

# Graduate Student Handbook

Revised July 2023.



THE UNIVERSITY OF  
**CHICAGO**

Division of  
the Humanities  
**Linguistics**

Welcome to the Department of Linguistics at the University of Chicago!

This handbook serves as a guide of important dates, milestones, and requirements for your tenure as a doctoral student at the University of Chicago. Updated versions of this document can be found on our website, [linguistics.uchicago.edu](http://linguistics.uchicago.edu).

If you have any questions, feel free to contact Tracy L. Davis, the Linguistics Department Administrator, in person in Rosenwald 203, or by email at [tracyd@uchicago.edu](mailto:tracyd@uchicago.edu).

Good luck in your studies!

Best Wishes,

The Linguistics Department

## Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>3</b>
<b>SUMMARY</b> .....	<b>4</b>
<b>FACULTY CONTACT INFORMATION</b> .....	<b>5</b>
<b>PROGRAM REQUIREMENTS</b> .....	<b>6</b>
COURSE REQUIREMENTS .....	6
ATTENDANCE AT COLLOQUIA .....	8
QUALIFYING PAPERS.....	9
LANGUAGE REQUIREMENT.....	10
DISSERTATION .....	11
<i>Dissertation proposal and advancement to candidacy</i> .....	11
<i>Dissertation</i> .....	11
TEACHING REQUIREMENTS .....	13
<i>Teaching</i> .....	13
<i>Pedagogical Training</i> .....	13
<i>Teaching and Pedagogical Training Schedule</i> .....	14
<i>Goals of Pedagogical Training</i> .....	15
MA PROGRAM .....	16
<i>Master of Arts Program in the Humanities (MAPH)</i> .....	16
<i>Master of Arts in Linguistics</i> .....	16
JOINT PHD PROGRAM.....	17
<b>ASSESSMENTS AND MENTORING</b> .....	<b>18</b>
STUDENT YEAR-END ASSESSMENTS.....	18
MENTORING .....	19
<i>Departmental Mentoring Plan</i> .....	19
<i>Academic Advising</i> .....	19
<i>Open Door Policy</i> .....	19
<b>FINANCIAL AID</b> .....	<b>20</b>
<b>RESEARCH AND DISSERTATION FUNDS</b> .....	<b>21</b>
UNIVERSITY OF CHICAGO INTERNAL FELLOWSHIPS AND GRANTS .....	21
LINGUISTICS DEPARTMENT FUNDS .....	23
CONFERENCE FUNDING .....	24
<b>IMPORTANT DATES</b> .....	<b>25</b>
<b>RESOURCES:</b> .....	<b>26</b>
ACADEMIC RESOURCES .....	26
STUDENT RESOURCES: .....	26

## Summary

The graduate program in linguistics leading to the PhD degree is intended to be completed in six years. The University of Chicago operates on the quarter system. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework.

Students must take eight foundational courses (selected from fourteen available options), a methods course, and three additional graduate-level courses in linguistics. All of these must be taken within the first four years, and six of them during the first year. In addition, all eight foundational courses must be taken during the first two years.

A large proportion of courses offered in the Linguistics Department are advanced courses that are open to all students. The topics of these courses change from year to year, in reflection of the ongoing research interests of both faculty and graduate students, and cover areas of current interest in the field at large. Students are also free to take courses related to their research interests that are offered by other departments in the University.

**In the second and third years**, students continue taking courses and write two qualifying papers under faculty supervision. In addition to these major landmarks, students are required to satisfy a non-Indo-European language requirement and to pass a reading examination in an additional language other than English.

Upon completion of the qualifying papers and course and language requirements and completing a dissertation proposal by the **end of the fourth year**, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

The program also includes professionalization seminars, which help prepare students for presenting their work at different venues and for the job market.

Students enrolled in the program must also fulfill certain pedagogical training requirements, (**5 Graduate Student – TA and Graduate Student – Lecturer roles**), which are normally completed during their third, fourth, and fifth years in the program. Students must fulfill **1 Graduate Student - TA in their third year** in the program, **2 Graduate Student – TA roles in their fourth year**, and **2 Graduate Student – TA roles in their fifth year**. Students who wish to trade in 2 Graduate Student – TA roles for a Graduate Student - Lecturer must apply to the Department to do so. They may also team-teach a course with a regular faculty member, for training and classroom experience. Students must have advanced to candidacy before they're eligible to teach a Graduate Student - Lectureship.

In some cases, students may enter the program with sufficient background in Linguistics that they will be in a position to start pedagogical training earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 Graduate Student - TA in year two; 2 Graduate Student – TA roles in year three; 2 Graduate Student – TA roles in year four.

This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

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# Program Requirements

## Course Requirements

Students must take a **total of 13 courses** prior to admission to candidacy for the Ph.D. (typically, by the end of the fourth year). These 13 courses are to be distributed as specified below, and **6 of them must be taken during the student's first year** in the program. Only courses taught by faculty count toward these course requirements.

During the **first two years** in the program, students must take **eight foundational courses** (typically, 4 in the first year, and 4 in the second year), to be chosen among the following (a graduate introduction is a 3-level course):

- Computational Linguistics (LING 38600)
- Contact Linguistics (LING 36310)
- Historical Linguistics (LING 31300)
- Language in Culture 1 (LING 31100)
- Language in Culture 2 (LING 31200)
- Language in Society (LING 36002)
- Morphology (LING 31000)
- Phonological Analysis 1 (LING 30101)
- Phonological Analysis 2 (LING 30102)
- Psycholinguistics (LING 30401)
- Semantics and Pragmatics 1 (LING 30301)
- Semantics and Pragmatics 2 (LING 30302)
- Syntactic Analysis 1 (LING 30201)
- Syntactic Analysis 2 (LING 30202)

Note: Not all foundational courses are offered every year.

In addition to the foundational courses, students must also take:

- A methods course, such as Field Methods, Experimental Methods, Computational Methods, etc. Typically, this requirement should be satisfied by a course offered by the Linguistics Department. (Approval by the DGS is required if the course is offered by another department.)
- Three other graduate-level courses in linguistics or in a related field (subject to approval by the DGS).
- Course Design and College Teaching (CCTE 50000) (See section on teaching requirements.)

No classes can be used to meet two different course requirements. For instance, while a quarter of Field Methods can be used to either meet the methods or the additional graduate-level course requirement. It can't be used to meet both requirements at the same time.

The program also includes the following additional course requirement:

- In their second and third years, and in conjunction with writing their qualifying papers, students must take the Research Seminar (LING 47900) in the Autumn and Winter quarters. In this course, students have an opportunity to obtain feedback on their QP work from their peers, and are given professionalization training, including presenting research at conferences, submitting papers to journals, preparing a CV, etc.

The program also includes an optional professionalization course (Placement Seminar, LING 47850), intended to prepare students who have advanced to candidacy for the job market.

Although these course requirements are relatively flexible and can be met in many different ways, students should fulfill the requirements with courses that will help them train and develop as scholars in the field, instead of seeing course requirements as something to get over with as soon as possible. In thinking about what courses to take a student should consider, for instance, what background (in terms of field and methodology) they need in order to complete their qualifying papers and their dissertation. To this end, students should work closely with advisers and the DGS in developing a course of study that best fits their academic objectives. See the section on advising below for more information on advisers.

The 8 required foundational courses are intended as courses on which to build the rest of a student's course of study. In most cases, the 3 additional class requirements will be met with advanced seminars (4 or 5-level), but the DGS can approve other classes on a case-by-case basis (for instance, an additional methods course). All advanced seminars have specific foundational courses as prerequisites. For instance, a student cannot take an advanced syntax seminar without having taken the Syntactic Analysis sequence.

No credit will be granted for courses taken outside the University of Chicago before the start of the program.

## **Attendance at Colloquia**

Attendance at all department colloquia is mandatory for first year students. All students are strongly encouraged to participate in the intellectual life of the department by attending colloquia, being part of department workshops and reading groups, auditing additional classes, etc. Participation in these activities is an important part of becoming a successful academic in linguistics.



## Qualifying Papers

Students must write and defend two qualifying papers, each of which deals with an area of linguistics that the department faculty can advise the students on. The two papers must be in separate areas of linguistics. In cases in which it is not clear which area a given qualifying paper belongs to, or whether the two qualifying papers that a student writes really belong to separate fields, the DGS in consultation with the faculty will make a decision at the beginning of the Autumn quarter of the year the qualifying paper is due.

Each qualifying paper is assigned two faculty members, who will act as readers. The students will be asked for their preferences as to who should be the readers for their qualifying papers. Reader assignments are decided on jointly by the DGS and Chair of the Department in consultation with the faculty taking into account the topic of the paper, and the student's preferences. This decision is made in the Autumn quarter of the year the qualifying paper is due.

The qualifying paper is an extensive original research paper, which should demonstrate both the ability to conduct independent research and an appropriate assessment of the position of the research in the broader intellectual context and history of the relevant (sub)field. It is written in consultation with the two readers, and must be approved by them after an oral defense; this defense is not public. The paper is generally 35-50 pages (double-spaced) in length, and the oral defense is typically one hour, during which the faculty may ask the student about the paper itself and about the general field it is written in, and during which the student is expected to demonstrate wide knowledge of the relevant field(s) of linguistics.

The student must submit the first qualifying paper **by the last day of the sixth week of Spring quarter of their second year**. This paper is an equivalent to an MA thesis for students leaving the program after the second year or for those wishing to achieve a non-terminal MA for any other reason.

No later than two weeks after the submission of the first qualifying paper, the readers must schedule the oral defense in consultation with the student to decide on the acceptability of the paper. The readers will assign the paper a grade of Pass, Low-Pass, or Fail; these results will be communicated by the readers to the student.

By the end of the sixth week of the Spring quarter of the third year, the student must submit **the second qualifying paper**, which is **subject to the same timetable and procedure as the first qualifying paper**.

**In the event that a student receives two Low-Pass grades or one Fail grades**, a committee consisting of all four QP readers, the DGS, and the Research Seminar instructor (and potentially another faculty member, such as a proposed future dissertation chair) will meet to discuss the student's viability in the program. This committee will then make a recommendation to the whole faculty to be voted on regarding the student's future in the program, which may include withdrawal from the program.

## Language Requirement

The program has two separate language requirements which must be met in order for students to reach candidacy for the Ph.D.: a non-Indo-European language and an additional language. The main objective of the language requirements is that, as linguists, all graduate students should be familiar with at least three languages: English (advanced proficiency in English is a requirement for admission into the program), a language that is typologically different from English, and at least one more language. The two language requirements must be met with two different languages.

An understanding of the structure of a **non-Indo-European language** is a requirement for the Ph.D. Native speakers of a non-Indo-European language will be considered to have fulfilled this requirement. Others can demonstrate this understanding in any of the following ways:

- Successful completion of the equivalent of one year's coursework in a non-Indo-European language.
- Successful completion of the Field Methods sequence (LING 40301 & 40302), when this course sequence uses a non-Indo-European language.
- Successful completion of one quarter of a "structure of language x" course taught by a faculty member of the Department of Linguistics or of a similar course pre-approved by the Director of Graduate Studies.
- Examination credit of at least one year's study based on a University placement exam.

Students are required to pass a reading examination in a **language other than English**. This requirement must be met with a language that would benefit the student's research interests, such as a language with a significant body of linguistic literature in a particular field (e.g. German in Historical Linguistics), or a language to use as a medium when doing fieldwork (e.g. Spanish or French for work on Basque). A student's particular choice of language must be approved by the Director of Graduate Studies. The language exam ([Academic Reading Comprehension Assessment — ARCA](#)) will be administered by the [University of Chicago Language Center](#). A student will be considered to have passed the language examination in a language approved for this category if they are a native speaker of the language or have received a university degree from an institution whose normal language of instruction is the language in question. (NB: Majoring in a language does not satisfy this requirement.) Both the [Humanities Division](#) and the [Department](#) provide language courses that can be used to fulfil this requirement.

Once a student **has completed a language requirement**, they should contact the Department Administrator with information including the language, how the requirement was completed and the date of completion (if a test or course) to ensure records are updated.

## Dissertation

### *Dissertation proposal and advancement to candidacy*

After completing the two qualifying papers, students should identify a dissertation committee of at least three faculty members, at least two of whom must be members of the University of Chicago Department of Linguistics. The chair must be a faculty member in the Department of Linguistics.

Students must prepare a dissertation proposal of minimum 15 pages, with the exact length to be determined in consultation with the dissertation committee, plus a bibliography and a timeline for the dissertation research and writing.

Students must defend their proposal in a private dissertation proposal meeting with their committee, in which the student will be expected to demonstrate to the committee that their knowledge of the relevant phenomenon and the literature is substantive enough to provide confidence both that they can conduct independent research and that they have articulated an original research project, and in which the members of the committee will have the opportunity to jointly provide feedback on the project. After the meeting, the student will be asked to leave the room, at which point the committee will discuss the merits of the student's work and decide whether the project is ready to enter the dissertation-writing stage. The student will then be asked to enter the room, and the committee will let them know of their decision, giving them any feedback they deem appropriate. If the committee decides that the proposal needs more work, an additional dissertation proposal meeting will be scheduled later in the year.

Upon successful completion of all of the above requirements, including passing the dissertation proposal meeting with the dissertation committee, the student becomes a candidate for the Ph.D. degree, at which point the student starts working on their dissertation. This process must be completed by the end of spring quarter of the fourth year. Ideally, students will complete it by the **end of fall quarter of the fourth year**, but the exact timing should be determined by the student in consultation with the members of the dissertation committee. A student who does not complete the dissertation proposal successfully by the end of the fourth year may be granted an extension until the end of the summer after the proposal was first due, as explained in the Student year-end assessment section.

### *Dissertation*

After writing the dissertation, which is to represent a significant contribution in some area of linguistic research, the final requirement for the PhD degree is the presentation and public defense of the dissertation. The dissertation committee typically has the same composition as the dissertation proposal committee, although the student and dissertation chair may jointly decide to change it at any point while working on the dissertation. It is subject to the same constraints as the dissertation proposal committee.

The defense is normally scheduled by the student in consultation with their dissertation chair, generally at a time when the entire dissertation committee feels that the dissertation is in completed or near-completed form. The student produces an abstract of approximately 200 words, which is submitted to the Department Administrator before the defense.

After the defense, the student must submit the final draft of their dissertation on the University of Chicago ETD Administrator site. This submission must be completed at least four weeks before convocation. More information on the formatting and submission of the dissertation can be found on the [Dissertation Office's webpage](#). The Dissertation Office is located on the first floor of the Regenstein Library for those seeking to contact the office in person.

For guidelines specific to the Department of Linguistics, students may contact the Director of Graduate Studies.

## Teaching Requirements

While some linguists with PhDs find jobs outside of academia, and some take research positions within academia that do not involve teaching, some of our graduate students may aspire to academic jobs in Linguistics that will involve both graduate and undergraduate teaching. In order to be competitive for these jobs, students must demonstrate a high level of teaching ability and experience. Teaching is therefore a standard part of our graduate program, both in the form of mostly in the form of Graduate Student – TA roles, and in some cases, stand-alone Graduate Student - Lectureships. Other pedagogical training is also a component of the program.

### *Teaching*

Students are required to fulfill **1 Graduate Student - TA in their third year** in the program, **2 Graduate Student – TA roles in their fourth year**, and **2 Graduate Student – TA roles in their fifth year**, as laid out in the schedule below. Students who wish to trade in 2 Graduate Student – TA roles for a Graduate Student – Lecturer must apply to the Department to do so. Another option would be for the student to team-teach a course with a regular faculty member, for training and classroom experience. Students must have advanced to candidacy before they're eligible to teach as a Graduate Student - Lecturer.

In some cases, students may enter the program with sufficient background in Linguistics that they will be in a position to start teaching earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 Graduate Student - TA in year two; 2 Graduate Student – TA roles in year three; 2 Graduate Student – TA roles in year four. Students in this alternate teaching plan must also complete additional pedagogical training earlier. This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

### *Pedagogical Training*

Pedagogical training includes attending a minimum of 6 lectures in the Linguistics Department Pedagogy Workshop, to be completed by the end of the third year in the program. Approximately six lectures are offered every year.

As part of the training, students are also required to complete most of the requirements to obtain the [College Teaching Certificate](#) at the Chicago Center for Teaching, as laid out in the schedule below. These requirements include:

- Attend [Teaching@UChicago](#): a one-day orientation event, held the week before classes each fall.
- Attend one of the [Fundamentals of Teaching Workshops](#), generally held during the first weeks of the fall quarter. Each consists of four 90-minute sessions in which students develop a set of core teaching tools to help them reach students and have a successful first experience.
- Enroll in [CCTE 50000](#): Course Design and College Teaching.

The [College Teaching Certificate](#) is offered to graduate students who complete workshop and teaching requirements and demonstrate the ability to teach courses in the College. To register for the program, log the completion of requirements, and track your progress, you must enroll in the [CTC Canvas site](#). The CCT also offers two specialized certificates. One in partnership with the Chicago Language Center, focuses on [second language pedagogy](#). Another, in partnership with the Writing Program, has an emphasis in [writing pedagogy](#).

### *Teaching and Pedagogical Training Schedule*

Year	Teaching Experience	Pedagogical Training/Mentoring
1	None	<ul style="list-style-type: none"> <li>• Linguistics Department Pedagogy Workshop</li> </ul>
2	None	<ul style="list-style-type: none"> <li>• Linguistics Department Pedagogy Workshop</li> <li>• <a href="#">HUMA 50000</a>: Pedagogies of Writing or equivalent number of writing program workshops (Optional; <b>REQUIRED FOR TEACHERS IN THE CORE</b>)</li> </ul>
3	1 Graduate Student - TA	<ul style="list-style-type: none"> <li>• Linguistics Department Pedagogy Workshop*</li> <li>• <a href="#">Teaching@UChicago</a></li> <li>• <a href="#">Fundamentals of Teaching Workshops</a></li> </ul>
4	2 Graduate Student - TA	<ul style="list-style-type: none"> <li>• <a href="#">CCTE 50000</a>: Course Design and College Teaching</li> </ul>
5	2 Graduate Student - TA ( <i>or 1 Graduate Student - Lecturer if applicable</i> )	<ul style="list-style-type: none"> <li>• <a href="#">Individual Teaching Consultation</a> (Encouraged)</li> <li>• Faculty mentor assigned</li> </ul>
6	None	<ul style="list-style-type: none"> <li>• <a href="#">Seminar/Workshop on Teaching Portfolios</a> (Encouraged)</li> <li>• 2 Hours of <a href="#">Inclusive Teaching Programming</a> (Encouraged)</li> <li>• Completion of remaining components of <a href="#">College Teaching Certificate</a></li> </ul>

## *Goals of Pedagogical Training*

After completing their Pedagogical requirements, 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 at least two and ideally more than two of the following: syntax, semantics, phonology, morphology, historical linguistics, psycholinguistics, sociolinguistics, etc. as appropriate given the student's main area of expertise
- 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

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

- Undergraduate writing instruction
- Inclusive pedagogy

## MA Program

### *Master of Arts Program in the Humanities (MAPH)*

The University of Chicago offers Master's level study through the [Master of Arts Program in the Humanities \(MAPH\)](#). MAPH offers a one-year program and a two-year language focused program. In both programs, students build their own curriculum with graduate-level courses in any humanities department and may choose to complete a thesis with their chosen University of Chicago faculty adviser. The [Two-Year Language Option](#) allows MAPH students to further master their chosen language.

### *Master of Arts in Linguistics*

Students in the PhD program will be awarded the MA in Linguistics upon satisfaction of the following requirements:

- Successful completion of eight foundational courses.
- Successful completion of one of the two language requirements.
- Successful completion of a MA paper. Students in the PhD program who wish to obtain an MA may request that a passed qualifying paper be accepted as the MA paper.

Note: The MA is **not** automatically awarded but must be explicitly requested.

Students who wish to obtain an MA should contact the Department Administrator with this intention to confirm completion of the requirements.



## **Joint PhD Program**

**The University of Chicago offers several joint doctoral programs.** Such options currently exist between the Department of Linguistics and the Department of Anthropology, the Department of Comparative Human Development, the Department of Psychology, the Department of Near Eastern Languages and Civilizations, the Department of Slavic Languages and Literatures, and the Department of Philosophy. Students from other departments who wish to apply for a joint PhD in Linguistics may do so only after completing six of the foundational courses.

# Assessments and Mentoring

## Student Year-End Assessments

At the end of every academic year, students are sent a letter evaluating their progress during the year. The content of the letter will be based on faculty discussion of the student's performance and will be written by the Director of Graduate Studies. The intent of the assessment is to provide constructive feedback on an individual student's strengths and weaknesses, indicating areas that they can build on or need to develop during subsequent years in the PhD program. In the event that a student's performance during the year leads the faculty to conclude that the student will not succeed in the PhD program, the function of the year-end assessment letter sent by the Director of Graduate Studies will be to communicate the decision that the student cannot continue in the program and may file paperwork to receive a terminal MA if the requirements for the MA are met.

The faculty will base their assessments of first-year students on their performance in the courses they have taken. Performance in courses is also taken into account in second- and third-year assessments, but special emphasis will be placed on a student's performance in their qualifying papers. Assessments of students in their fourth year and beyond will be based on their performance in courses (should they take any during the year), and also on their dissertation-related work, including successfully completing their dissertation proposal by the end of the fourth year in the program. In assessing a student's performance during these years, the faculty will also decide whether or not to grant the student an extension to complete a missed requirement (qualifying paper or dissertation proposal) by the end of the summer. The year-end assessment letter sent by the Director of Graduate Studies will inform the student of this decision. No further extensions beyond the summer will be granted, and no extension will be granted in a given year if the student was granted an extension for a different requirement in a previous year.

At the end of every academic year, students will be sent a self-evaluation where they will answer questions regarding their accomplishments during the year and their plans for future research.

## **Mentoring**

### *Departmental Mentoring Plan*

In order to advance to candidacy, the student must form a dissertation committee, which will include the proposed dissertation chair and other faculty who will serve as committee members (p. 11). Upon setting up this committee, the chair and the student should explicitly outline an individual mentoring plan specifying the expectations of both parties. This plan should be reviewed at an annual full-committee meeting. The plan may be revised as a result of the annual review, as deemed appropriate by the student together with the committee. The annual full-committee meeting will allow the student to go over their progress, check-in, and discuss/revise expectations, individual mentoring plans, etc.

### *Academic Advising*

Before a dissertation proposal chair is chosen (see pages 11-12 on the dissertation proposal and the dissertation), the default advisor for every student is the Director of Graduate Studies. The DGS should be consulted on any decisions having to do with curricular requirements. Any faculty member can be consulted by any student on what their best course of study is, including how to complete the course requirements, advice on qualifying paper topics, or anything else relating to the curriculum. However, in designing a specific course of study, students will also need more specialized advice, depending on the specific area of linguistics or the specific methodologies the student plans to use in their research. To this effect, students should seek the advice of faculty specializing in their areas of interest.

By the end of the first and second years of study, students choose an academic adviser for the upcoming year. The role of this adviser is to consult with the student about the upcoming qualifying paper, with the intent of helping to prepare the student to engage in the research in advance of the autumn quarter and beyond. This adviser may or may not be one of the QP readers.

### *Open Door Policy*

The Department has an open-door policy: all graduate students in the Department should feel free to talk to any professor about their research and academic concerns, not only those who are directly involved in supervising their research. Students are strongly encouraged to take advantage of this policy and to confer with a broad range of faculty members throughout their time in the program.

## Financial Aid

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 2023-2024 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 in Autumn Quarter 2022), and 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.

The Divisional website contains further discussion of the [financial aid](#) offered to students.

# Research and Dissertation Funds

## University of Chicago Internal Fellowships and Grants

The following are internal fellowships that students may apply for. Additional information is available at the Division of the Humanities' website:

Foreign Language and Area Studies (FLAS) Fellowships:

[Foreign Language and Area Studies](#) fellowships are for Ph.D. students in their first five years or two-year M.A. students in their second year who must study certain languages for their programs. In 2023-2024, the University will be accepting applications for languages in three world areas: East Europe, Middle East, and East Asia. The FLAS program provides funding for study on campus during the academic year and on campus or elsewhere (domestic or abroad) during the summer.

Humanities CMES, MAPH TLO, and doctoral students who will register for qualifying language courses in the year of the fellowship are strongly encouraged to apply for an Academic Year FLAS. MA students receiving no stipend in the fellowship year who are awarded a FLAS will receive a \$20,000 stipend, tuition aid (amount dependent on their program), and student services fee coverage. PhD students receiving a stipend in the fellowship year will receive an \$5,000 stipend.

Summer award benefits for all students: \$2,500 stipend and up to \$5,000 in tuition for study off campus.

*Eligibility: Graduate students who are U.S. citizens, nationals, or permanent residents.*

**Deadline for applications to be announced (usually February)**

The following internal fellowships require nomination by the department:

Humanities Division Dissertation Completion Fellowships: The Division of the Humanities makes available dissertation completion fellowships (commonly referred to as DCFs) to doctoral students who are sufficiently advanced in the writing of their dissertation that they will complete the dissertation in the year they hold such fellowship. These divisional DCFs are inclusive of the Hanna Holborn Gray DCF and the Franke Residential and Non-residential DCFs. Students who hold DCFs must graduate in the Summer following receipt of the DCF. Students who do not defend, complete the dissertation, and graduate during the fellowship year will be withdrawn from their program at the end of the summer quarter.. These fellowships are typically awarded to

students in their sixth year - eight year depending on the fellowship parameters, and provides the University stipend, an additional financial bonus, insurance, tuition remission, student services fees, and may include other benefits depending on the fellowship awarded. Students must have been admitted to candidacy before they can apply for these fellowships.

**Department-internal deadline for application nominations to be announced in Winter Quarter.**

## Linguistics Department Funds

The following are funds internal to the Linguistics Department. PhD students in Linguistics are eligible to apply for them.

### Research fund in honor of Rella Cohn:

- The Department of Linguistics offers an annual fund for graduate student research, made available thanks to a generous endowment from the family of Rella I. Cohn. This fund provides financial support for a small number of graduate student research projects annually. Funds may be used to support any aspects of student research, including (but not limited to) purchase of materials or equipment, fieldwork expenses, research-related travel, and payment of conference registration fees. We will consider requests for reimbursement of past conference travel, or travel to a future conference to which the student has been accepted; we cannot consider requests for travel to conferences if the student has not yet been accepted to present at the conference.

Applications for Rella Cohn funds will be accepted **every quarter (including the summer)** in order to fund future activities (typically carried out on the following quarter). Application materials include a one-paragraph description of the project, an itemized budget (including discussion of what you could do with partial funding), a current CV, and a list of current and pending support for this project.

Rella Cohn received her Ph.D. in Linguistics from the University of Chicago in 1995, with a dissertation on Yiddish names. This work, published in 2008 as *Yiddish Given Names: A Lexicon* by Scarecrow Press, provides both a linguistic history of Yiddish first names and insights into the structure and history of Yiddish more generally.

### Graduate Research Aid Initiative in Linguistics (GRAIL):

- The Department of Linguistics offers GRAIL funds for graduate student research, including attendance at workshops, conferences, summer schools and training, funds needed for fieldwork, lab work, equipment, access to collections or archives, etc. In years when the LSA Linguistics Summer Institute is held, we give priority to funding students to attend the Institute.

Applications for GRAIL funds will be accepted **every quarter (including the summer)**, in order to fund future activities (typically carried out on the following quarter). Application materials include a one-paragraph description of the project, an itemized budget (including discussion of what you could do with partial funding), a current CV, and a list of current and pending support for this project.

Although there is no limit to the amount that can be requested, the funds available are limited.

## **Conference Funding**

The Division provides up to \$400 in reimbursement to PhD students who present their work at a conference. More information can be found on the Division website.

In addition, the Graduate Council Travel Fund provides one-time grants of \$350-600.

CLS also offers funds for conference travel. Each grad student is entitled to reimbursements of up to \$500 per academic year for conference-related expenses (travel, hotel, registration, etc.). There is no limit on the number of conferences that can make up this \$500, but left-over funds from previous years do not roll over into the new academic year. Requests for reimbursements for a given year must be made by the start of the fall quarter of the following year at the latest. Requests for reimbursements made after that will count towards the funds available for the new academic year. For more information, you can contact current CLS officers.



## Important Dates

<b>Summer 2023</b>	
<b>Date</b>	<b>Event/Deadline</b>
Monday, June 12	Summer Quarter Begins
Monday, June 19	Juneteenth (Observance)
Tuesday, July 4	Independence Day Holiday
Wednesday, July 5	Dissertation Draft Review Deadline
Wednesday, July 26	Dissertation Final Submission Deadline
Saturday, August 19	Summer Quarter Ends
<b>Autumn 2023</b>	
<b>Date</b>	<b>Event/Deadline</b>
Monday, September 18	Autumn Quarter Registration Opens
Tuesday, September 26	Autumn Quarter Begins
Wednesday, October 18	Dissertation Draft Review Deadline
Wednesday, November 8	Dissertation Final Submission Deadline
Monday, November 13	Winter Quarter Registration Opens
Monday-Friday, November 20-24	Thanksgiving Break
Saturday, December 9	Autumn Quarter Ends
<b>Winter 2024</b>	
<b>Date</b>	<b>Event/Deadline</b>
Wednesday, January 3	Winter Quarter Begins
Monday, January 15	Martin Luther King, Jr. Day
Wednesday, January 24	Dissertation Draft Review Deadline
February	Foreign Language and Area Studies (FLAS) Fellowship Deadline
Wednesday, February 14	Dissertation Final Submission Deadline
Saturday, March 9	Winter Quarter Ends
<b>Spring 2024</b>	
<b>Date</b>	<b>Event/Deadline</b>
Monday, March 18	Spring Quarter Begins
April	Humanities Division Dissertation Completion Fellowship
April	Dissertation Research Travel Awards
Wednesday, April 10	Dissertation Draft Review Deadline
Wednesday, May 1	Dissertation Final Submission Deadline
Monday, May 27	Memorial Day
Friday, May 31	Divisional Convocation/Hooding Ceremony
Saturday, June 1	Spring Quarter Ends
Saturday, June 1	Convocation

## Resources:

### Academic Resources:

Linguistics Department Website: <http://linguistics.uchicago.edu/>

UChicago Library: <https://www.lib.uchicago.edu/>

Linguistics Subject Librarian: <https://www.lib.uchicago.edu/about/directory/staff/june-p-farris/>

The Dissertation Office: <https://www.lib.uchicago.edu/research/scholar/phd/>

Language Center: <http://languages.uchicago.edu/>

Center for Teaching: <http://teaching.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu/>

### Student Resources:

General Student Manual of the University: <http://studentmanual.uchicago.edu/>

Financial Services: <https://finserv.uchicago.edu/>

Financial Aid: <http://humanities.uchicago.edu/students/financial-aid>

Fellowships: <https://grad.uchicago.edu/fellowships/fellowship-database>

Safety and Security: <http://csl.uchicago.edu/get-help/safety-security-resources>

Student Health and Counseling: <http://wellness.uchicago.edu/>

Title IX (Discrimination, Harassment, and Sexual Misconduct):

<http://provost.uchicago.edu/issues/discrimination-harassment-and-sexual-misconduct>

Family Resource Center: <http://grad.uchicago.edu/life-community/family-resources/family-resource-center>

Campus Map: <https://maps.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu/>