



THE UNIVERSITY OF
CHICAGO

Department of
English Language
and Literature

Graduate Student Handbook



2023-24

The Graduate Student Handbook serves as the authoritative statement and description of program requirements and the English Department's official policies and procedures.

Divisional and University policies and procedures can be accessed at

<https://studentmanual.uchicago.edu>

If the handbook does not answer specific questions, please consult the Department Administrator or the Director of Graduate Studies.

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University Offices and General Resources

Registrar	http://registrar.uchicago.edu/
Bursar	http://bursar.uchicago.edu/
Graduate Financial Aid	https://financialaid.uchicago.edu/graduate
Office of International Affairs	https://internationalaffairs.uchicago.edu/
Humanities Division	https://humanities.uchicago.edu/
UChicagoGRAD & PATHS	http://grad.uchicago.edu/
Chicago Center for Teaching	https://teaching.uchicago.edu/
Ratner Athletics Center	http://athletics.uchicago.edu/facilities/ratner/index
University Bookstore	http://uchicago.bncollege.com/
The Seminary Co-Op	https://www.semcoop.com/
57 th Street Books	https://57th.semcoop.com/
Library Services	https://www.lib.uchicago.edu/
Special Collections	https://www.lib.uchicago.edu/src/
IT Services	http://its.uchicago.edu/support/
UChicago Transit Information	https://uchicago.transloc.com/
UChicago Marketplace	https://marketplace.chicagomaroon.com
Dissertation Office	https://www.lib.uchicago.edu/research/scholar/phd/

SECTION 1: GENERAL INFORMATION, RESOURCES, AND POLICIES

Student Wellness

Student Health and Services (<http://wellness.uchicago.edu/>) is located at 840 E. 59th St, and sees students by appointment only. Call 773-834-9355 to schedule an appointment.

Nurse Advice Line: If students need attention when the clinics are closed, they can contact the Nurse Advice Line at 773-834-9355. The nurse will contact a medical provider as necessary; there is also a prompt to reach a physician directly.

Emergencies: Students who need emergency medical attention can call the Chicago emergency number 911, campus security at 773-702-8181, or the hospital Emergency Room at 773-702-6250. The emergency room entrance is located on 58th Street between Ellis and Maryland Avenues. Students should notify student health immediately for insurance purposes when you are going to the hospital.

The Student Counseling Services (<http://wellness.uchicago.edu/>) provides mental health care to University of Chicago students. This care includes needs assessment, psychotherapy, psychiatric consultation, academic skills assessment program, support groups, referrals, emergency services, and health promotion and wellness programs. The SCS is located at 840 E. 59th St.

For urgent appointments during office hours, students can walk into the office or call 773-834-9355.

For emergencies after hours, students should call 773-702-3625 to reach the therapist on call.

For free, confidential, and informal consultations with SCS staff, students can use the Let's Talk service (<https://wellness.uchicago.edu/mental-health/lets-talk/>).

Contact Information for on campus resources:

Emergency Services

UCPD	773.702.8181
Mitchell ER	773.702.6250

Confidential Support

Sexual Assault Dean-on-Call	773.702-8181
Student Counseling Services	773.834-9355
Student Health Services	773.834-9355

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Title IX

Title IX Coordinator	773.834-6367
Deputy Title IX Coordinator for Students	773.702.0438

Other Resources

Student Disability Services	773.702.6000
Health Promotion and Wellness	773.834-9355
Sexual Violence Education and Outreach	773.834.7738
Disciplinary Affairs	773.834.4837
Center for Identity and Inclusion	773.702.5710
Spiritual Life	773.834.1885
Safety Escorts	773.702.8181

For reporting a bias incident, contact the Bias Education and Support Team (BEST) at <https://csl.uchicago.edu/get-help/bias-education-support-team-best>

File a complaint, learn more at www.umatter.uchicago.edu

University Policy on 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 at <http://harassmentpolicy.uchicago.edu/page/policy>.

The changes reflect the University's fundamental commitment to values that promote the full participation of all members of our community. As part of that commitment, the University prohibits discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, physical or mental disability, protected veteran status, genetic information or other legally protected classes. Sexual misconduct, which encompasses a range of conduct from sexual assault to sexual harassment, also violates the standards of our community, is unacceptable and will not be tolerated. The University will take necessary action to prevent, correct, and, where indicated, take disciplinary action regarding unlawful discrimination and sexual misconduct.

The revised Policy on Harassment, Discrimination, and Sexual Misconduct applies to students and other program participants, staff, postdoctoral researchers, faculty, and other academic appointees, volunteers, as well as to anyone on whom the University has formally conferred a title, regardless of employment status. It also applies to misconduct that occurs on or off University property; and if the conduct occurred in connection with a University or University-sponsored or -recognized program or activity or has or

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reasonably may have the effect of creating a hostile educational or work environment for a member of the University community.

Department of English Code of Ethics

The Department of English is a community of students and scholars whose members abide by a code of professional ethics. The department community 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 (see [MLA Statement of Professional Ethics](#)); undocumented statements are assumed to be the individual's own contribution. On examinations, students are under obligation neither to receive nor to give assistance to others. Should this code be violated, the Department Chair will appoint an ad hoc committee of three (two faculty members and one student) to ascertain the facts and to make disciplinary recommendations in accord with University policy.

Department of English Resources

Website

Information on courses, faculty, staff, students, workshops, the academic calendar, administrative forms, and so forth, may be found at <http://english.uchicago.edu>.

Announcements

Students are automatically subscribed to and required to be a member of the administrative mailing list, eng-grad@lists.uchicago.edu, which will notify students of official administrative events, including program deadlines and job and fellowship information.

A second mailing list, annc-enggrad@lists.uchicago.edu, is used to circulate announcements for University-related events like workshop announcements, lectures on campus, job opportunities, and other types of non-administrative announcements.

Bulletin boards on the fourth floor of Walker are also used for departmental and outside notices such as calls for papers, job advertisements, announcements for talks, etc.

English Graduate Student Resources Canvas Site

The English Graduate Student Resources Canvas site has helpful information for graduate students, including

- administrative forms
- information for graduate student teachers
- samples of job letters, abstracts, and CVs
- samples of dissertation proposals and orals lists

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To access the Canvas site go to <https://canvas.uchicago.edu/> and log in using your CNetID and password. If you have trouble accessing the Canvas site, please write to englishsupport@uchicago.edu.

The PhD Program Policy Statement

The following statement of policy was adopted by the faculty of the Department of English in spring 1974, and amended in 1995. 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 teachers. It is also intended to guide faculty in advising students, designing courses, and serving on exams.

Given that graduate students in the program are preparing to become scholars and teachers, they should work to develop certain competencies associated with the PhD in English. Most important, scholarship and criticism in our field begins with textual, linguistic, and research skills; demands knowledge of the history of literature; and necessitates familiarity with different critical methods and with literary or cultural theories. Moreover, nearly every beginning teacher will be expected both to write and publish in an area of specialization and to teach a wide range of courses, including surveys. Therefore, the department believes that every graduate student, before beginning the dissertation, should have demonstrated through coursework, language exams, and the oral fields examination the following competencies:

1. A capacity for close, analytical reading;
2. The ability to write effective, well-constructed critical prose and to present critical ideas orally;
3. Some familiarity with and capacity to employ resources for scholarly investigation (especially as found in the Regenstein Library) and an elementary knowledge of descriptive and enumerative bibliography and of textual criticism;
4. Some substantive knowledge of the history of English and American literature and an awareness of characteristic problems and procedures of the literary and cultural historian—this should include both considerable knowledge of a particular period and some engagement with historical and national difference;
5. An awareness of basic critical problems and of the diversity of critical modes by which such problems are pursued; and
6. Competence in reading critical and literary texts in a foreign language.

The department expects that students will pursue these competencies through a variety of means during their years in the program, including, in addition to regular course offerings: reading courses and conversations with faculty; participation in graduate workshops and colloquia; attendance at extracurricular lectures, conferences, or exhibits; and, not least important, individual study and conversation with other students. Faculty advisors should (1) help students to assess their own progress in achieving these competencies and (2) work with students to plan programs that will address their needs.

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The department also believes that students should acquire basic competence in teaching, through the pedagogy course (required of all students in their third year), supervised teaching in the department or elsewhere in the University, and independent teaching.

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

Section Outline

[PhD Program Overview](#)

[Departmental Proseminars](#)

[Departmental Advising](#)

[Years One and Two: Coursework](#)

[Year Three: Transition to Independent Academic Work](#)

[Year Four: Beginning the Dissertation](#)

[Year Five and Beyond: Completing the Dissertation](#)

PhD Program Overview

The goal of the English PhD program is to prepare doctoral students for independent work in the field—that is, to develop their individual ability to pose and investigate problems in the advanced study of literature and other media. Departmental requirements are designed to move students toward that goal by introducing them to a variety of textual modes, critical methodologies, and historical/cultural problems and by providing extensive practice in research, discussion, argument, writing, and teaching.

Successful completion of the PhD Program requires students to fulfill the following requirements and achieve the outlined program milestones:

1. Coursework Requirement, including the PhD Colloquium, the Research Paper Proseminar, and Seminar Papers
2. Foreign Language Requirement
3. Complete the departmental pedagogy course, Teaching Undergraduate English
4. Pass the Qualifying Examination
5. Fulfill all requirements of the Pedagogical Training Plan
6. Submission of an approved Dissertation Proposal
7. Completion of an acceptable Dissertation
8. Pass the Dissertation Defense

Departmental Proseminars

The department offers a series of proseminar courses, designed to support students through the main stages of the PhD program. The proseminars for Years 1-3 are required; students must complete these before advancing to candidacy. The proseminars for Years 4-6 are strongly encouraged. In some cases, a student may wish to enroll in a given proseminar in a different year than outlined below; they should discuss this with the DGS.

Year 1: PhD Colloquium

Year 2: Research Paper Proseminar

Year 3: Pedagogy Proseminar (Teaching Undergraduate English)

Year 4: Dissertation Proseminar

Year 5: Advanced Writing for Publication Proseminar

Year 6: Job Seekers Proseminar

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

Departmental Advising

Students will be guided through all aspects by their faculty advisors. In years 1-2, this advisor will be assigned to them by the department. In years 3 and beyond, a student's dissertation or qualifying exam committee will take on this advising role, particularly at the required annual advising meeting.

Prior to the start of Autumn Quarter, students in years 1-2 will be assigned a faculty advisor for the year. Students will meet with their faculty advisors at the start of each quarter throughout the academic year for the first two years in the program. At the end of their second year, there will be a cohort-wide advising meeting with the DGS to look ahead to Year Three.

YEARS ONE AND TWO: Coursework

The first two years of coursework aim to introduce students to a variety of textual modes, critical methods, and historical/cultural problems, and to provide them with extensive practice in research, discussion, argument, and writing. Along with taking courses in their primary areas of interest, students are strongly encouraged to explore other areas as well.

Year One Overview

- Meet with faculty advisor each quarter
- Attend departmental lectures and workshops
- Take at least **SIX** courses for letter grades
- Complete the PhD Colloquium over the course of the year (for Pass credit)
- Complete and submit **TWO** Seminar Papers

Year Two Overview

General Obligations

- Meet with faculty advisor each quarter
- Attend departmental lectures and workshops

Entering the program **without an English MA**

- Take at least **FIVE** courses for letter grades
- Complete the Research Paper Proseminar (for Pass credit)
- Complete and submit **TWO** Seminar Papers

Entering the program **with an English MA**

- Take at least **TWO** courses for letter grades
- Complete the Research Paper Proseminar (for Pass credit)
- Complete and submit **ONE** Seminar Paper

By the end of Year Two, students should:

- Fulfill departmental [Foreign Language Requirement](#) (by end of Summer Quarter)

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

- Determine fields of study and advisors for Orals Fields Examination
- Apply for teaching positions for coming academic year

Summers

[UChicagoGRAD/PATHS](#) offers an array of workshops directed at skill development and career preparedness. Students are strongly encouraged to participate in at least one PATHS summer program each summer if they remain on campus.

NOTE: Students who have successfully completed all requirements for the first year of PhD study may apply to receive the degree of Master of Arts by informing the Department Administrator of their intention to file for an MA degree.

Coursework Guidelines and Requirements: Yearly Course Load Details

For **first-year students**, TWO courses, of the six that are required, should be taken at the 500-/600-level.

For **second-year students** who entered the program **without an English MA**, TWO courses, of the five that are required, should be taken at the 500-/600-level.

For **second-year students** who entered the program **with an English MA**, ONE course, of the required two, should be at the 500-/600-level. Second-years who enter with an English MA may also take the departmental pedagogy course, Teaching Undergraduate English, during the second year, though most will take this during the third year.

Students need to submit a petition to the DGS for any exception to what is outlined above.

All required coursework, including Seminar Papers, should be completed and submitted **by June 30**. Please refer to section 4 for further information on **the guidelines for satisfactory academic progress**.

Second-year students who entered the program **with an MFA, or an MA in a field other than English**, will have to fulfill the same coursework requirements as students who entered the program without an English MA. However, if students have taken relevant

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

coursework in their MFA or MA program, they may petition the DGS to have these courses count toward the PhD Program's coursework requirements.

All second-year students must complete the Research Paper Proseminar. This course is taken P/F, like the first-year Colloquium.

Coursework Guidelines and Requirements: Period Requirements

During the two years of coursework, all students must take (at least)

- ONE course in Medieval/Renaissance Literature
- ONE course in 18th/19th Century Literature
- ONE course in 20th/21st Century Literature

Coursework Guidelines and Requirements: Courses Outside the Department, Creative Writing Courses, and Reading Courses

During coursework, all students may

- take some courses outside of the department (Note: each year half of required graded courses must have an ENGL course number. Exceptions to this rule must be approved by the DGS.)
- count ONE 300-/400-level Creative Writing course toward the fulfillment of their course requirements; they may not count more than one such course, unless they receive approval from the DGS
- take individual or small group reading courses (599 or 699), a.k.a. independent studies, by arrangement with an instructor

Note: courses taken to fulfill the language requirement do *not* count towards the required coursework. Any language courses taken after fulfilling the language requirement can count towards coursework.

Seminar Paper Requirement

Students must write two Seminar Papers in their first year, and two in their second year (one in the second year, if they entered the program with an English MA). Students should not write more than two Seminar Papers each year unless they have a pressing reason for doing so; they should consult with their advisor about this.

Seminar Papers are normally written for 500- or 600-level courses. Under special circumstances, students may write a Seminar Paper for a 300- or 400-level departmental course or a departmental reading course (599 or 699), with the prior permission of the instructor and the DGS.

Seminar papers written for non-ENGL faculty members must be approved in advance by the DGS with the Seminar Paper Approval form. Students should submit this form at least six weeks before their seminar paper deadline with the instructor.

Faculty members' expectations for Seminar Papers vary somewhat, and it is a good idea to discuss plans in advance with your instructor. Below is the faculty's agreed-upon description of the Seminar Paper. In brief, the requirements are that it be a seminar-length paper (**at**

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

least 20 pages) with a research component (either in secondary critical literature, or in a theoretical or historical archive).

Description of Seminar Paper: A seminar paper should be about 25 pages in length (or: about 8000 words, including notes); the minimum length is 20 pages. It should be written in lucid, compelling prose cleanly presented without typographical or formatting errors. It should indicate a developed knowledge of its particular topic and subfield(s) and should position its argument relative to comparable published work on the same subject. The paper should be footnoted to take note of previous work and should contain a bibliography formatted according to the rules specified by either the MLA Handbook or Chicago Manual of Style. A seminar paper is not expected or required to be ready for publication.

Further recommendations (agreed upon by faculty): The paper's subject should be neither too small (e.g. a single short poem without reference to the poet's other work or literary milieu) nor too large (e.g. gender in the Victorian novel, unanchored to specifics). It is advisable to decide on the paper's subject and method in consultation with the course instructor. The paper's argument should be clearly stated at the outset with careful signposting to indicate how it will be developed. Dividing the essay into subtitled sections can be helpful to the reader in following the argument. This argument should be backed up with primary evidence (e.g. textual examples) and supported by historical research and/or theoretical scaffolding. Archival evidence is often desirable though it is certainly not required.

The final departmental deadline for all Seminar Papers is **June 30th**, though the Department strongly encourages students to have completed the paper as close to the end of the course as possible. Students should determine a deadline for the seminar paper with their faculty instructors. Please refer to Section 4 on satisfactory academic progress for more information on departmental deadlines.

Instructor feedback on seminar papers from instructors should be sent, within 6 weeks, not only to the student but also to the Department Administrator.

To submit your paper to the department, send a copy of the paper to the Department Administrator and indicate the course and instructor the paper was written for. The email should be copied to the instructor, who can then confirm approval.

UChicagoGRAD/PATHS

PATHS (Professional Advancement and Training for Humanities Scholars) is an initiative funded by the National Endowment for the Humanities to prepare UChicago doctoral students in the humanities and humanistic social sciences for diverse career trajectories. PATHS programs and resources help participants chart a course for their professional training toward careers in academia, industry, nonprofits, and government.

Implemented by UChicagoGRAD, PATHS features workshops, experiential learning opportunities, career advising, fellowship advising, oral and written communication training, conversations with employers and alumni, and two seminar series. The First Year

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

Series focuses on helping new graduate students transition smoothly to research and teaching. The Short Courses Series provides in-depth career exploration and tailored skill development.

Further information, including quarterly events and available resources can be found [here](#).

CAS Workshops

The [Council on Advanced Studies \(CAS\)](#) offers a range of research workshops for faculty members and graduate students. The format varies, but participants, including both students, faculty members, and invited guests, normally discuss common readings and present the results of their own research.

The department strongly recommends that PhD students participate in workshops relevant to their projects when preparing a Dissertation Proposal and working on the dissertation itself. Many students begin participating in workshops sooner than this.

SECTION 2: THE PHD PROGRAM, YEARS ONE AND TWO

Foreign Language Requirement

The department believes in the appreciable literary and scholarly value of being able to work in and with languages other than English. All students are therefore required to demonstrate facility in one foreign language in one of the following ways:

1. For students who want to study a new language: Taking (a) two quarters of classes in a language here (100-level or above) or (b) six weeks in an intensive summer course in a language here (100-level or above) and receiving grades of A or A- in those courses.
2. For students who want to continue training in a language they've already studied as an undergraduate: Taking (a) one quarter in that language at the level the language department's placement exam indicates, or (b) six weeks in an intensive summer course in a language here, also at the level where the placement exam indicates, and receiving grades of A or A- in that course.
3. Receiving at least a B grade in a one-quarter graduate or 200-level undergraduate course taken at this University, in the literature of one language. Texts must be read in the original language, and the student must have taken classes in this language previously, or be bilingual.
4. Receiving an A or A- grade in one of the one-quarter graduate courses, German 33300: German for Research Purposes, or French 33333: Reading French for Research Purposes (or similar courses in other languages, should those be developed).
5. Receiving a grade of High Pass on the Graduate Foreign Language Comprehension Exam (NOT the Translation Exam) for either German or French. These exams are identical to the final exams given for GRMN 33300 and FREN 33333 respectively, and may be taken in lieu of enrolling in either of those courses. Exams are offered once per quarter through the University of Chicago Language Center for a \$90 fee, and the Department will cover the fee for our students. Register for the exams through the Language Center's [website](#).
6. Taking one of the following course sequences in and receiving at least a B grade in both quarters: (1) CS 10100 and 10200, Introduction to the World Wide Web 1 & 2; (2) CS 10500 and 10600, Fundamentals of Computer Programming 1 & 2; (3) CS 12100 and 12200 Computer Science with Applications 1 & 2; or (4) CS 15100/16100 and 15200/16200 (Honors) Introduction to Computer Science 1 & 2; (5) DIGS 30001 and 30002, Introduction to Computer Programming & Basic Mathematics and Statistics for Digital Studies.
7. Subject to review by the DGS: Taking other intensive summer language courses elsewhere funded by a FLAS grant.
8. Subject to review by DGS: Getting credit for two years of a language in an undergraduate or another graduate program.
9. Subject to review by DGS: receiving a language exemption based on fluency.

SECTION 2: THE PHD PROGRAM, YEAR THREE

YEAR THREE: Transition to Independent Academic Work

The third year of the program aims to move students toward independent work in their chosen field, as students prepare for their Qualifying Examination, take the department's pedagogy course (Teaching Undergraduate English), and receive their first teaching assignment in the department.

Year Three Overview

Students are required to:

- Attend departmental lectures and workshops
- Pass the Qualifying Exam
- Enroll in and complete Teaching Undergraduate English (Pedagogy Course)
- Begin fulfilling pedagogical training requirements (usually one Course Assistant position)

Students are encouraged to:

- Attend at least three events/workshops at [UChicagoGRAD/PATHS](#) and/or the [CCT \(Chicago Center for Teaching\)](#) during the academic year
- Attend the CCT's one-day conference, [Teaching@Chicago](#), during Orientation week (designed for all first-time course assistants)
- Enroll in the "Fundamentals of Teaching: Humanities and Social Sciences" in Autumn Quarter through the Chicago Center for Teaching and Learning
- Complete the Writing Program's pedagogy course, HUMA 50000, or equivalent number of writing courses.
- Explore opportunities for [funded internships sponsored by UChicagoGRAD](#).

By the end of Year Three, students should

- Begin to consult faculty members re: forming the dissertation committee
- Apply for teaching positions for coming academic year

Faculty Advising

If students do not yet have an Qualifying Exam committee, they should meet with the DGS in the Autumn quarter. At the end of the year, there will be a cohort-wide meeting with the DGS and the instructor of the Dissertation Proseminar to look ahead to Year Four.

Teaching Undergraduate English (Departmental Pedagogy Course)

In Autumn Quarter of their third year, students will enroll in and start the department's pedagogy course, Teaching Undergraduate English. This course will continue throughout all three quarters. The goal of the pedagogy course is to develop students' familiarity and confidence with different teaching strategies, to help them become self-reflective and articulate about their teaching goals and ideals, and to develop a community of people who teach and think together about teaching.

SECTION 2: THE PHD PROGRAM, YEAR THREE

Students who complete all course requirements for Teaching Undergraduate English will receive a “P” (Pass) grade. A “P” in this course is required before a student may advance to Candidacy.

The First Teaching Assignment

As part of their fellowship and as a part of their Pedagogical Training Plan (PTP), students will fulfill teaching obligations through their course of study. A graduate student’s first teaching assignment will most likely be a Graduate Student – TA position for an English Department course.

The Qualifying Examination

Before the end of the first week of Spring Quarter of the Third Year, students will complete the Qualifying Examination (both written and oral components). Students with extenuating circumstances may petition the DGS to complete the exam by final week of Spring Quarter instead.

A student must have completed all required coursework (with no outstanding grades or incompletes), Seminar Papers, and the Foreign Language Requirement before taking the Qualifying Examination.

For AY23/24 only, third-year students may petition the DGS to take the exam in its previous format in the 2022-23 Handbook (no written component; oral only). The deadline remains as described above.

This exam has several aims:

1. To enable students to engage a sufficiently broad range of material to prepare them for teaching and writing authoritatively in their area(s) of expertise.
2. To focus their knowledge and the questions they ask in order to move toward a Dissertation Proposal.
3. To prepare students to write academically about central texts in their fields, with the tangible outcome of 16-20 pages of new prose.
4. To hone the skills of thinking on one’s feet and responding orally, relevant to teaching, public speaking, and job interviews.

With these objectives in mind, examiners will look for:

- A capacity for analytical reading
- The ability to make connections and distinctions between texts
- The ability to present critical ideas in written and oral form
- Literary-historical knowledge in chosen fields
- An awareness of basic critical problems and of different critical modes by which such problems are pursued

NOTE: The Qualifying Examination must be completed by the Friday of Week 1 of Spring Quarter. Students may petition for an extension to the end of Spring Quarter to be considered and approved by the DGS. The DGS and Department Chair will meet with any

SECTION 2: THE PHD PROGRAM, YEAR THREE

student beyond their third year who has not passed their Qualifying Examination.

The Qualifying Exam Committee

The examining committee is composed of two faculty members (one per field/list) and an additional faculty member assigned by the department who will serve as Chair of the examining committee. (If the student has a strong preference about who the Chair should be, they may express this to the Student Affairs Administrator—though not all such preferences can be accommodated, given faculty availability.) Field examiners may be different from the dissertation directors the student will later choose, though there is often overlap. At least one of the examiners must be departmental faculty. Faculty outside of the university can serve as examiners only by petition to the DGS.

The expectation is that outside of summer and leave schedules, faculty members will meet with the student at least every six weeks in preparation for the field exams.

The First and Second Lists

One of the lists should cover the main field within which the student plans to locate their work. This should be a standardly recognized or emerging field in the profession (corresponding to an area of specialization in the MLA Job List, or in the listings of new books and monographs from scholarly press catalogs). There is room for the student to shape this list according to their specific interests, but this list should be understood as establishing competency in the field as a whole and establishing a basis for future teaching and research.

The other list may be similarly organized (that is, around a recognized field). Or, it may focus on the longer tradition of a genre or other literary form, on a critical or theoretical tradition, or on a conceptual or historical topic.

The two lists should have **30 to 50 items** per list. The question of what constitutes “an item” should be worked out in consultation with the student’s faculty examiners. As a general guideline, an item might be a novel, a substantial selection of lyrics from one poet, a book of criticism or theory, a cluster of theoretical or critical articles on one topic, or a series of short plays.

In choosing the works that will constitute the orals lists, students should

- Consult sample lists available on the Department’s Graduate Student Resources Canvas site for some common historical, generic, or critical areas
- Discuss with prospective faculty examiners and a more general range of faculty how to develop lists that will meet their interests and professional needs
- Bear in mind that the configuration of a list should reflect a thoughtful engagement with both the way the profession organizes fields of knowledge and with other ways of constituting lines of inquiry

SECTION 2: THE PHD PROGRAM, YEAR THREE

Scheduling the Qualifying Exam

1. **Spring of second year:** Students should brainstorm ideas for their lists and exam committee; they should reach out to potential examiners for conversations. Ideally, students will solidify a committee of two examiners by the end of Spring Quarter and, in consultation with those faculty, develop a plan for summer reading. If students have not secured their examiners by the end of the quarter, they should write to the DGS with an explanation of their plans to complete this process and an outline of their goals for the summer.
2. **Summer before their third year:** Students should begin reading and further developing their lists. Faculty may or may not be available to meet over the summer, but regardless, students and examiners should have a shared sense of goals and timelines for summer work.
3. **The quarter before the one in which a student wishes to take the exam:** Students should coordinate both a written and an oral examination date with their committee members. There should be at least a week (and ideally not more than two weeks) between the conclusion of the written exam and the date of the oral exam.
4. **Six weeks** before the proposed written exam date: Finalized versions of each list must be approved by the respective faculty member, on the Qualifying Exam Approval Form. If the student has a strong preference as to who should serve as Chair, this should be shared with the Student Affairs Administrator at this time, though not all preferences can be accommodated.

The form and electronic copies of the lists should then be submitted to the Student Affairs Administrator, who will forward them to the DGS for final approval. The DGS will confirm that the student has completed all coursework and Seminar Paper requirements (with no incompletes remaining) before signing the form.

5. **At least two weeks** before the written examination: The department will assign to the examining committee an additional faculty member, who will serve as Chair of the examination. Students are welcome to contact that faculty member and, if possible, to arrange a meeting in advance of the exam.
6. **At least one week before the written examination:** Faculty will send the Student Affairs Administrator their respective questions for the written exam.
7. **On the agreed-upon date of the written examination:** A departmental administrator will email the student their exam questions at 9am. (The exam should start on a regular business day.) Students are asked to confirm receipt. Students should return the exam to the administrator, by email, no later than

SECTION 2: THE PHD PROGRAM, YEAR THREE

48 hours later. Answers will be sent to the Qualifying Exam Committee as soon as possible thereafter.

- 8. Approximately one week after the written examination:** students will take the oral examination.

The Format of the Qualifying Exam

The three-member faculty committee administers and evaluates the student's Qualifying Examination in two parts, one written and one oral. The ultimate evaluation is holistic, based on both parts. Students are graded on pass/fail basis.

The Written Fields Exam

Students will have 48 hours to complete the written exam. Written exams are “open note and open book.” Examiners will each provide two questions. The department expects that faculty will write the questions with students’ research interests in mind. These questions will be provided to the student at the start of the written exam. The student chooses one question from each examiner to answer. Each answer should be between 8 and 10 double-spaced pages, in 12-point font. Thus, the total writing that is turned in at the conclusion of the exam should be 16-to-20 double-spaced pages. Faculty recognize that these will **not** be comparable to polished seminar or conference papers; there is no expectation that ideas be fully worked or that structure and style be fully polished.

Students with documented disabilities are encouraged to consult with the Dean of Students Disability Liaison well in advance of the exam, so that relevant accommodations can be incorporated into the administration of the exam.

Written exams must be completed at least one week before the scheduled oral exam. The exams should not contain prose previously submitted for course work or publicly circulated.

If the written exam is returned more than three hours late: the student must provide a written explanation, and the DGS and Qualifying Exam Committee together must determine whether and how the examination process should continue. (Tardiness less than three hours will fall within a grace period.)

The Oral Fields Exam

The Oral Fields Exam will take place roughly a week after the conclusion of the written examination. Students’ written answers are provided to the examiners and chair at least one week before the exam, to allow sufficient preparation. The oral exam is expected to address both students’ written answers and items not discussed within the written exam. Students should arrive prepared to discuss the entirety of both lists, regardless of what they wrote their exam answers on.

Examiners can ask questions addressing items on either list or part of either written

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exam response; they can join the conversation between the candidate and any other examiner if it is appropriate. The Chair's questions might address either or both lists and either or both written exam responses.

The exam itself is ninety minutes long, and typically includes two rounds of questions:

1. **Round 1** provides 20 minutes to each of the three examiners, including the Chair (60 min).
2. **Round 2** provides each of the three examiners with 10 minutes to ask questions (30 min).

After the ninety-minute exam and a brief recess for the examiners to confer, the student will return for a concluding discussion (up to 20 minutes) with the examiners. Total time for the exam and discussion will thus be about two hours.

Students may pass all or part of the exam. If a student's performance on any field of the exam is judged unsatisfactory, they must retake that portion of the exam in the presence of the full committee at a later date (the same committee, with appropriate substitutions for any examiners who may be unavailable).

SECTION 2: THE PHD PROGRAM, YEAR FOUR

YEAR FOUR: Beginning the Dissertation

The fourth year of the program aims to help students develop as independent scholars, with a clearly defined dissertation topic or problem (as outlined in an approved Dissertation Proposal). During this time, students will continue to develop as teachers, and should advance to Candidacy by the end of this year.

Year Four Overview

Students are required to:

- Attend departmental lectures and workshops
- Form a dissertation committee
- Schedule first annual meeting with dissertation committee
- Complete a dissertation proposal
- Continue fulfilling teaching obligations (usually two Course Assistant positions)

Students are strongly encouraged to:

- Participate in the Dissertation Proseminar (Autumn and Winter Quarters), which is designed to help students develop a strong topic and produce an approved proposal
- Attend at least three events/workshops at [UChicagoGRAD/PATHS](#) and/or the [CCT \(Chicago Center for Teaching\)](#) during the academic year
- Consider enrolling in the CCT course on Course Design and College Teaching (CCTE 50000), typically offered in Autumn and Spring quarters
- Explore opportunities for [funded internships sponsored by UChicagoGRAD](#).

By the end of Year Four, students should:

- Submit an approved Dissertation Proposal **no later than Week 1 of Spring Quarter**. Students with extenuating circumstances may petition the DGS for an extension to the end of Spring Quarter. (Note: There is no formal requirement for a Proposal defense.)
- Advance to Candidacy
- Apply for teaching positions for coming academic year (typically a freestanding course in the department)

Faculty Advising

The fourth year marks the first Annual Advisory Meeting, a requisite part of faculty advising until successful completion and defense of the Dissertation. In the fourth-year Annual Advisory Meeting, students meet with all members of their dissertation committee to discuss the Dissertation Proposal and next steps.

NOTE: Students are encouraged to circulate a draft version of their Dissertation Proposal to committee members by the end of Week 1 of Winter Quarter. Faculty feedback should be prompt, to enable a finished and approved proposal no later than Week 1 of Spring Quarter. There will be a public departmental event, where fourth-year students

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speak about their proposal ideas, during Winter Quarter.

The student must bring to the meeting the Annual Advisory Meeting Form, on which they will describe progress made, next steps, and “shared expectations” (where students and faculty clarify mutual expectations for sharing work and feedback). The committee will then add a few brief remarks and also sign the form before it can be submitted to the Student Affairs Administrator.

NOTE: If a student does not have their first Annual Advisory Meeting with the committee and subsequently submit their annual review form by June 15 for each of the relevant years, they will need to contact the DGS to discuss their timeline for completing this requirement and their continuation in the program. See Section 4 page 41 for additional information on satisfactory academic progress and departmental deadlines.

Note that many faculty are traveling during the summer and prefer to confine their responsibilities to the academic year, so please take that into account when scheduling your meeting during spring quarter.

The Dissertation Committee

In order to form a dissertation committee, students should begin by talking with faculty members in their area(s) of specialization about their ideas for a dissertation project. Often these conversations will begin during the preparation of a student’s Qualifying Examination and will involve one or more of the field examiners, though the student is free to select different dissertation directors, especially since some faculty may be on leave during the exam year.

Composition of the Committee

A dissertation committee **may consist of two or three faculty members**. Students always have the option of seeking additional advice or showing all or portions of their work to other faculty members and asking for their comments, but typically the committee responsible for directing the dissertation should not swell beyond three members.

Directors/Co-directors

Often one member will act as the principal director; at other times, two faculty directors may prefer to share responsibility more or less equally. Dissertation directors should work out with the student in advance how they wish to proceed (including whether chapters should be submitted to all directors simultaneously or to the principal director first).

Outside Committee Members

The director or co-director of the Dissertation should always be a member of the Department of English. Faculty from other departments or, in special cases, other universities may serve as members of the committee, subject to approval by the director or co-director, the Department Chair, and the Director of Graduate Studies.

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If there is a faculty member from another institution on a dissertation committee, it is preferable to have more than one departmental faculty member on the committee. An emeritus professor will not normally be part of a dissertation committee and cannot chair a committee.

Changes in Committee

Where changes are made in the dissertation committee after the proposal has been approved by the original committee, the student and committee members must discuss it with each other and notify the Director of Graduate Studies and the Department Chair.

The Dissertation Proseminar

The aim of this proseminar is to support students through the early stages of the dissertation, particularly developing a strong dissertation topic and producing an approved Dissertation Proposal. Students will meet with the instructor of the Dissertation Proseminar in the Spring or Summer of year 3, and then work with them over Autumn and Winter quarters of year four.

The Dissertation Proposal

Most proposals will be **12 to 20 pages long** (excluding bibliography), and most will accomplish the following:

1. Characterize the dissertation's 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 as guidelines, but they will serve to give both students and faculty members some sense of what general purposes a proposal should serve. A Dissertation Proposal that exceeds the length stipulated by these guidelines should be carefully considered and justified. As a reminder, the proposal is merely an internal, pragmatic document; it is a means to an end, and is preliminary to the actual writing of the dissertation. Examples of previous Dissertation Proposals are on the English Graduate Student Resources Canvas site.

When the proposal is officially approved by the student's dissertation committee, the student will submit the [Dissertation Proposal Approval Form](#), signed by each committee member, along with a copy of the proposal, to the Student Affairs Assistant.

The Department thinks capaciously of what constitutes a strong dissertation project. We value doctoral candidates' ability to analyze cultural objects, to engage critically with existing scholarship, to develop original ideas of their own, to articulate the significance of those ideas, and to mobilize their expertise in the creation of scholarly resources. We welcome dissertation projects that demonstrate those skills, whether they

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take the form of the monograph, critical biography, public humanities essay-collection, editing project, or translation project, among other possibilities for long-term research-based engagements with literary problems of similar scope. Students should reach out to their advisors to discuss the most suitable format and methodology as well as the resources that might support their respective project.

Admission to PhD Candidacy

To be admitted to candidacy, students must have completed the following:

- The required coursework, including Seminar Papers, the PhD Colloquium, and the Research Paper Proseminar
- The Foreign Language Requirement
- The departmental pedagogy course (Teaching Undergraduate English)
- The Qualifying Examination
- An approved Dissertation Proposal.

Once these requirements are met, the department will recommend the student for admission to candidacy. Students are informed by the Dean of Students office when they have formally entered candidacy, usually two to three weeks after the department submits the completed paperwork. Students who do not reach candidacy by the end of the fourth year are required to schedule a meeting with the DGS and one or more members of their committee, to discuss a plan to complete candidacy and their continuation in the program. Note that per divisional requirements, students must be in candidacy by the start of year 6 or they will be withdrawn from the program.

SECTION 2: THE PHD PROGRAM, YEAR FIVE AND BEYOND

YEAR FIVE AND BEYOND: Completing the Dissertation

The fifth and sixth year of the program are designed to give students a focused period of time to write their dissertations.

Year Five Overview

Students are required to:

- Attend departmental lectures and workshops
- Write chapters of the Dissertation, **at least one, and usually two, per year**
- Meet with dissertation committee (at minimum, during the Annual Advisory Meeting)
- Continue fulfilling teaching obligations (usually one freestanding course).

Students are strongly encouraged to:

- Participate in the Advanced Writing for Publication Proseminar, which is designed to help students produce a polished article/writing sample
- Attend at least three events/workshops at [UChicagoGRAD/PATHS](#) and/or the [CCT \(Chicago Center for Teaching\)](#) during the academic year
- Consider enrolling in the CCT course on Course Design and College Teaching (CCTE 50000), if they haven't already
- Explore opportunities for [funded internships sponsored by UChicagoGRAD](#).

By the end of Year Five, students should:

- Consider attending meetings of the Job Seekers Proseminar (to continue in Year Six and after)

Faculty Advising

Students in their fourth year and beyond must have an Annual Advisory Meeting with their dissertation committee in which they discuss submitted chapters and their timeline to completion. These meetings are a crucial part of the program for students at the dissertation stage. In most instances, writing of some length will be expected to form the basis for discussion at each annual meeting. (A new completed chapter, approved by the committee, is required for Year 5 and each year thereafter, whether or not it is the subject of the annual meeting.)

NOTE: Students should give their dissertation committee at least one month prior to the meeting date to read new work.

Just as in year four, the student must bring to the meeting the [Annual Advisory Meeting Form](#), which once completed, should be submitted to the Student Affairs Administrator.

NOTE: If a student does not have an Annual Advisory Meeting with the committee and subsequently submit their annual review form by June 15 for each of the relevant years, they

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will need to contact the DGS to discuss their timeline for completing this requirement and their continuation in the program. See Section 4 page 41 for additional information on satisfactory academic progress and departmental deadlines.

Note that many faculty are traveling during the summer and prefer to confine their responsibilities to the academic year, so please take that into account when scheduling your meeting during spring quarter.

In the final year, the Dissertation Defense will replace the Annual Advisory Meeting.

Job Seeking and Placement: Departmental Resources

Job Seekers Proseminar

The aim of the Job Market Proseminar is to help prepare English PhD students to seek full-time professional employment, and to support them as they do so. The proseminar is taught by the Placement Committee Chair, with the help of the Placement Committee and other members of the departmental faculty.

The proseminar is designed for students pursuing academic careers, as well as those seeking opportunities outside of the academy. Practically speaking, faculty experience is in the academic job market, so this will be the focus of many of our workshop sessions. But we are also committed to supporting students pursuing other career paths—whether by reading job materials, making connections with alumni, or collaborating with other campus resources. The proseminars are designed to ensure that students approaching the job market will have the skills and perspective necessary to conduct a successful search.

The program is intentionally designed to be flexible, affording students the opportunity to follow their own course of professional development. Some parts of the proseminar will be more directly useful for students on the job market, or those who may be looking ahead to the job market the following year. Other parts of the proseminar will benefit students at earlier stages of the program, and we encourage students to join when they can. We encourage students to begin to consider their own professional development from the time they enter the program – for example, as they reflect on the way that their research interests fit into a wider field or profession, or on the way that these interests shape and are shaped by their teaching, by their extra-academic commitments, or by the life they lead or want.

Each year the Job Seekers Proseminar will be led by a Placement Committee Chair, whose aim is to support students through the entire job search process. The Placement Committee Chair will be assisted by faculty members of the Placement Committee.

The Placement Director for the 2023-24 academic year is Benjamin Morgan.

Job Seeking and Placement: University Resources

[UChicagoGRAD](#) offers extensive career skills programming dedicated to graduate students, as well as one-on-one consultations with doctoral students on career

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discernment, interview preparation, alumni networking, and job documents. Advising appointments and links to additional information at:

http://grad.uchicago.edu/academic_career_development/career_exploration_planning/

Academic Job Seekers should pay particular attention to the Academic Job Market Summer Camp, offered for one week each summer.

[Chicago Center for Teaching \(CCT\)](#) offers valuable workshops and seminars on the teaching statement and teaching portfolio, as well as on pedagogy more generally.

Completing the Dissertation

Students Responsibilities

Students should submit work to their committee chapter by chapter. **A minimum of one approved chapter per academic year is required**, but it is expected that most students will complete and receive committee approval for two or more chapters per year.

The completed Dissertation must include a works cited list or a bibliography along with the chapters.

Committee Member Responsibilities

Faculty in residence: should return chapter drafts to the student within a month and should indicate if they approve the submitted chapter or not. If for some reason they will be unable to keep to this timeline, they should inform the student upon receiving the draft.

Faculty members on leave: should provide feedback while on leave, although it may take them longer to supply any commentary. Students should discuss communication with committee members who are going on leave before the leave year begins.

Timeline to Completion

The Department expects that the Dissertation process, from proposal to defense, will normally be completed in between **one-and-a-half to two-and-a-half years**. This means that students are expected to defend their Dissertation approximately **six academic years after entering the program**.

Year Seven and Beyond

The program is designed so that students can complete the degree in 6, or in some cases 7, years. Students who remain in the program after year 6 are expected to create (and follow) a timeline to completion in consultation with their dissertation committee, the DGS, and the Chair of the department.

A student will normally be granted an extension if the faculty advisors remain supportive of the student's candidacy **AND** if the student shows reasonable progress and a credible plan for completion of the Dissertation. This procedure is intended to ensure continued productive commitment on the part of both the candidate and the committee to the

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dissertation project and its timely completion.

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Time-to-Degree Limits

Pursuant to the new Humanities Divisional model, all English students who entered the program in Summer 2016 and forward are under the new funding model, which was communicated to the campus community in Autumn 2019. These students receive funding for the duration of their time here, and are required to defend and graduate within 9 years.

For details on these time-to-degree policies, see Section 4, Administrative Guidelines, Requirements, and Other Information. If students have questions or concerns about time-to-degree limits, they should contact the DGS and/or the Dean of Students.

The Dissertation Defense

The purpose of the dissertation defense is for the student to defend the method and conclusions of the dissertation, and to demonstrate general and contextual competence in the field of study and research.

Scheduling the Defense

Six weeks prior the proposed exam date, the student **must** submit the following to the Student Affairs Administrator:

- [Dissertation Defense Final Examination Approval Form](#)
- A 3-5 page, double-spaced Dissertation Abstract (samples are available on the English Graduate Student Resources Canvas site).

Two weeks prior to the proposed exam date, the student **must** submit a copy of their completed dissertation draft, which will be circulated to the department chair, departmental rep, and divisional rep prior to the exam.

Defenses are ideally only scheduled during the academic year. Please note: only students who successfully defend and submit their dissertations by the Spring Quarter deadlines are eligible to walk for graduation at the end of Spring Quarter.

In certain circumstances (e.g., the student has an academic job starting in the fall that requires a PhD in hand), exceptions may be made to schedule a defense in the Summer Quarter if all committee members agree to do so.

Format of the Defense

The defense is conducted by the student's dissertation committee, a Department Representative, and the Department Chair.

Typically, the defense will last about two hours (though this varies). At the beginning

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of the defense, the student should be prepared to formally introduce and contextualize the argument of the Dissertation (approx. 10 minutes). The rest of the defense will consist of questions from the committee and others. All English faculty and students are welcome to attend all defenses and participate in questioning if time allows.

After the Defense: Filing the Dissertation and Receiving the Diploma

Once the student has successfully defended their Dissertation and completed any changes required by their committee, they must file their defense with the Dissertation Office.

In order to ensure all requirements are met, the student should consult the [University Dissertation Office](#) and the Department Administrator, who can provide students with details about the tasks that follow the defense process.

NOTE: All final Dissertations must be reviewed and approved by the student's dissertation committee director before they can be submitted to the Dissertation Office.

Important Deadlines for the Quarter in which a Student Wishes to Graduate

- Friday of the first week of the quarter: Students must complete an online Application for Degree form in their my.uchicago.edu account
- Friday of the first week of the quarter: Doctoral candidates who submit their approved dissertation by 4:30 p.m. on Friday of the first week of a quarter and [apply to graduate](#) in that quarter [will not be registered as students](#) in that quarter. They will not be required to pay tuition or fees associated with registration (and will therefore not have access to the privileges associated with student status)
- Weeks 1-4 of the quarter: Students should contact the Dissertation Office to arrange a draft format review.
- End of week 7 of the quarter: Students must submit the final version of their Dissertation to the Dissertation Office and complete the following online surveys:
 - The ProQuest UMI Dissertation Publishing publication agreement
 - Survey of Earned Doctorates
 - The University of Chicago Doctoral Graduate Survey

Format Reviews

Students must follow current University guidelines for formatting requirements and submission procedures, which are outlined [here](#).

The Dissertation Office also offers [draft reviews](#) each quarter. The office examines formatting requirements to ensure that the Dissertation conforms to University-administered guidelines. While completing a draft review is not required, the

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Department and the Dissertation Office highly encourage students to take advantage of this important resource.

Submission

Once submitted, the Dissertation Office gives the Department Administrator access to the electronic document. After reviewing it, the Department Administrator forwards the document to the Department Chair for approval. Once approved, the Department Administrator completes and submits a Departmental Approval Form and forwards this to the Dissertation Office.

Once the Dissertation Office receives this form, its staff will review the Dissertation for compliance with University-wide requirements for PhD dissertations.

The Dissertation Office will notify the student and the department once it has completed its review of the PDF and note any revisions that need to be made. The student will then make any necessary modifications and upload the Dissertation once more. When the Dissertation Office has approved the document, the student and the department will be notified.

Departmental Copy

The Department keeps a digital archive of all submitted dissertations. All students are required to email a final copy of their dissertation to the appropriate departmental staff member once the Dissertation Office has approved it.

SECTION 3: TEACHING DURING THE PHD

Section Overview

Teaching Overview

Fellowship Teaching Obligations

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Eligibility and Preparedness

Teaching Opportunities in the Department of English

Teaching Opportunities Outside the Department

Advanced Graduate Students

Teaching Payment Information

Graduate Teaching Awards

Pedagogical Training and Teaching Overview

The Department of English offers its graduate students a range of opportunities for teaching, and graduate students provide essential instruction for undergraduate English courses, as both Graduate Student - TAs and Graduate Student - Lecturers.

Graduates of our program should all be able to:

- design and teach introductory courses in the discipline;
- design and teach introductory and upper-level courses in their field of specialization;
- design effective assignments for a range of courses;
- effectively facilitate class discussion;
- design and deliver an effective lecture;
- describe their approach to student learning and give reasons for their pedagogical choices.

They should all be well-versed in methods and approaches of:

- undergraduate writing instruction
- inclusive pedagogy

Graduate students' pedagogical training and teaching requirements follows the following schedule:

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	<ul style="list-style-type: none">• Develop foundational knowledge of discipline
2	None		<ul style="list-style-type: none">• Develop foundational knowledge of discipline

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		<ul style="list-style-type: none"> • HUMA 50000: Pedagogies of Writing or equivalent number of writing workshops (writing program training, encouraged) 	<ul style="list-style-type: none"> • Develop skills in writing instruction, grading and providing feedback
3	1 Graduate Student - TA	<ul style="list-style-type: none"> • Teaching@Chicago (CCT) • Fundamentals of Teaching Workshop (CCT) (encouraged) • ENGL 50400: Teaching Undergraduate English (department pedagogy course) • Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> • Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom • Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms • Develop familiarity and confidence with different approaches to teaching undergraduate English, and become self-reflective and articulate about your teaching goals and methods • Practice and get feedback on classroom instruction
4	2 Graduate Student - TA	<ul style="list-style-type: none"> • Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) • CCTE 50000: Course Design and College Teaching (CCT) (encouraged) • Department Orientation and Syllabus Workshop for Freestanding Lecturers (in advance of next year's freestanding course) 	<ul style="list-style-type: none"> • Practice and get feedback on classroom instruction (more below) • Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline (to teach the following year)

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5	1 Graduate Student - Lecturer in department*	<ul style="list-style-type: none"> • Faculty Teaching Mentor (see below) • Individual Teaching Consultation (CCT, encouraged) • Observation and feedback from at least one member of dissertation committee • Seminar/Workshop on Teaching Portfolios (CCT, encouraged) • Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> • Design and teach an inclusive and well-conceived course in the discipline • Practice and get feedback on classroom instruction from the following: specialists in teaching and learning, faculty in their field, faculty in the department • Develop a draft statement of teaching philosophy and begin synthesize evidence of and reflections on teaching • Reflect on disciplinary pedagogical issues
6	None required.	<ul style="list-style-type: none"> • Complete any remaining components of College Teaching Certificate (encouraged) • Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> • Continue to synthesize evidence of and reflections on teaching • Reflect on inclusive teaching practices • Reflect on disciplinary pedagogical issues

*The Graduate Student Lectureship may be taught as part of the London Program Graduate Student Assistant position. The graduate student would teach a freestanding lectureship as part of the program and would also serve as a graduate assistant providing support to the students. Compensation for the graduate assistant portion includes economy transportation to and from London, accommodations, stipend, and per diem.

Please note: A student may take on additional teaching in consultation with their DGS and advisor based on their own career and research goals. Any modifications to the PTP, including the year in which these assignments are completed, would need approval ahead of time.

Eligibility and Preparedness

In order to be eligible to take on a teaching assignment, students must have successfully fulfilled all program requirements from Year One and Year Two, and in the case of freestanding lectureships, have successfully passed the Qualifying Examination by the end of Summer Quarter in the year in which they will be teaching.

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For specific requirements unique to certain teaching positions, please see the sections below.

Departmental Pedagogy Course and Colloquia

Year Three of the PhD Program will introduce and engage students with the pedagogical component of their degree. In Teaching Undergraduate English, students will become familiar with different teaching strategies and learn to articulate about their teaching goals and ideals. Informal workshops and events both in and outside of the classroom will also stimulate further pedagogical discussion and create a community that students can use as a resource for their concerns or questions.

The Chicago Center for Teaching

In addition to the department's required Pedagogy Course (Teaching Undergraduate English), the [Chicago Center for Teaching](#) offers a number of excellent programs to help graduate student teachers develop. These include:

- one-to-three-hour programs on particular topics (e.g., leading discussion, preparing syllabi, preparing teaching portfolios, grading, etc), offered throughout the year
- [Teaching@Chicago](#), an annual full-day training session of lectures and workshops in late September, intended to prepare students who will be teaching at the University for the first time.
- for graduate students who are teaching their own courses, a Mid-Course Service and taped Individual Teaching Consultations
- CCTE 50000: Course Design and College Teaching – a CCT course that aims to help students design a course of their own.

The Center also offers **the College Teaching Certificate**, which is extremely useful when you are applying for future jobs. For further information, see <https://teaching.uchicago.edu/courses-certificates/college-teaching-certificate/>

Teaching Opportunities in the Department of English

Graduate Student - TA

Students' first teaching assignments will be a Graduate Student – TA role in a departmental course, including survey courses and introductory genre courses. The department understands its program of Graduate Student - TAs as one in which graduate students become an integral part of undergraduate instruction while acquiring pedagogical, collegial, and other professional experience.

The Graduate Student – TA (TA) expects both to acquire experience in the planning and conducting of a course and to receive guidance and some ongoing supervision as they lead classes or discussion sections and grades papers. The faculty instructor expects assistance in the work of instruction.

Faculty instructors are expected to remember that few TAs are experienced teachers;

SECTION 3: TEACHING DURING THE PHD

some have never taught before. The TA should be recognized as the students' instructor in at least some aspects of the course and given some opportunities for independent teaching. It is also important that the faculty member be available to advise TAs so that they improve their teaching skills and deal with particular problems as they arise.

Responsibilities for the Course

The faculty instructor is responsible for both the goals and the contents of the course and for the final grades for each student.

The TA's responsibilities will vary with the kind of course to which they are appointed. In some courses, the TA leads a weekly discussion section with the same group throughout the quarter, consults with those students about their written work, comments on their papers, and suggests grades. In other courses where the class does not meet in sections, the TA may lead several class sessions during the quarter and, in some cases, may offer optional discussion/review sessions as well; the TA shares with the faculty instructor the work of advising students, reads and comments on student papers, and suggests grades.

In all relevant instructional situations, the TA should be afforded the respect owed to a colleague.

Responsibilities of the Graduate Student - TA and Faculty Instructor to Each Other The faculty instructor secures all course texts for each TA. The faculty instructor and TAs meet at least once before the course begins. At this meeting they discuss the aims of the course, the syllabus, writing assignments, the exam if any, timetables for handing in and grading work, criteria for evaluating student work, and policies on late papers and incompletes.

The TA's pedagogical role in the course will be based on one of the following models: (1) teaching their own stand-alone section once a week, in which participation will be a part of the students' grades; holding office hours for those students; and reading, commenting on, and suggesting grades for their work; or (2) teaching a stipulated number of classes during the quarter, possibly holding optional discussion sections as well; holding office hours; and reading, commenting on, and suggesting grades for a stipulated portion of the enrolled students.

Faculty Instructor's and Graduate Student - TA Roles in Grading

Comments on papers: the TA comments on the papers of students in their section, when there is one; if the class does not meet in sections, the TA(s) 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 papers and the TA's comments; the faculty instructor is also expected to meet with each TA to discuss these comments. Only in exceptional circumstances will the faculty instructor ask that comments be deleted or revised; the faculty instructor will advise the TA of any changes to or omissions from comments.

SECTION 4: ADMINISTRATIVE GUIDELINES, REQUIREMENTS, AND OTHER INFORMATION

Grades: TAs suggest grades for the papers they read. The faculty instructor consults with the TA about grades for each student but is solely responsible for assigning them.

Faculty Mentoring of Graduate Student - TA

Faculty instructors are encouraged to allow TAs as much autonomy in selecting texts and devising agendas for discussions led by the TA as is consistent with the aims of the course and the available material.

Graduate Student - TAs and the faculty instructor will meet at least once (usually more often) during the quarter (particularly if the TA is teaching a stand-alone section) to discuss both the TA's and the faculty instructor's perceptions of how classes and sections are going. They can talk about successes and problems that they see with the teaching, the materials, the assignments, particular students, and so forth.

These are the occasions when faculty instructors provide guidance and advice to the TA as a beginning teacher. The TA will benefit most if both are open and full in their conversations.

Faculty instructors observe the TA's teaching, giving the TA prior notice before visiting the class. Normally, visits occur in the second half of the course (in stand-alone sections, the faculty instructors should not visit the section in the first two weeks of the course unless requested to do so by the TA). These visits should happen at least once and not more than twice during the quarter. In at least one of these observations, the faculty instructor will not participate in the class. After the class the faculty instructor and TA will meet to discuss the faculty instructor's observations.

Graduate Student - Lecturers

The department will field undergraduate courses designed and taught by individual graduate students. Only students who have prior teaching experience and who pass their Qualifying Examination by the end of the Summer Quarter in the year in which they apply are eligible.

The department considers teaching a course of one's own design a crucial part of the PhD program. We are committed to ensuring that all students progressing appropriately through the program will have the opportunity to teach a freestanding course. This occurs in Year 5 of the program.

We encourage students to submit proposals for one of the two following sorts of courses.

- (1) a course designed for the undergraduate population in your areas of greatest expertise and skill

SECTION 4: ADMINISTRATIVE GUIDELINES, REQUIREMENTS, AND OTHER INFORMATION

(2) a genre, period, survey, or single author course.

The DGS and DUS will run a workshop prior to the deadline for submitting course proposals, which will address aspects of successful courses in the past. Fourth-year students are encouraged to attend.

London Program Assistantship

The University, with the help of The College's Study Abroad Program, operates a one-quarter study-abroad program in London for undergraduates in the College.

The Program Assistant (CPA):

- acts as a liaison between the students, faculty, and administrators
- organizes social events
- is available to undergraduates with problems or concerns
- attends classes and holds office hours

Compensation includes round-trip airfare to and from London, accommodation, a stipend, and a per diem for food and other expenses. This position is available only to graduate students who have completed their Qualifying Examinations in Humanities or Social Sciences. Further information about the London Program can be found [here](#).

Separately, there is a course taught as part of the London Program. This course will count as that student's Graduate Student – Lecturer role for the PTP requirements.

Outside UChicago

Students may also wish to explore teaching opportunities at other Chicago-area institutions. The departmental office has a list of contacts at local institutions, and the Department Administrator can also suggest nearby institutions that have recently employed our graduate students. A helpful guide to finding temporary teaching positions in the area, put together by CCT and UChicagoGRAD, can also be found in the Graduate Student Resources Canvas Site (in the Job Seekers Folder).

Teaching Fellowship in Humanities

The Division of the Humanities accepts applications in the Autumn quarter from current and recent graduate students in the Division for a competitive two-year program designed to enhance pedagogical skills and extend research training. To be eligible, applicants must be current or recent graduate students who are on track to receive or have received a PhD from a program in the Humanities Division within seven years of registration.

Teaching Fellows are expected to be fully in residence and on campus during the three quarters of the academic year. Teaching Fellows will participate in a program of professional development under the joint supervision of the Chicago Center for Teaching (CCT) and their mentor in a relevant Divisional department or program. Fellows will teach four courses, including at least two courses in the Humanities or Arts Core, and are

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expected to advance their own research agenda and participate in campus activities.

More information can be found at:

<https://humanities.uchicago.edu/students/teaching/teaching-fellows-humanities>

Graduate Teaching Awards

Excellent graduate teaching is recognized in with a number of certificates and awards.

Dean's Award for Graduate Teaching Excellence

Each year the Dean's Graduate Student Teaching Award will recognize a humanities graduate student who has demonstrated exemplary teaching. Each department may nominate one student for the award.

Calls for nominations in English will go out in Winter Quarter – any student who has taught a freestanding course is eligible. Students may be nominated for this award by each other, by faculty, or by themselves. More information at:

<https://humanities.uchicago.edu/students/deans-award>

Stuart Tave Course Design Awards

The Stuart Tave Course Design Award recognizes up to three graduate students who have demonstrated exemplary course design. The award is intended to foster a culture of course design excellence among graduate teaching assistants and instructors.

Calls for nominations in English will go out in Winter Quarter – any student who has taught a freestanding course is eligible. Students should submit their applications for these awards to their department chairs. More information at: <https://humanities.uchicago.edu/students/deans-award/stuart-tave-course-design-awards>

CCT Excellence in Course Design Award

The annual Excellence in Course Design Award acknowledges the achievements of graduate students in the area of course design. It offers graduate students formal recognition of their accomplishments in learning about teaching and applying this learning in the classroom during the period of their doctoral studies. All graduate students who have taught a course of their own design, at University of Chicago or elsewhere, are eligible to apply.

Candidates for the Award nominate themselves by submitting a dossier of course documents by the end of Spring quarter. More information at:

<https://teaching.uchicago.edu/programs/get-involved/excellence-in-course-design-award/>

SECTION 4: ADMINISTRATIVE GUIDELINES, REQUIREMENTS, AND OTHER INFORMATION

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Guidelines for Satisfactory Academic Progress

The Graduate Review Committee

The Graduate Review Committee supplements the guidance our students receive from individual instructors, advisors, field examiners, and dissertation directors. The committee meets twice annually to review students' overall progress in the program. The committee's assessment of a student's academic progress may, in some cases, lead to concrete recommendations, specific deadlines, or other appropriate action.

Satisfactory Progress During Years 1 and 2 (Coursework)

Satisfactory progress during the Years 1 and 2 means:

- completing all required coursework annually, in a satisfactory manner (B- or better)
- completing all required Seminar Papers

All required coursework, including Seminar Papers, is due June 30th. If that deadline is not met, the student will be notified that they are not making satisfactory academic progress and that they must complete their work by the first day of Autumn Quarter, the exact date of which will be specified in the notification email. If the remaining coursework is not submitted by that date, the student will be placed on academic probation and must schedule a meeting with the Director of Graduate Studies by the 2nd week of Autumn Quarter to discuss further. In that meeting deadlines will be set in consultation with faculty for the completion of the work by the end of the eighth week of Autumn Quarter. If those final deadlines are not met, the student will be withdrawn from the program (as specified in the terms of the academic probation agreement).

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Satisfactory Progress During Year 3 (Orals, Pedagogy)

Satisfactory progress during the third year means:

- passing the Qualifying Examination by the end of Week 1 of the Spring Quarter (unless the Director of Graduate Studies has permitted a postponement of the exam because of extenuating circumstances)
- completing all work for the department's pedagogy course (Teaching Undergraduate English), and receiving a "P" grade
- Completing one Graduate Student-TA position

Satisfactory Progress During Year 4 (Dissertation Proposal, Admission to Candidacy)

Satisfactory progress during Year 4 means committee approval of a Dissertation Proposal by Week 1 of the Spring Quarter (unless the Director of Graduate Studies has permitted a postponement because of extenuating circumstances). Students should also complete two Graduate Student-TA positions.

Satisfactory Progress During Year 5 and Beyond (Dissertation)

Satisfactory progress toward completing the Dissertation is defined as completing a minimum of one approved chapter each academic year. In most cases, the Department expects more rapid progress. Students who are beyond their fifth year in the program need to get confirmation of their satisfactory progress from their dissertation committee at their Annual Advisory Meeting. If a student has not completed an approved chapter by June 30th, they must send a plan to the Director of Graduate Studies to complete and receive approval for the chapter during the summer quarter. Should they miss this deadline, they will be placed on academic probation. A new deadline will be put in place and, should they miss that deadline, they would be withdrawn from the program.

They must meet with the Director of Graduate Studies to discuss their progress in the program, as well as any difficulties they may be having in staying in touch with their dissertation committee.

Graduate students are also expected to have completed their Graduate Student-Lecturer position during their fifth year.

Consequences of Unsatisfactory Progress in the Program

If the student's overall record raises serious doubts about their academic progress, the Graduate Review Committee may recommend to the Department Chair any of the following actions:

Academic Probation:

The DGS will confer with the student, relevant faculty members (i.e., those for whom incomplete work is due, or the members of a student's orals or dissertation committee), and the Dean of Students to arrive at a plan for completion of the relevant work, including a set of

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firm deadlines by which the work must be completed. Barring extraordinary circumstances, students who fail to meet these deadlines will be subject to administrative withdrawal from the program.

Departmental Administrative Withdrawal:

When a student is withdrawn from the program they are no longer enrolled in the department, and will no longer be eligible for fellowships, stipends, student loans, or other financial aid. The student may only return to enrollment by applying for resumption of studies (<https://studentmanual.uchicago.edu/administrative-policies/withdrawal-from-the-university/>). See below for more information on Administrative Withdrawal.

Leaves of Absence

Doctoral students may apply to the Dean of Students for leaves of absence, subject to the conditions and procedures described below. Any student considering applying for a leave of absence should first discuss this with the Director of Graduate Studies.

The following types of leaves of absence are available to doctoral students:

1. **Personal Leave of Absence:** Students may apply for a personal leave of absence for any reason. A student may be approved for a personal leave of absence of up to four quarters.
2. **Medical Leave of Absence:** Students may apply for a medical leave of absence if temporarily unable to continue in their program due to illness or injury. A student may be approved for a medical leave of absence of up to four quarters. Students keep their health insurance while on a medical leave of absence.
3. **Parental Relief Leave of Absence:** A student who becomes a parent during their doctoral program may request a one-quarter Parental Relief Leave of Absence to care for the new child, and pregnant students for whom it is medically necessary may request a Parental Relief Leave of Absence during pregnancy. Students keep their health insurance and their stipend while on a parental leave of absence.
4. **Military Leave of Absence:** Students may apply for a military leave of absence in order to fulfill service in armed forces. This includes students from countries outside the United States who leave for service in their country's armed forces.
5. **Curricular Degree Leave of Absence:** Students may apply for a leave of

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absence to pursue another degree program that is integral to their PhD. The appropriateness, relevance, and length of time of the additional degree should be evaluated by the student's primary program and requires written endorsement by the program. A student may be approved for a curricular leave of absence for up to three years.

Note on Leaves of Absence and Time-to-Degree Limits:

For students who entered the program in **Summer Quarter 2016 or after**, leaves of absence may extend their eligibility to register beyond the total of nine years from entry into the PhD program. Questions about time to degree and Leaves of Absence can be discussed with the Dean of Students Office.

Departmental Administrative Withdrawal

The department will explore every avenue to help students complete their academic work. However, there are several points at which departmental administrative withdrawal will be considered:

1. A student who has remaining curricular requirements from the previous year on the first day of the following fall quarter after the first or second year in the PhD program will have those grades changed to "Unofficial Withdrawals." A UW confers no credit, and the student may be considered for academic probation or withdrawal depending on the number of courses outstanding.
2. A student on academic probation does not complete the necessary academic work by an agreed-upon deadline.
3. A student on academic probation meets such a deadline but completes work that is not of sufficient quality—understood as work receiving a grade of B- or lower.
4. A student has a majority of B range grades in their coursework.
5. A student does not pass a retest of a Qualifying Examination as agreed upon by the student's examiners.
6. A student at the Qualifying Exam or Dissertation stage is assessed by their committee and the department as failing to make satisfactory academic progress.

The usual timeline for academic probation is outlined below.

1. The student who does not meet the threshold of sufficient academic progress by June 30 will be notified by the Department that they have not met their requirements. The student will need to determine a plan to complete the work by the first day of the following Autumn Quarter.
2. If the student does not complete the work by the first day of Autumn Quarter, they will be put on academic probation. Students on academic probation will receive another deadline, usually no later than Week 8 of Autumn Quarter.

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3. If a student misses the final deadline, they will be withdrawn from the program.

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If you have any questions or concerns regarding policies described in this section, please do not hesitate to contact the Director of Graduate Studies or the Department Administrator.

Academic Requirements: Grades

The lowest passing mark for graduate English courses is B-. If a student makes a lower grade, it will remain on the official transcript, but the student must take an additional course in order to meet the required number of passing marks.

It is expected that students will earn mostly A's and A-'s for their coursework. Students who show a pattern of B range grades (more B's than A's) will be subject to review for possible withdrawal from the PhD program.

A grade of P is given for any course in which a student makes an arrangement with an instructor to receive a P instead of a regular letter grade. The grade of P in a graduate English course requires from the student at least one substantive 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 will devise one (or more). If the student does not meet the requirements, the instructor can turn in a failing mark. Students ordinarily will inform the instructor early in the quarter of their intention to receive a P. A letter grade **may not** later be changed to the grade P.

NOTE: In order to count toward the coursework requirement, courses in English, or those taken outside of the department and petitioned to count towards fulfilling the coursework requirement, may not be taken for a "P" (Pass) or "R" (Audit) but must be taken for a letter grade.

Students should reasonably expect that written coursework handed in on time will be returned to the student by the faculty instructor with a grade and commentary within no more than a month. Undue or repeated delays should be discussed with the Director of Graduate Studies or the Department Chair.

Academic Requirements: Incompletes

If a student is unable to complete their coursework by the end of the quarter in which a course is held, they should get permission from the instructor to take an incomplete in that class and arrange a new deadline for the completion of the coursework.

Students should have completed all required course work from a given academic year by the beginning of Autumn Quarter of the following year, in order to remain in good academic standing with the department.

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Any student who anticipates being unable to resolve all grades of incomplete by that date should consult with the Director of Graduate Studies to work out a schedule for satisfactorily completing the missing work.

The University Registrar will convert grades that are missing or listed as grades of incomplete from one academic year to the next as a “UW” or “Unofficial Withdrawal” at the beginning of the following academic year. It’s important to realize that this policy complicates earlier practices for negotiating due dates for late work between faculty and student. It will still be possible for faculty members to accept late work in the following academic year, but there will be more paperwork involved.

Humanities Division Graduate Student Employment Policy

20 hour/week limit

Graduate students at the University are expected to devote full attention and effort to their graduate studies and may undertake employment only as an adjunct to their student status. As such, graduate students in the Division of the Humanities who are registered full-time may not work for the University more than twenty (20) hours per week, including teaching and research appointments, in accordance with the [University student employment policy](#).

There are no limits on employment in the Summer if the student is not registered in the Summer Quarter.

International Students

International students are limited by visa requirements to twenty (20) hours/week.

Fellowship Terms

Fellowship terms that prohibit or limit employment to less than twenty (20) hours/week supersede the Division’s employment policy.

Academic Procedures: Registration

Course Listings

The Schedule of Classes is available prior to registration at <http://coursesearch.uchicago.edu>. Please note that the departmental website is likely to have the most accurate and complete version of course listing information at any given time.

Registration Procedures

Registration for Autumn Quarter takes place the week before Autumn Quarter begins. In

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Winter, Spring, and Summer Quarters registration is held during the eighth week of the previous quarter. Notices about registration procedures are sent via e-mail.

Late Registration

Students who cannot complete registration during registration week must inform the department or the Dean of Students office directly in order to be put on a late registration list. Students who do not make such arrangements are liable for a late registration fee (currently \$50). Exact details of registration deadlines and relevant fees will be communicated by the Dean of Students Office.

Change of Registration

During the first three weeks of the quarter, replacing one course for another can be done without a fee (check the Registrar's website for exact dates, <http://registrar.uchicago.edu/page/registration-dates-and-deadlines>).

The end of the third week of any quarter is the deadline for all course changes. A fee is charged for each change of registration initiated by the student after the third week of any quarter, which must be paid in the Bursar's office before the change will be processed.

Students should contact their advisor prior to adding or dropping a course. If the advisor is unavailable, the student should then contact the Director of Graduate Studies.

NOTE: Any courses dropped by a student after the third week will remain on the transcript, and grades of "W" will be entered to indicate withdrawal after the deadline.

University Policy on Registration for Students in PhD Programs

To meet the full-time continuous registration requirement, all PhD students are required to be registered for at least three academic quarters – normally the autumn, winter and spring quarters. Federal regulations require that students be enrolled in coursework of at least 300 units each quarter in order to receive federal financial aid. Students are automatically enrolled in “Advanced Study” (ENGL 70000) by the Humanities Division's Dean of Students office as long as they are in good academic standing with their Department.

For full details see https://studentmanual.uchicago.edu/residence_phd

Library Privileges

All registered students have access to the libraries. Any questions about library privileges should be addressed to the ID and Privileges Office at Joseph Regenstein Library (773-702-3344, lobby on left).

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Earning an MA in the Department of English

Students who have successfully completed all requirements for the first year of PhD study may apply to receive the degree of Master of Arts by informing the Department Administrator of their intention to file for an MA degree.

Note that students who hold an MA in English from another institution are not eligible for an MA in English from the University of Chicago as long as they continue through their PhD program. Students with an MA in another field (including the University of Chicago's MAPH program) as well as students with an MFA are eligible.

If a student is withdrawn from the PhD program and already holds an MA in English from another institution, they can obtain an MA in English from the University of Chicago if they have fulfilled the requirements for an MA degree at Chicago.

SECTION 5: FELLOWSHIPS AND FUNDING

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[Dissertation-year Completion Fellowships](#)

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Graduate Aid, Stipends and Research Supplements

Stipends

PhD students who matriculate in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program to include the following:

- Full tuition coverage
- Annual stipend
- Fully paid individual annual premiums for UChicago's student health insurance (U-SHIP, the University Student Health Insurance Plan)
- Student Services Fee (beginning in Autumn Quarter 2022)

The goal of the University's commitment to ensuring that students are supported is to allow students to prioritize their studies and prepare for rewarding careers. We expect students to remain in good academic standing and to be making progress toward completing degree requirements.

Students in the Division of the Humanities who entered their PhD program in Summer 2016 or later, and who are still enrolled in 2022-2023 will be fully incorporated into this new funding model, and will receive at least the guaranteed stipend level (subject to applicable taxes), full tuition coverage, student services fee (beginning Autumn Quarter 2022) fully paid health insurance premiums for the duration of their program. Students are expected to remain in good academic standing.

Additional fellowships and awards are available to support language study, conference travel, and research travel.

Dissertation Completion Fellowships

Each year, fellowships for support during the dissertation completion year (stipend,

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tuition, insurance, and usually fees) are offered from a variety of Departmental, Divisional, and University sources.

All dissertation completion fellowships are considered “terminal” awards, so students who receive a Dissertation Completion Fellowship must graduate the Summer following the academic year in which they hold the fellowship.

Calls for applications for all dissertation- completion year fellowships are circulated in the early Winter Quarter, with applications due in late February or early March. To apply for these fellowships, students should be prepared to submit an approved Dissertation Proposal and one approved chapter from the Dissertation, together with letters from their dissertation directors. Students will automatically be considered for both Departmental and Divisional awards.

Departmental Completion Fellowships

Candidates for departmental awards are selected by the department’s Dissertation-year Completion Fellowship Committee. Students must be in candidacy by the time the fellowships begin.

Divisional Fellowships

Candidates for divisional awards are selected by the department’s Dissertation Fellowship Committee from fellowship applications to the department, and are advanced to Divisional competitions by the department. Students must be officially certified for PhD candidacy (completed all requirements, including language, except the Dissertation) when they apply.

Some Divisional fellowships have further restrictions/requirements, for example:

- that students cannot teach during the year they hold the fellowship
- that the student apply no later than the fifth-seventh year of full-time graduate studies
- that the student must graduate the Summer after the academic year in which they hold the fellowship.

Divisional fellowships are Dissertation Completion Fellowships, and students are expected to complete their dissertations in full and graduate according to the terms of the award. See the Humanities Division’s website for detailed information:

<http://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships#DYF>

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The Division of the Humanities accepts applications in the Autumn quarter from current and recent graduate students in the Division for a competitive two-year program designed to enhance pedagogical skills and extend research training. To be eligible, applicants must be current or recent graduate students who are on track to receive or have received a PhD from a program in the Humanities Division within seven years of matriculation. **This is a postdoctoral fellowship.**

While students who graduate within seven years are eligible for the Teaching Fellowship in Humanities, applicants who have completed in six years, hold a Dissertation Completion Fellowship in their 6th year, graduate by that Summer Quarter, and apply for the Teaching Fellowship will be guaranteed Teaching Fellow position.

See the Humanities Division's website for detailed information:
<https://humanities.uchicago.edu/students/teaching/teaching-fellows-humanities>

External Dissertation Fellowships

There are also a number of national dissertation fellowships to which students may wish to apply, and many of these have earlier deadlines (during Autumn quarter). Students are strongly encouraged to make a one-on-one advising appointment with the Assistant Director of Fellowships (for the Humanities) at UChicagoGRAD.

Conference and Research Travel Grants

English PhD students have access to multiple resources for conference and research travel funds, and those resources can be used singly or, in some cases, in combination. UChicagoGRAD maintains a fellowship database [here](#) and offers one-on-one advising appointments to help students identify potential funding sources.

Some funding sources regularly used by English Department students include:

Marcia Tillotson Travel Award

Limited funds are available to PhD students who are scheduled to deliver papers at professional conferences. Depending on the number of applicants, the Tillotson Travel Fund, which is administered through the Department of English, makes awards of up to \$400. Application deadlines are typically in November and March.

Priority goes to students who have not received support for conference travel before and who do not have access to research account funds. Within this group, priority goes to students attending regular academic conferences, not conferences specifically designed for graduate student presentations.

Requests for consideration for funding should be addressed to the Department Chair and should include:

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1. name, date, and location of the conference
2. the title of the student's paper; and
3. a preliminary budget detailing the expected cost of travel.

The grant is designed mainly to reimburse travel expenses, including lodging. We may also be able to reimburse for nonessential travel expenses like conference fees. It is important for students to hold onto all original receipts for possible reimbursement.

Requests up to \$400 can also be made for class materials for the rare freestanding course that has material needs (e.g., if the class is putting on a play; this part of the grant is not designed for getting student tickets to an existing play!).

Division of the Humanities Conference Reimbursement Grant

The Division of the Humanities has limited funds available for partial support for travel to academic conferences where the student is giving a paper. The Division of the Humanities Conference Reimbursement Grant provides up to \$400 in reimbursement for eligible travel expenses to an academic. Students can receive the grant a maximum of three times in their graduate careers, but only once in any given academic year (July 1 through June 30). See [Division of Humanities Travel Grants](#).

Graduate Council Travel Fund

This award supports travel costs for master's and doctoral students presenting at professional academic conferences. There are two tiers of funding available on a rolling timeline, basic funding for participating in professional conferences (up to \$350), and advanced funding for those presenting original work at academic conferences (up to \$600). Students can only hold the award once. See [The Graduate Council Travel Fund](#)

English Donors Summer Research Award

The English Donors Summer Research Award funds small travel grants (usually \$500–\$1,500) for trips involving dissertation research. Students must have passed their Oral Fields Examination and be preparing Dissertation Proposals or working on Dissertations to apply for the Award.

The call for applications is normally in the late Spring Quarter. Students should submit brief, two-page statements of their research plans and a proposed budget (more detailed instructions are given with the call for applications).

These grants may not be held simultaneously with a dissertation-year fellowship.

Kowarsky Summer Research Grant

This is a grant intended to help graduate students attend a boot camp or further develop their research. Ideas in line with the spirit of the grant include: Cornell Theory Camp, Dartmouth American Studies, Folger Summer Academy, etc. The idea is that these are substantial research opportunities directed by students. These are NOT for conference travels.

Blair Dissertation Research Fellowship

The English Department guarantees research grants of up to \$2,000 to support dissertation research for

SECTION 5: FELLOWSHIPS AND FUNDING

current fourth years who have completed a proposal and reached candidacy.

Students should submit a research request form to the Department Administrator with the signature or email approval of their dissertation committee chair. Requests will be approved quarter by quarter by the Research Funding Request faculty committee.

Division of the Humanities Dissertation Research Travel Grants

The Humanities Division provides limited funding for students who plan to travel to conduct dissertation research. A student may only receive a Dissertation Research Travel Grant once in his or her graduate career and the grants are not renewable. The funding for these grants comes from three accounts, including the Arnaldo Momigliano Dissertation Research Travel Award fund.

Funding from these grants is extremely limited. Students should first apply for travel grants from departments and centers (e.g., Nicholson, France Chicago, CEAS, COSAS) before requesting these funds.

Applicants will be awarded funds based on their specific travel and financial needs, the quality and feasibility of their projects, in addition to other academic qualifications.

Further information be found [here](#).

Nicholson Center Graduate Fellowship

For research in the British Isles, short or long-term (anywhere from 1 week to 9 months). Calls for applications usually go out in November and in March. See <http://british.uchicago.edu/fellowships-and-competitions#GradFellows>

Other Fellowships and Funds

Humanities Without Walls Consortium Predoctoral Summer Workshop

A three-week intensive, residential summer workshop for individuals who are working towards but a PhD in a humanities discipline, and who are considering careers outside the academy and/or the tenure-track university system. The fellowship includes a stipend for travel, meals, and housing.

See <https://grad.uchicago.edu/content/humanities-without-walls-consortium-pre-doctoral-summer-workshop>

Karen Dinal Medical Emergency Fund

A small fund in memory of graduate student Karen Dinal has been established through the generosity of her family and friends to assist students with unusual and unexpected medical needs. Applications for assistance from the fund should be made through the Department Chair or the Director of Graduate Studies. This fund is not intended to substitute for medical insurance but to provide emergency aid for problems not fully covered elsewhere.

SECTION 5: FELLOWSHIPS AND FUNDING

UChicagoGRAD has resources to search for fellowships outside the Department and Division here: <https://grad.uchicago.edu/fellowships>. Early on in their dissertation writing (in years 4 or 5 or both), all students are strongly encouraged to make a one-on-one advising appointment at UChicagoGRAD, to explore potential fellowship opportunities.