement in the project. The department nevertheless recognizes that sometimes there are compelling intellectual and personal reasons for a student to take more than six years; these students should consult with their Dissertation Chair about their completion timeline.

Job Placement Committee

All students considering going on the job market are urged to consult with their dissertation committee, the DGS, and the Director of the Placement Committee for assistance in preparing CVs and letters of application, as well as in preparing for interviews and job talks. The CMS Placement Committee is an excellent resource for advice, guidance, as well as for arranging mock job-talks. If a student is unaware of which faculty members are currently serving on the Placement Committee, they should contact the Department Assistant.

On the CMS Department Canvas, students have access to resources related to the academic job market. Job market materials from CMS alumni are available for download, as well as materials from several CMS faculty members. There are examples of CVs, cover letters, teaching / research statements, and fellowship proposals. There is also an ongoing list of multi-year postdoctoral positions (both within the US and abroad) initially assembled by Julie Orlemanski in the English Department, and which is updated as frequently as possible.

ACADEMIC PROGRESS - REQUIREMENTS AND REVIEWS

The Department of Cinema and Media Studies annually reviews the academic progress of each PhD student. The review is conducted in spring quarter. In general, the department reviews:

1. The student's academic record and progress in completing coursework, the language requirement, fields examinations, and the dissertation proposal;
2. The student's Academic Progress Report; Completion Plan (students entering years 6+);
3. Feedback from faculty about coursework, participation in department events and workshops, performance in exams / the prospectus;
4. Graduate Student - TA evaluations; faculty observations of lecturer role;
5. Any issues that have come up over the past academic with the DGS, Chair, or other faculty members, and how these will be / are being resolved.

The Spring Progress Report

During Spring Quarter, every current graduate student in CMS will submit a Spring Progress Report where they self-report what they have accomplished during the previous academic year; describe plans for the upcoming academic year and note any concerns / questions / issues that have come up. This form is distributed by the Department Assistant during April, with the expectation that it be completed and returned to the department by the first week of May. These forms are essential components of Graduate Student Reviews, which faculty conduct each year.

Each student is assigned a CMS Box folder accessible only to the student and department staff; forms should be uploaded to an individual CMS box folder along with any written work completed over the last academic year. Written work is anything completed over the course of the academic year outside coursework and exams: conference papers, workshops presentations, articles and other publications, dissertation proposals, and chapters of the dissertation. Students can submit draft versions as well if work is still ongoing.

Students will receive a letter from the DGS at the end of the spring quarter outlining the faculty discussion of the Progress Report and detailing, if necessary, any steps that need to be taken over the summer.

Basic Guidelines for Successful Academic Progress

Satisfactory academic progress in the first three years means: completing required coursework on time and completing the department's language requirement. If it is necessary to take an incomplete in a course, incomplete work should be finished within a reasonable period of time and the number of incompletes should be kept to a minimum – two or more outstanding incompletes at the time of spring reviews are cause for departmental concern and possible academic probation.

Students should keep in mind that satisfactory progress also means preparing to pass the Fields Examinations by the end of year 3 (or getting the approval of the Director of Graduate Studies where a postponement is necessary) and preparing to submit a dissertation prospectus to the committee by the end of year 4. Upon completion of the dissertation proposal, satisfactory progress is thereafter defined by dissertation research resulting in at least one approved dissertation chapter each academic year. In the majority of cases, the department and committee will expect more rapid progress.

- *Students who wish to extend the time limit on any of the conditions for satisfactory progress must be in communication with the Director of Graduate Studies; clear reasons for the extension and a reasonable schedule for meeting all requirements of the program will be required. Please note there are no exceptions for the divisional candidacy deadline or maximum registration deadline.*

If the student's overall record raises serious doubts about their academic progress, one of the following actions may be recommended to the Department Chair by the DGS:

1. The student may be given a grade of U by the DGS for CMST 70000 Advanced Studies. The student must work with the DGS to make a reasonable plan to return to good academic standing;
2. The student might be placed on academic probation (normally for no longer than one quarter) and provided a timeline in writing to return to good academic standing as well as consequences, including administrative withdrawal, should the requirements of the probation not be met. The student's record is reviewed again at the end of that period. Students are not eligible for teaching positions while on academic probation;

The Impact of Incompletes on Academic Progress

Please read the following carefully. The aim of this section is to clarify the details of the policy on incompletes, and to convey the pedagogical philosophy that underlies its intention (pages 18-19 of this handbook outline how students can arrange for an incomplete in a CMS course).

Given the quick pace of the quarter system and the real intellectual labor required to write seminar papers, the Department of Cinema and Media Studies considers it reasonable for students to carry some amount of unfinished work with them from quarter to quarter. Currently, the Division's policy means that students may not carry incomplete grades with them from year to year. We urge students to complete work within a sensible time frame so that they can best engage with the central issues generated from the course and allow faculty to more fairly and substantively evaluate their work. As time passes neither of these results can be achieved easily. Therefore, in keeping with the spirit of this philosophy, students must avoid carrying long-term incompletes in order to progress through the program.

Towards the end of Spring Quarter, students who have completed all their coursework, have only one incomplete outstanding, or are currently enrolled in coursework for Spring are considered to be successfully progressing in the program. Students who are carrying two or more incompletes will be contacted by the DGS in order to develop a completion plan for this outstanding work. Per divisional policies, all incompletes must be finished before the beginning of Autumn quarter.

- *No student may take their Fields Examinations until all coursework is complete. Students must meet with the DGS to discuss a timeline for completing outstanding requirements and devise a plan to taking their field examinations if they are unable to complete this milestone in year 3.*

Coursework submitted to fulfill an incomplete must be evaluated as a pass (B- or better) by the relevant faculty member. If the instructor is no longer with the University of Chicago, the student should arrange to get the work graded either by the instructor directly or by another CMS faculty member who can give an appropriate assessment of the work. The faculty member who assigns the final grade can submit this to the Department Administrator who will update the grade with the Registrar and on internal department records.

Leave of Absences Requests for personal, parental, medical, curricular, or military leaves of absence should be discussed with the Dean of Students Office, who will in turn notify the department. Additional information can be found [here](#).

GRADUATE TEACHING – PEDAGOGICAL TEACHING PLAN (PTP)

Students from Cinema and Media Studies compete for positions in diverse institutions of higher education. Many of these institutions are teaching intensive, and all institutions require significant evidence of teaching experience and training. Graduates from CMS who are successful on the academic job market have had a strong teaching profiles in addition to producing quality research.

Graduates of CMS should all be able to: design and teach introductory courses in the discipline; design and teach introductory and upper-level courses in their areas of specialization; design effective assignments for a range of courses; effectively facilitate class discussion; design and deliver an effective lecture; design courses, lessons, and assignments aligned with principles of inclusive pedagogy; and describe their approach to student learning and give reasons for their pedagogical choices.

Graduates of our program should all be well-versed in methods and approaches of:

- Undergraduate writing instruction
- Inclusive pedagogy

Teaching in a department assigned position – whether as a Graduate Student - TA, a Preceptor, or as a Graduate Student – Lecturer in a free-standing course – counts toward fulfillment of a student’s Pedagogical Training Plan (PTP). Students should be prepared to hold the following teaching appointments –

- Year 3 – one Graduate Student – TA position; Year 4 – two Graduate Student – TA positions; Year 5 – one Graduate Student Lectureship; Year 6 – one Graduate Student Lectureship (not required for students who receive a year 6 Dissertation Completion Fellowship).

The remainder of the Cinema and Media Studies PTP can be fulfilled through completing programs run through the Chicago Center for Teaching and Learning (CCTL). Students should begin to fulfill these requirements during Years 2 and 3 by attending the [Teaching@UChicago](#) Orientation – a one-day workshop held during orientation week each Autumn Quarter. The full outline of requirements – listed in the table below – are strongly encouraged for the department’s PTP and required to fulfill the Chicago Teaching Certificate. Aspects of the Chicago Teaching Certificate outside of the PTP include documenting and submitting a Teaching Portfolio via Canvas to CCTL.

The above can be summarized in the following table:

<i>Year</i>	<i>Teaching Experience</i>	<i>Pedagogical Training and Mentoring</i>	<i>Learning Goal(s)</i>
1	None in year 1	○ None	○ Develop foundational knowledge of the discipline.
2	None in year 2	○ CMST 69900: Pedagogy Seminar (if offered)	○ Develop pedagogical skills in the field of Cinema and Media Studies. ○ Develop skills in writing instruction, grading and providing feedback, and facilitating discussion.
3	1 Graduate Student – Teaching Assistantship	○ CMST 69900: Pedagogy Seminar (if offered) ○ Individual Teaching Consultation (CCTL)	○ Reflect on and develop disciplinary teaching practices.

		<ul style="list-style-type: none"> ○ Observation and feedback from faculty member during TA appointment ○ Teaching@UChicago Orientation (CCTL) ○ Fundamentals of Teaching Workshop (CCTL) - encouraged 	<ul style="list-style-type: none"> ○ Practice and get feedback on classroom instruction. ○ Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices, and norms.
4	2 Graduate Student – Teaching Assistantship	<ul style="list-style-type: none"> ○ Individual Teaching Consultation (CCT) ○ Observation and feedback from faculty member during both TA appointments ○ Teaching@UChicago Orientation (CCT) – if not attended previous year ○ CCTE 50000: Course Design and College Teaching (CCTL) – encouraged; <u>required for teaching a self-designed course in year 6</u> 	<ul style="list-style-type: none"> ○ Reflect on and develop disciplinary teaching practices ○ Practice and get feedback on classroom instruction ○ Design an inclusive and well-conceived course, based on meaningful learning objective, informed by active learning methods and assessment practices appropriate to the discipline.
5	1 Graduate Student Lectureship (either Introduction to Film or Film and the Moving Image)	<ul style="list-style-type: none"> ○ Individual Teaching Consultation (CCTL) ○ Observation and feedback from faculty member for lectureship appointment (1 class observation) 	<ul style="list-style-type: none"> ○ Practice and receive feedback on classroom instruction from specialists in teaching and learning, as well as from faculty in the field.
6	1 Graduate Student Lectureship (either Introduction to Film or Film and the Moving Image; or a self-designed course [requires CCTE 50000]) Note: Some fellowships (such as a Dissertation Completion Fellowship) will exempt students from teaching in year 6	<ul style="list-style-type: none"> ○ Observation and feedback from faculty member ○ Two hours of inclusive teaching programming (CCTL) – encouraged ○ Seminar and Workshop on Teaching Portfolio (CCTL) and / or Job Market Workshop in CMS – encouraged ○ Complete any remaining requirements for the CCTL College Teaching Certificate - encouraged 	<ul style="list-style-type: none"> ○ Receive feedback on classroom instruction. ○ Reflect on inclusive teaching practices. ○ Develop a draft statement of teaching philosophy. ○ Synthesize evidence of and reflections on teaching.

Teaching in other departments (e.g., Art History, EALC, etc.) can be counted towards a student’s PTP, but these must be approved by the DGS. Typically, this allowance is intended for students completing a joint-degree to ensure that they can hold a Graduate Student TA position alongside a faculty member in their other department.

Depending on a student’s academic standing in the program or their fulfillment of milestones, the DGS might recommend deferring teaching assignments; the DGS will discuss this possible outcome with any student prior to deferral.

Teaching Preference Forms

The process for departmental assigned teaching positions is as follows: all students in years 2-5 will be sent a Teaching Preference Form at the beginning of winter break (mid-December) and will be asked to return the completed form to CMS department staff by Week 3 of Winter Quarter (roughly the third week of January). Students must remember to indicate if they will be absent for a quarter (leave of absence, research travel) or will have other obligations to fulfill which would conflict with a teaching appointment (departmental exams, joint-degree coursework, teaching obligations outside of the department). If the student does not provide specific reasoning on this form, the department will place the student as needed in Autumn, Winter, or Spring.

Department Assigned Graduate Student - TA Positions

- *Year 3* – students entering their third year will be assigned one appointment for the academic year as a Graduate Student TA for a CMS faculty member. This will either be for a class with only undergraduate students, or a class that has a mix of undergrad and graduate students. Typically, student can expect their first assignment to be in Introduction to Film, Documentary Production (1 or 2), Film and the Moving Image, or a History Sequence course. Depending on department needs, students might be asked to TA a class requiring more specialized knowledge such as a language-based course.

For at least one of the TA positions, students will be assigned a section of Introduction to Film or Film and the Moving Image. These courses are essential to preparing for a Year 5 lectureship, and for the kind of teaching that students will do throughout their careers.

- *Year 4* – students entering their fourth year in the program will be assigned two appointments for the academic year as a TA for a CMS faculty member. Generally speaking, these positions are not to be held in the same quarter (example – both positions in Winter Quarter), so students are asked to be sure that they can be available for at least two of the three quarters of the academic year.

In this year, students may take on more challenging TA positions such as Methods and Issues. If a student has not yet been a TA for a History Sequence course, they should be prepared to be assigned one of those.

Graduate Student - TA Positions

The faculty instructor is responsible for both the goals and the contents of the course and the final grades of each student. The responsibilities of the course assistant will vary according to the kind of course to which they are appointed. In some courses, the course assistant leads a weekly discussion section throughout the quarter, consults with those students in their section about their written work, comments on their papers, and suggests grades to the instructor. In courses where the class does not meet in sections, the course assistant should lead one or more class sessions and, in some cases, offer optional discussion sessions. The course assistant shares with the faculty instructor the responsibility of advising students, reading and commenting on student papers, and suggesting grades.

- Commenting on papers – the TA comments on the papers of students in their section. If the class does not meet in sections, the TA may comment on all the papers or share that task with the faculty instructor. Whether or not the faculty instructor puts comments on the papers, they are expected to review the graded papers and the TA's comments. The faculty instructor is also expected to meet with each course assistant to discuss these comments and calibrate grades and comments across sections, where applicable.
- Grading papers – the TA suggests grades for the papers they read. The faculty instructor should consult with the TA about grades for each student but is solely responsible for assigning them. For any MA students, the faculty instructor must provide the final grade.

Faculty instructors are encouraged to allow TAs some autonomy in selecting the texts and devising agendas for discussions that they lead in a course. These selections should be consistent with the learning objectives of the course and be materials that are readily available. Faculty instructors are also encouraged to have TAs lead one class session during the quarter (seminar or lecture) and to provide the TA with preparatory guidance as well as feedback following the class. During the quarter a course is taught, the TA and faculty instructor will meet at least once to discuss the shared perception of how the course / sections are going, the successes / problems that either have noticed in regards to instruction, materials, assignments, particular students, progression through the syllabus, etc. Such occasions are opportunities for faculty

instructors to provide guidance and advice to the TA as at the beginning of their teaching career; the TA will benefit most if such conversations are both open and informative, and take place on a regular basis.

At the end of the quarter, the faculty instructor will write up a summary comment regarding the TA's teaching, submitting this to the Department Administrator to add to the student's file. This information is very helpful to the department, both during Spring Progress Reviews and in decisions surrounding teaching assignments for the following year.

In all situations the TA should be accorded the respect owed to a colleague by the faculty instructor.

Department Assigned Graduate Student - Lecturer Positions

- *Year 5* – students entering their fifth year in the program will be asked to teach a stand-alone section of either Introduction to Film or Film and the Moving Image. Depending on what quarter they are assigned a position, they will either be teaching alongside another student, a Teaching Fellow in the Humanities, a Lecturer, or a faculty member; this entails teaching their own class but sharing a screening slot and film list. As such, students will need to collaborate with whoever is teaching the other section(s) to determine the film list and outline general syllabus for the course. Graduate instructors will be asked to submit their course syllabus and film list for these two courses to the Department Chair and Director of Undergraduate Studies one month before the start of the quarter to allow for review and feedback.
- *Year 6* – students entering their sixth year in the program have two options for their final teaching assignment: they can request to teach another section of Introduction to Film / Film and the Moving Image OR they can apply to teach a stand-alone course of their own design. Students are encouraged to confer with their advisors or other faculty before submitting a proposed course. If they opt to propose a self-designed course, students will need to provide the following to the department by Week 3 of Winter Quarter:
 - *A course title and description; a preliminary syllabus; a draft film list*

Department staff will communicate via the distribution of Teaching Preference Forms how many self-designed courses can be accommodated for the academic year. Should there not be enough screening space, students will be asked to submit their course proposal with another student entering Year 6 (students would still teach their own class but would share a screening slot and film list).

Students who hold a DCF in year 6 are exempt from departmental teaching obligations for their PTP. If the student with a DCF chooses, they can request a teaching assignment under Student Teaching Support in Spring Quarter if there is departmental need, but only if taking on a Lectureship will not interfere with the completion of their Dissertation.

Classroom Observations

An essential part of fulfilling the pedagogical training plan in CMS is for graduate student teachers to have classroom observation conducted by a faculty member. This will provide key feedback for teaching style and will go towards compiling a teaching dossier, something which is vital for applying to academic positions. Standalone lecturers should plan for a member of their dissertation committee to conduct a classroom observation during their course. The faculty member should provide the following: verbal feedback to the student immediately following the class and written feedback (Appendix G) which will be shared with both the student directly and added to the student file for Annual Reviews. Should the student not have a dissertation committee at the time of their lectureship, they should arrange for either a member of their exam committee or the DGS to conduct this observation.

Guidelines for Faculty Instructors and Graduate Student - TAs

The Department of Cinema and Media Studies sees its program of teaching assistantships as one in which graduate students become an integral part of undergraduate instruction while acquiring pedagogical, collegial, and other professional experience. The general policy is as follows: The teaching assistant (TA) can expect to both acquire experience in planning and conducting a course, as well as receive guidance and ongoing supervision from the faculty instructor as they help to lead classes and grade papers. The faculty instructor can expect assistance in the workload of instructing / executing a course including such work as leading a discussion section and/or preparing course materials in advance of and during the quarter of instruction.

Faculty are to remember that few students are experienced teachers, and that some have never taught before prior to their first appointment. Prior to the course beginning, faculty should meet with their assigned Teaching Assistant to discuss the course syllabus, the direction of the course, writing assignments, exams (if any), timetables for handing in and grading work, criteria for evaluating and providing feedback for student work, any internal policy on late papers and incompletes, teaching a stand-alone section or stipulated number of classes, and holding office hours. The TA's pedagogical role in the course should be determined. The TA should be recognized as the instructor in at least some aspects of the course and given some opportunity for independent teaching. It is also important that the faculty member be available to advise the TA in order to improve their teaching skills and deal with problems as they arise.

Other Teaching Opportunities

Other opportunities within the University include tutoring positions (in which graduate students work through the Writing Program with students in the residence halls, or with students whose first language is not English), and other administrative employment. Students should check emails from various department listservs (e.g., cms-phd), as messages for job opportunities will be forwarded to those lists by the Department Administrator, the DGS, and other members of CMS faculty.

Chicago Teaching Certificate

The Chicago Center for Teaching and Learning (CCTL; <https://teaching.uchicago.edu>) offers professional development activities to aid students in their approach to teaching. The objectives of this program are to help graduate students:

1. Develop and critically reflect on their teaching practice as they take up teaching opportunities;
2. Discuss and appraise key pedagogical principles and frameworks and implement them in the design of a new course;
3. Receive formative and constructive feedback on their teaching;
4. Articulate a meaningful, inclusive, student-centered approach to teaching, expressed in a statement of teaching philosophy and demonstrated in a teaching portfolio.

One of the main programs that students are to complete as a part of their PTP is the Chicago Teaching Certificate. To begin fulfilling requirements for the Chicago Teaching Certificate, students should first enroll in the [CTC Canvas course](#) to log their progress, and attend *Teaching@UChicago*, a one-day session held during Orientation week each year. While this session is targeted to students entering year 3 and taking on their first teaching appointment, it is open to all graduate students. Students should look at all of the requirements of this program –<https://teaching.uchicago.edu/programs/college-teaching-certificate-program>– these involve taking courses, seminars, and workshops, participating in an individual teaching consultation, writing short essays, and submitting a teaching portfolio. The Chicago Teaching Certificate is extremely useful for those entering the job market.

Teaching 'Off-Schedule' on PTP

Some students may arrange to defer their PTP teaching service until later than usual or arrange to satisfy their teaching obligations ahead of schedule – both scenarios must be approved by the Director of Graduate Studies.

OTHER ASPECTS OF THE PHD PROGRAM

Student Leadership Roles for Graduate Students

- *Graduate Student Representatives:* Graduate students elect two student representatives whose primary function is to serve as a liaison between the faculty and students. These representatives ensure communication about policy matters, curricular planning, and faculty searches, and help create an atmosphere of transparency in matters of funding, standards of academic progress and degree completion, and other matters of student life. The Grad Reps will also be invited to attend CMS Faculty Meetings, both to raise any issues or concerns directly with the faculty and to be kept informed of what is happening in the department. They will often work closely with the DGS, Chair, and Department Administrator.

The Grad Reps will also control the use of offices and the seminar room in the Grad Lounge – these spaces are for graduate students serving as TAs and Lecturers to use as discussion spaces and places to hold office hours; prior to each quarter, they should coordinate a schedule of who'll be using the space and when. Grad Reps should remind TAs that, should there not be a space available for discussion section in the grad lounge, they can get in touch with the Department Administrator about using Classics 312.

- *Social Reps - Humanities Division Graduate Student Council (HDGSC) and Dean's Student Advisory Board (DSAB) Representative:* The Dean of Students Office will publicize an application made available to all CMS students in August/September for students to apply to the role of representative to both the HDGSC and DSAB. HDGSC is responsible for planning and requesting funding for social events throughout the year. At the beginning of each quarter a budget is drafted and approved by the HDGSC. Receipts associated with these events should be submitted to the Dean of Students Office for reimbursement from the HDGSC account.

In addition to these administrative roles, graduate students may also serve as coordinators of a workshop, or as co-organizers of the annual graduate conference on cinema and media.

CMS Travel Grants – Autumn and Spring Quarter

Twice a year the Department of Cinema and Media Studies offers grants to students for expenses incurred for research-related travel to archives, specialized festivals, and to support attendance at scholarly conferences in which the applicant is delivering a paper. Grants will be awarded on the basis of both the merit of the application and particular project and evidence of satisfactory academic progress in the program. Applications are due in November and May (exact deadlines will be communicated by the Department Assistant a month prior to each) for travel in the periods preceding these deadlines. Applications should include a description of the research project, conference lecture, and rationale for attending a specialized festival, as well as a budget for what was spent. PDF copies of receipts should be submitted with all other documentation to the Department Assistant via email. Students should also submit a Student Certification for Business Related Travel Reimbursement; this page should ideally be signed by the Department Chair (but can be filled out by the Department Administrator when necessary).

There are also limited research funds available through The Division of Humanities, dissertation proposal development grants, and other sources on or off campus. It is recommended that students apply simultaneously for the CMS travel grant and for other grants; in case of success, they are expected to inform the department of the amount of the award.

Fellowships Available Through the Humanities Division

Dissertation Completion Fellowships:

- Fellowships for support during the dissertation completion year are offered each year from a variety of divisional and university sources. Calls for applications for these completion fellowships are circulated early in Winter Quarter, and CMS typically asks for application materials to be submitted internally at the end of February. This is to ensure that all materials for the CMS nominees can be properly arranged before the Humanities Division deadline.

Students should consult with their Dissertation Chair in the Fall Quarter if they intend to apply for a DCF for the following academic year.

- Students should carefully follow the instructions on fellowship calls for applications and address any questions directly to the Department Administrator. Any student (usually those in years 5, 6, and 7) thinking of applying should be prepared to have the following ready to submit to CMS department staff for the internal deadline:
 - a submitted dissertation proposal (student must be in-candidacy at the time of application);
 - a completed chapter of their dissertation approved by their dissertation committee;
 - a current CV;
 - a proposed and plausible timeline for completion;
 - two faculty members from the student's dissertation committee willing to write a letter of recommendation.

Further information about available fellowships and other sources of funding can be found on the Humanities Division website: <https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships>.

UChicagoGRAD

UChicagoGRAD provides graduate students with help through Career Development to learn about preparing for the job market, Global Impact internships, advising, and the Academic Exchange Program. The Professional Advancement and Training for Humanities Scholars (PATHS) is another resource open to graduate students, funded by the National Endowment for the Humanities to prepare doctoral students for careers in academia, industry, nonprofits, and government. PATHS coordinate a number of funded internships in students' areas of interest and offers professionalization support. These opportunities can be generated by students or selected from a list of current positions. See grad.uchicago.edu for more information.

Bulletin Boards

The bulletin boards outside the CMS office are used for administrative notices to students, calls for papers, teaching job advertisements, and announcements for talks, symposia, workshops, and fellowship and writing competitions. While as many as possible will also be distributed via the listservs, students should still check these boards for information from outside departments not circulated electronically.

- The bulletin boards outside of the Film Studies Center post information about various film-focused events on/off campus and all curricular screenings for the current week.

Student Directories / Student Mail

A directory listing all registered graduate students in CMS with email addresses is prepared shortly after the beginning of Autumn Quarter each year and is available on the CMS Canvas. Students should keep their contact information (permanent / mailing addresses, phone numbers, emergency contact) updated on my.uchicago.edu. Central University offices use that information on this site to contact students with official correspondence, so it is essential that it is accurate. The address listed on my.uchicago.edu is also where all checks issued by the University will be sent – anything distributed by the Dean of Students Office as well as reimbursements issued by the CMS office. Graduate students have mailboxes located in Classics 311 (CMS Department Mailroom); students should check those boxes during their teaching quarters for submitted papers / correspondence from faculty / students. Any mail sent c/o the department office will be placed in these folders.

Faculty Directories / Faculty Mail

Faculty contact information – office location, UChicago email address, office phone number, open office hours – is kept up-to-date on a faculty members profile page of the CMS department website. CMS faculty have a mail-folder in the CMS Department mailroom, located in Classics 311. This room remains unlocked most weekdays from 8:30AM – 5:00PM when staff are not working remotely. Submitted papers, requested items, completed forms, etc. that are turned in after or before department office hours should be either left in the mail pocket outside Classics 304, or slid under the door.

Safety and Security

The University of Chicago makes available a guide to safe urban living; the site also contains information on safely travelling within Hyde Park and beyond, security issues, dealing with sexual assault, drug and alcohol policies on campus, and important phone numbers – <http://commonsense.uchicago.edu>. If you are in immediate danger, dial '123' from any campus phone, find an emergency phone and press the blue button, or dial '911' from your personal phone.

Local Travel

- **CAMPUS BUSES:** Your UChicago ID Card allows you free service on Campus UGo Daytime and UGo Nighttime Shuttles. The TransLoc Rider app (available in Android and iPhone) will show you the locations of UGo Daytime / Nighttime shuttles, and CTA buses.
- **CTA BUSES:** 171 and 172 buses run through Hyde Park and are free for UChicago students, faculty, and staff (with UC ID). Information about travel throughout Hyde Park and around Chicago is available to you at <http://safety-security.uchicago.edu> - schedules for bus service in Hyde Park and South Shore are also posted throughout campus.
- **METRA:** There are three (3) Metra Stations within Hyde Park – 51st/53rd St. Station, 55th/56th/57th St. Station, and 59th St. Station which run along the Metra Electric District (ME). Trains can be taken either south to University Park or north towards the Loop.

RESOURCES

Film Studies Center

The FSC – located on the 3rd floor of Cobb Hall (5845 S. Ellis Ave) – is a comprehensive support center for the Department of Cinema and Media Studies, providing an ideal space for students and faculty to explore film and a variety of other media. Since its establishment in 1992, the FSC has played a vital role in fostering serious interdisciplinary film scholarship. In the FSC, students can pursue their inquiries into the history, criticism, and theory of film.

The FSC facilities include an auditorium used for screenings and public events, which is also, along with two seminar rooms, equipped with a variety of video formats for teaching. Large-screen projection allows the teacher to engage with students in a close analysis of film texts during screenings. A second screening room (Logan 201) is also used for screenings and teaching purposes, which has Digital 3D capacity.

The FSC also has individual viewing and research rooms; a video checkout and a variety of video and 16mm film playback equipment; and a technical workroom for the inspection and repair of archival film materials. The FSC shows over 800 film and video titles each year for classes, workshops, conferences and special events. FSC staff maintain a computerized catalog of the center's collections, and can create printed search aids sorted on a number of access points (filmmaker, country of production, etc.) relevant to a student's research.

The Film Studies Center also houses the [Gerald Mast Film Archive](#), which holds the growing collections of over 8,000 film titles (including feature films, experimental cinema, silent film, classic Hollywood cinema, documentary, European art cinema, video art, international cinema, etc.) available for teaching, study and research purposes. It also has, in the Logan Center, a temperature and humidity-controlled vault for its 16mm and 35mm film collections. The FSC makes every film shown in class available to provide individual access to the films.

Other Cinema-Related University Resources

- Black Film Research Online: resource guide for the study of Black film culture.
- The Center for the Study of Gender and Sexuality ([CSGS](#))
- The Center for the Study of Race, Politics and Culture ([CSRPC](#))
- The Center for East Asian Studies Film Library ([CEAS](#))
- Doc Films: shows films nightly at the Max Palevsky Theater in Ida Noyes Hall.
- Fire Escape Films: The student filmmaking group at the University of Chicago.
- The Joseph Regenstein Library: selected references and resources for Cinema and Media Studies.
- [South Side Home Movie Project](#): An ongoing project to collect, preserve, archive, and present home movies from Chicago's South Side; directed by Jacqueline Stewart.

Off-Campus Cinema-Related Resources

- Block Cinema, a collaboration of the School of Communication at Northwestern University, the Mary and Leigh Block Museum of Art, and the student-run Film and Projection Society, screens classic and contemporary films in the Museum's state-of-the-art Pick-Laudati Auditorium.
- Chicago Film Archives: A regional film archive "dedicated to identifying, collecting, preserving, and providing access to films that represent the Midwest."
- Chicago Film Society: an independent group dedicated to celluloid projection, showing films throughout the year.
- Chicago Filmmakers: Independent avant-garde film and video screenings throughout the year.
- Gene Siskel Film Center: screening significant world cinema in a non-commercial context.
- Stony Island Arts Bank: A "hybrid gallery, media archive, library, and community center" Stony Island Arts Bank houses Black Cinema House which hosts screenings and film discussions.
- Video Data Bank: Operated out of the School of the Art Institute of Chicago, the Video Data Bank is "a leading resource in the United States for video by and about contemporary artists. The VDB's collection has grown to include the work of more than 600 artists and 6000 video art titles.
- [Media Burn](#): a non-profit organization that "collects, produces, and distributes documentary video created by artists, activists, and community groups. Our mission is to use archival media to deepen context and encourage critical thought through a social justice lens."

There are many other aspects of cinema and media culture throughout Chicago, and we encourage everyone to explore the city's resources.

GRADUATE STUDENT UNIONIZATION

The University has entered into Collective Bargaining Agreement with graduate students. Please find that agreement here: <chrome-extension://efaidnbmninnbpcjpcglclefindmkaj/https://provost.uchicago.edu/sites/default/files/UChicagoUECBA.pdf>



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

FIELDS EXAMINATION – SCHEDULING FORM

Prior to scheduling your exam, consult with the Director of Graduate Studies to confirm you have fulfilled your coursework and language requirement. This completed form must be submitted to the Department Administrator a minimum of six (6) weeks before you intend to begin writing (if scheduling will be handled by the Department Administrator). You must include a copy of all three (3) exam lists. You must include the contact information for any committee member not in CMS.

Student: _____

Signature: _____ Date Request Submitted: _____

Fields and Examiners (please list your fields in the order you will be writing):

Field I: _____ Advisor I: _____

Field II: _____ Advisor II: _____

Field III: _____ Advisor III: _____

Proposed Dates of Written Exams (1, 2, and 3):

Proposed Oral Exam Dates / Times:

Option #1: _____

Option #2: _____

Option #3: _____

Signature: _____

Approval, Director of Graduate Studies

Date: _____

For CMS Office use only:

Advisor I Approval: _____

Advisor II Approval: _____

Advisor III Approval: _____

Confirmed, Written Exam I: _____

Confirmed, Written Exam II: _____

Confirmed, Written Exam III: _____

Confirmed Oral Exam Date: _____

Time: _____ Location: _____



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

DISSERTATION PROPOSAL – SCHEDULING FORM

Prior to scheduling your dissertation proposal, you should discuss requirements of the proposal with your Committee Chair, the DGS, and the Department Chair. This completed form must be submitted to the Department Administrator in Classics 304 a minimum of six (6) weeks before the first proposed date. You must include the contact information for any committee member outside of CMS.

Student: _____

Signature: _____ Date Request Submitted: _____

Proposed Conference Date / Times:

Option #1: _____

Option #2: _____

Option #3: _____

Option #4: _____

Dissertation Chair: _____

Committee Reader: _____

Committee Reader: _____

Committee Reader: _____

Signature: _____

Approval, Director of Graduate Studies

Date: _____

<i>For CMS Office use only:</i>	
Dissertation Chair Approval:	_____
Committee Reader Approval:	_____
Committee Reader Approval:	_____
Committee Reader Approval:	_____
Confirmed Proposal Date: _____	
Time: _____	Location: _____



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

CMS DISSERTATION PROGRESS REPORT

Please return completed report to the CMS Office, Classics 304.

Name: _____

PART I (to be completed by the student): Please describe what progress you have made towards the completion of your dissertation during the past academic year. If you are in year seven (or six, as appropriate) and are requesting permission for an annual extension, please also include a credible timetable for the completion of your dissertation.

Student signature: _____ Date: _____

PART II (to be completed by dissertation supervisor):

This student is is not making satisfactory progress.

ANNUAL EXTENSION REQUEST

This student's request for an annual extension has has not been approved.

Comments:

Dissertation Chair: _____

Dissertation Chair's signature: _____ Date: _____



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

ANNUAL ADVISORY MEETING FORM

Please return this completed form to the CMS Office, Classics 304

Date of Annual Advisory Meeting: _____

Did all committee members attend (mandatory)? _____

Is this student's progress satisfactory? _____ Yes _____ No

Student's Name:	Student's Signature:
Comments:	

Committee Member's Name:	Committee Member's Signature:
Comments:	

Committee Member's Name:	Committee Member's Signature:
Comments:	

Committee Member's Name:	Committee Member's Signature:
Comments:	

Annual Extension Beyond Year Six, If Applicable:

Extension Approved: _____ Yes; _____ No

Dissertation Chair: _____

Dissertation Chair signature: _____ Date: _____



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

GRADUATE STUDENT TEACHING EVALUATIONS

Instructions for Faculty Evaluating Graduate Student Teachers

Written evaluations by faculty of a graduate student's teaching are an essential part of any graduate student's file and help them to compile a teaching dossier when applying for academic positions. The following points can be helpful as notes towards a "narrative" evaluation of graduate student teaching. This outline applies differently to different classes as structures vary greatly within the department. Aspects that are emphasized in the organization of the course (TA discussion groups, standalone courses, etc.) can be elaborated upon when faculty instructors are addressing a student's teaching skills in letters of recommendation for graduates on the job market.

For graduate student's teaching standalone courses, the student is responsible for arranging a classroom observation with a member of their dissertation / exam committee. For graduate students holding a TA position, the student and faculty member will arrange the date for the observation to take place (a different form should be completed for TA Evaluations)

Verbal feedback to students is most effective if offered immediately or very soon after the class visit – immediate feedback also allows the student to adjust their execution while the course is still in session.

Faculty instructors conducting classroom visits – The faculty member should sit in the back of the room but among students; should not participate in the class – no suggestions, questions, or comments.

Faculty Instructors Conducting Written Evaluations – The faculty member should complete the form on the following page as completely as possible. This form will be shared with the student, and will be a part of their Spring Progress Review.



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

Department of Cinema and Media Studies

TEACHING ASSISTANT EVALUATIONS

CMS Faculty – please take time to review and evaluate any Teaching Assistants from your classes during the 2024-2025 Academic Year. Please complete one form for each teaching assistant you’ve had this year and return to drmorgan@uchicago.edu

Student Name:

Course Name; Number of Students Enrolled:

Quarter / Year:

Faculty Member Completing Evaluation:

Teaching assistant’s function in the course:

Assembling course materials

Reading / responding to student’s written work

Grading or co-grading student work (for all or part of the course)

Teaching weekly or occasional discussions sections (how many?)

Teaching one or more of the principle course lectures

Did you observe the teaching assistant run a lecture or discussion sections?

If yes, please briefly comment on the student’s performance below:

Please comment on the student’s overall performance as your teaching assistant:

May the student have access to this evaluation form?

Yes

No



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

GRADUATE STUDENT LECTURER TEACHING EVALUATIONS

Classroom Observation Conducted by CMS Faculty

Student Name:
Course Name; Number of Students Attending:
Quarter / Year:
Faculty Member Completing Evaluation:

- Does the graduate lecturer start and finish on time?
- Speak clearly and with voice modulation? Make eye contact?
- Are they engaging with students, encouraging questions while being attentive to difficulties?
- The general class structure/organization: is lecture/introduction followed by questions, or is entire session discussion-based?
- Evaluate the discussion triggers/questions: are they abstract, too specific with little room for variations in response, or posed to allow for well-paced development of the discussion?
- Do students seem to be engaged and focused? How are quiet students engaged and how are the very vocal ones handled?
- How are problematic or wrong answers / responses / observations by students handled by the student instructor?
- Please comment on the handling of the AV equipment / interlacing of PowerPoint/images/clips.



THE UNIVERSITY OF
CHICAGO

**Department of Cinema
and Media Studies**

INCOMPLETE – REQUEST FORM

The incomplete grade ('I') indicates that a student registered for credit in a course, but has not submitted all coursework required to receive a quality grade.

The below are the criteria which must be met in order for an incomplete to be approved for a course in a CMST course:

- The request for the incomplete must be initiated by the student;
- The faculty instructor can determine the validity of the request and will approve or deny the request using this form;
- The completed form must be submitted to the DGS (cc'ing the faculty instructor and Department Administrator)

The Humanities Division policy on incompletes in coursework is available on the department Canvas and the Graduate Student Handbook.

Student Name:	
Student Number	
Course Code and Title	
Faculty Instructor	
Quarter / Year	

Reason for Requesting Incomplete:

Coursework to be Completed:	
Completion Deadline:	
Student Signature and Date	

For Instructor Only:

Request Approved – <input type="checkbox"/>	Request Denied – <input type="checkbox"/>
Instructor Signature and Date:	

Signature: _____

Date: _____

Approval, Director of Graduate Studies