

SALC Graduate Handbook

August 9, 2023

The current SALC website could stand to be rationalized, given that there are different pages that were produced at different times, and some information is repeated across them. Currently we have the following structure:

- Program
- Funding
 - Grants, Fellowships, & Other Support
- Courses
- PhD Requirements
 - Teaching Requirements
 - Pedagogical Training Plan
 - The Dissertation
 - Funding
- Joint Degree Information
- Prospective Students

The top-level pages are those linked by the menu displayed under “Graduate” on the main navigation bar. The second-level pages are those linked from the top-level pages.

I would suggest the following structure:

- The SALC PhD (~ an overview of the program)
- PhD Student Handbook
- Mentoring (~ the Mentoring Plan, which is not yet published)
- Teaching Opportunities
- Fellowship and Funding Opportunities
- Prospective Students

There would be no second-level pages; everything would be accessible from the top-level pages themselves. “Courses” should be a separate entry on the main navigation bar.

I have accordingly put the pages for “Joint Degree Petition and Requirements” and “The Dissertation” in the PhD Student Handbook (formerly “PhD Requirements”) under the relevant subheadings. I have also combined “Funding” and “Grants, Fellowships, & Other Support” into “Fellowship and Funding Opportunities.”

I have pasted the content of the current website below and made changes using “suggestions” in Google Docs (~ “track changes”). Different pages of the current website are represented by different sections in this document according to the following table of contents.

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The SALC PhD

The **Department of South Asian Languages and Civilizations** is a multidisciplinary department made up of faculty with expertise in the languages, literatures, histories, philosophies, and religions of South Asia. The study of South Asian texts, broadly defined, is the guiding principle of our PhD degree. This involves exposure to a wide range of South Asian texts and their historical contexts, and theoretical reflection on the conditions of understanding and interpreting these texts. These goals are met through departmental seminars, advanced language courses, two written papers, and oral examinations on an interdisciplinary reading list, all of which leads up to the dissertation project.

Current students should familiarize themselves with the PhD Handbook as well as pages on Funding and Teaching. Students are encouraged to reach out to their advisors or the Director of Graduate Studies with any questions.

Prospective students are invited to read the PhD Handbook about the structure of our program and consult our Application Requirements.

Fellowship and Funding Opportunities

Pre-Dissertation | Dissertation | Conferences | External

PhD students who matriculate in Summer 2020 and after will be guaranteed to have funding 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 2022)

For more information about financial support for current PhD students, see the Humanities Division's website.

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 in Autumn 2022, and fully paid health insurance premiums for the duration of their program.

Students who matriculated before Summer 2016 will receive at least the funding they were offered at the time of admission and may be eligible for additional funding, such as dissertation completion fellowships.

The information given below lists the most common additional sources of fellowships and grants for graduate students in the Department. Students may also be eligible for other funding administered by the University, private foundations, or other agencies. For information on the full range of sources of support, contact the following:

GRAD Fellowships

970 E. 58th Street, 3rd Floor (Campus Bookstore building)

grad-fellowships@uchicago.edu

Humanities Dean of Students Office

Walker Museum, Ste. 111

humdos@uchicago.edu

Funding During Coursework

University-based Support

University funds are awarded and administered by the Humanities Division. There is no separate application for these funds beyond the initial application to the Department. The amount and duration of University-based support varies based on year of matriculation. Questions concerning University-based support should be directed to the departmental Director of Graduate Studies and/or the Humanities Dean of Students.

External Fellowships

Language Study Fellowships

We strongly encourage all SALC students to participate in a language study program in South Asia, and/or in the summer at the South Asian Summer Language Institute (SASLI) at the University of Wisconsin-Madison or the University of Texas at Austin, at some time in their graduate career.

The American Institute of Indian Studies (AIIS) offers fellowships for its intensive nine-month language programs in India. See the [AIIS website](#) for details and a current list of the languages offered. AIIS summer language programs offer no funding for participants. Funding is available for this purpose from the Committee on Southern Asian Studies (COSAS) at the University (see below). UC-Berkeley funds special fellowships for the AIIS Urdu program.

The American Institute of Sri Lankan Studies (AISLS) offers funding for language study in Sri Lanka.

The Committee on Southern Asian Studies (COSAS) offers support for summer language study, especially for students who do not have funding from their division for this purpose. For application information contact the Committee Office: Kelly 104, southasia@uchicago.edu, 773.702.8637. Spring Quarter deadline.

Critical Language Scholarships are available for summer intensive language study with AIIS (see above) and the American Institute of Bangladesh Studies, for U.S. citizens.

The South Asia Summer Language Institute (SASLI) at the University of Wisconsin-Madison offers FLAS fellowships through UW, with the usual FLAS citizenship restrictions, and Fee Remission Scholarships for which all students are eligible.

Related

[UC Berkely Fellowships for AIIS Urdu Program](#)

Contact: Elise Auerbach

Winter Quarter deadline

[American Institute of Sri Lankan Studies](#)

Rolling deadline

[Critical Language Scholarships](#)

Winter and Spring Quarter deadlines

[SASLI FLAS fellowships](#)

Winter Quarter deadline

Pre-Dissertation Research Support

The Social Science Research Council (SSRC) offers a Dissertation Proposal Development Fellowship. This fellowship is open to humanistic as well as social-scientific projects.

The American Institute of Bangladesh Studies (AIBS) offers a pre-dissertation fellowship for U.S. citizens or permanent residents.

The American Institute of Sri Lankan Studies (AISLS) offers a dissertation planning grant.

The Committee on Southern Asian Studies (COSAS) offers limited fellowship support for pre-dissertation research. For application information contact the Committee Office: Kelly 104, southasia@uchicago.edu, 773. 702.8637. Spring Quarter deadline.

Funding for Overseas Dissertation Research

These fellowships are for students admitted to Ph.D. candidacy. The following are the most common fellowships received by our students, and some South Asia-specific fellowships (as well as one Southeast Asia fellowship). There are several other fellowships for which graduate students in SALC are possibly eligible; see GRAD Fellowships and the Humanities Dean of Students Office for complete databases and application information. Students should apply to as many relevant funding sources as possible.

The American Institute of Bangladesh Studies (AIBS) funds dissertation research in Bangladesh.

The American Institute of Indian Studies (AIIS) funds dissertation research in India. Note that the July 1 application deadline is approximately one year to one-and-a-half years prior to the time when a grant recipient would begin residence in India.

The American Institute of Pakistan Studies (AIPS) offers a fellowship for research on materials related to the history and culture of Pakistan in any country EXCEPT Pakistan and the U.S.

The Center for Khmer Studies (CKS) offers a Ph.D. Dissertation Research Fellowship for work in Cambodia and neighboring countries.

The Council of American Overseas Research Centers (CAORC) offers a Multi-Country Research Fellowship for research of regional or trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating American overseas research center.

Fulbright-Hays Dissertation Fellowship for research in non-Western countries. Students apply through the GRAD Fellowships.

Fulbright U.S. Student Program (through IEE). This program funds U.S. citizens conducting research abroad. Students apply through GRAD Fellowships. . Contact grad-fellowships@uchicago.edu.

The Nicholson Center for British Studies, University of Chicago. This Center offers a short-term graduate fellowship for UC graduate student research in the British Isles and Ireland, generally for three months or fewer. Those who research the former British Empire are eligible. Applicants have to demonstrate their need to conduct research in the British Isles and/or Ireland.

The Social Science Research Council (SSRC) offers fellowships to students doing research and writing for their dissertations.

The American Association of University Women Dissertation Fellowship. Available to U.S. citizen/permanent resident women who will complete their dissertation writing during the fellowship period. Scholars engaged in researching gender issues are encouraged to apply.

Related

[SSRC Dissertation Proposal Development Fellowship](#)

Winter Quarter deadline

[AIBS Pre-Dissertation fellowship](#)

Contact AIBS for deadline

[AISLS Dissertation Planning Grants](#)

Fall Quarter deadline

[AIBS Funding for Dissertation Research in Bangladesh](#)

Winter Quarter deadline

[AIIS Funding for Dissertation Research in India](#)

July 1 deadline

[AIPS Fellowship for Research on Pakistani Materials](#)

Winter Quarter deadline

[CKS Ph.D. Dissertation Research Fellowship](#)

Fall Quarter deadline

[CAORC Multi-Country Research Fellowship](#)

Winter Quarter deadline
Fulbright-Hays Dissertation Fellowship
Student application
Fall Quarter deadline
Fulbright U.S. Student Program
Contact: grad-fellowships@uchicago.edu
Fall Quarter deadline
Nicholson Center Fellowship
Spring Quarter deadline
Mellon/ACLS Dissertation Innovation Fellowship
American Association of University Women Dissertation Fellowship
Fall Quarter deadline

Internal Fellowships

Dissertation Completion Fellowships

Please consult the Humanities Dean of Students Office for information about fellowships for dissertation completion.

The University offers several fellowships for dissertation completion, which our students have received in recent years. Some of these are residential fellowships, which require presence on campus, others are not. The Department nominates students for these fellowships, and the competitions are administered by the [Humanities Dean of Students Office](#).

The Martin Marty Center at the Divinity School offers a dissertation fellowship that may also interest SALC students.

Related

Fellowships Information

Martin Mary Center Dissertation Fellowship

Conference Grants

SALC students are encouraged to organize panels and present papers at annual conferences such as the University of Wisconsin Annual Conference on South Asia, the annual meetings of the Association of Asian Studies, the American Academy of Religion, the American Historical Association, and the Modern Language Association, and their regional conferences, and conferences abroad, if possible. The following are some funding sources for travel to conferences for students presenting papers.

The American Institute for Sri Lankan Studies offers travel stipends for two annual conferences.

The Division of the Humanities offers a Conference Grant. Please see <https://humanities.uchicago.edu/students/financial-aid/conference-travel-grants> for more information.

Related

American Institute for Sri Lankan Studies Travel Stipends

The Division of Humanities Conference Grants

PhD Student Handbook

A student must complete a minimum of 18 courses (the actual number of courses may be higher depending on the language proficiency of the student). These include the required language courses, the three required departmental seminars, and other courses relevant to the student's chosen specialty. The latter may include courses offered in other departments as well as in SALC. Students may not receive a grade of 'R' in any of the courses counted among the required 18 courses, and none of these may be an informal reading course. These requirements must be fulfilled before admission to candidacy.

Before being admitted to candidacy, PhD students must also fulfill the following requirements which are given in further detail below:

- meet general language requirements
- complete the three required departmental seminars
- receive a passing grade on the two qualifying papers
- formulate two reading lists and pass an oral examination based on them
- write and defend a dissertation proposal

Students with prior graduate work in South Asian languages and civilizations or those holding a relevant Master's degree may petition at the end of their first year to satisfy a portion of the 18-course requirement. Only courses taken at accredited institutions will be accepted, and the petition will have to be approved by the departmental Director of Graduate Studies.

The PhD is awarded following approval and successful defense of the completed dissertation.

Students normally take 4 to 5 years to complete all pre-dissertation work. The Division expects a student to reach candidacy in year 3 or 4 of registration and to complete the writing of the dissertation in 2 to 3 years after reaching candidacy. Though reaching candidacy in year 3 or 4 is the expectation, a student must be in candidacy no later than the start of year 6 in order to be allowed to continue in their program. Students who have not completed the PhD by the end of their ninth year will no longer be permitted to register in the degree program and will be administratively withdrawn. Students who are administratively withdrawn for reaching maximum time limits and who go on to complete their dissertations later may petition the Department to be allowed to defend the dissertation and receive the degree.

Jump To:

- Language Requirement
- Exams & Papers
- Departmental Seminars
- Joint Degrees
- The Dissertation Proposal
- The Dissertation
- Degree Completion Plan
- Time to Candidacy and Time to Degree

Language Requirements

The Department encourages varied research devoted to the ancient, medieval, modern, and contemporary cultures of South Asia. All research in the department has as its main prerequisite suitable advancement in the languages appropriate to a student's chosen field of specialization. The languages in which the department presently offers concentrations are Bangla, Hindi, Marathi, Sanskrit, Tamil, Tibetan, and Urdu. Instruction in Persian and Arabic is also available through the Department of Near Eastern Languages and Civilizations. Courses may occasionally be offered in other languages; special arrangements must be made in advance with the instructors of these languages, and students must petition the Department in order to count these languages for their requirements.

Three languages are required: (i) the South Asian language of concentration (the major language); (ii) a second South Asian language relevant to the student's program of study (the minor language); and (iii) a third language of scholarship (e.g. French, German, Hindi, Japanese, or Arabic).

Students are required to achieve advanced proficiency in their major language. Students who already possess both linguistic competence and analytical skills in their major language should contact the language instructor for placement at the appropriate level. However, at least one year of advanced language courses in the Department of South Asian Languages and Civilizations has to be successfully completed regardless of the student's level of language competence.

In their minor language, students are required to achieve a proficiency equivalent to at least 2 years of formal study at the University of Chicago. Again, students who already possess a knowledge of their minor language should contact the language instructor to determine the level of proficiency. Students who already possess a proficiency level equivalent to 2 years of formal study at the University of Chicago may fulfill the requirement by taking an exam without prior coursework.

The student's selection of the major and minor language will have to be approved by the departmental Director of Graduate Studies. While the choice of the major language will obviously depend on the student's research projects, students are strongly encouraged to consider for their minor language one that opens up new perspectives and that will help to gain a broader knowledge of South Asia. Students are expected to demonstrate satisfactory progress each quarter in the required language courses.

For the third language, the language of scholarship, students should choose a language on the basis of how useful it will be for their chosen field of study. They should make a case in writing that a significant body of secondary literature relevant to their primary area of research has been or is being produced in that language. The choice of the language of scholarship has to be approved by the departmental Director of Graduate Studies. Proficiency in reading the language of scholarship is typically assessed by an examination administered by the [Office of Language Assessment](#) or by the Department of South Asian Languages and Civilizations, as appropriate to the language in

question. For Persian and Arabic, students should contact the NELC Department.

Exams

Qualifying Papers

In their first year of study, students are required to submit a qualifying paper on a subject agreed upon with a faculty member. This paper should demonstrate the student's ability to write scholarly prose, to formulate a clear research argument, and to situate it within the context of secondary literature relevant to the topic. It must be submitted during the third week of the Spring quarter of the first year. The length of this paper must be 5,000 to 6,000 words (see below for details). There are two grade options for this first qualifying paper:

No Pass

Pass

In their second year of study, students are required to submit a second qualifying paper on a subject agreed upon with a faculty member. This paper should demonstrate the student's ability to formulate a research topic involving primary materials, to argue its importance and to situate it within a history of scholarship, to articulate the principal questions of theory and method relevant to this topic, and to present conclusions in a clear and precise manner. It must be submitted in the third week of the Spring quarter of the second year. The length of this second paper must be 8,000 to 10,000 words (see below for details).

There are two grade options for the second qualifying paper:

No Pass
Pass

No Pass indicates the student will not move on in the program and will be administratively withdrawn.

The word limits for both qualifying papers are strictly enforced, and submissions above the limit will not be accepted. The word limit includes the text and references (footnotes or endnotes), but does not include the list of references (the bibliography), which is required. Students should consult with the first reader of the paper about the appropriate citation style; the Chicago Manual of Style should be followed as a default. The papers should be double-spaced with one-inch margins and set in a twelve-point font.

The evaluation of the second qualifying paper is part of a holistic annual review with faculty. A student will either move on from this review to continue work on the PhD, or exit the program with a terminal MA. This decision will be based on the student's progress over the course of the first two years.

There are two readers for each of the qualifying papers. The student should approach a potential first reader by the end of the Autumn Quarter of the year in which they will submit the paper. The first reader's responsibilities include reading and commenting upon one draft of the qualifying paper before its submission. The second reader will be selected and appointed by the Chair of the Department in consultation with the Director of Graduate Studies.

MA Degree

Upon successful completion of the two qualifying papers, students may apply for the MA degree. For the degree to be awarded, students must have completed, in addition to the qualifying papers, (1) the three required departmental seminars, and (2) the major language requirement. There can be no outstanding Incomplete grades. It is very strongly recommended that students avoid Incomplete grades at all times.

Reading Lists and Oral Examinations

While the program asks students to pursue specialized research in their area of concentration, it is essential that they do this in relation to a broad understanding of the cultural and historical context in which their objects of specialized study are situated. The Department therefore requires oral examinations on the basis of two reading lists in (1) a major area of study, and (2) a minor area of study.

Each of the student's two reading lists is to be designed in consultation with one or more members of the SALC faculty in a given area. No one faculty member should serve as sole adviser for both lists, and the two lists must be on clearly different areas. The first must deal with an important aspect of the literary, cultural or other history of the student's principal area of research. The second must pertain to an area of South Asian studies other than his or her field of concentration. The reading lists should not exceed twenty books and should constitute a serious, deep, and broad set of readings in important issues in the area of study. The relative weight of primary as opposed to secondary texts should be a matter of consultation between the student and the faculty member(s) concerned.

Each of the two reading lists in their final form must be approved and signed by the faculty member(s) who supervised their preparation. The two signed lists must be shared with the Chair and the Director of Graduate Studies of the Department for verification that the lists meet all the formal requirements. An approved and signed copy of each will be deposited in the student's permanent file. These signed copies must be submitted to the departmental office no later than thirty days before the proposed date of the oral examination. It is the student's responsibility to ensure that the reading lists are filed in time.

The faculty members who approve the reading lists serve as examiners for the oral examinations, which are normally taken in the Winter or Spring Quarter of the student's third year. The two exams are administered in one session; each is approximately 45 minutes long. One composite grade — 'Pass' or 'No Pass' — is awarded for the oral examinations.

Required Departmental Seminars

Competence in South Asian languages and civilizations is demonstrated as much by close familiarity with South Asian texts as by a broad knowledge of the plurality of South Asian practices and traditions. To this end the PhD program includes three required departmental seminars, consisting of the two "research themes courses" and the course on South Asia as a Unit of Study.

These seminars are taught in a two-year cycle. The three required seminars must be completed in the first two years.

These required departmental seminars are to be taken by students in the first and second years of the doctoral program. Students must enroll in each of these courses as they become available, until the requirement is met. Students cannot opt out of a course when it is offered with the expectation of taking an equivalent course later.

1. & 2. Research Themes in South Asian Studies

These two seminars will each approach a broad theme in South Asian studies from a perspective transcending any narrow focus on a specific language or region. The objective is to introduce students to current research themes and methods pertinent but not exclusive to the study of South Asia. Seminar topics include South Asian court cultures, genres, material aspects of textual culture, poetic theories, political thought, translation practices, etc. The topics will be indicated in the subtitles of the courses.

3. South Asia as a Unit of Study

This course aims to acquaint students with major historical and methodological questions pertaining to the field of South Asian languages and civilizations. Topics include the history of Orientalism, colonial forms of knowledge, South Asia in a global context, etc. This course will be offered in alternate years.

Joint Degrees

Students in SALC can pursue a joint degree with another doctoral program in the University, typically in the Humanities or Social Sciences Division.

Undertaking a joint degree is a lengthy and complex process that requires

approval at every stage. Permission to pursue a joint degree is a privilege extended only to those students who have demonstrated in their work a record of excellence and who can convincingly demonstrate that they will be able to complete the requirements for each of the two degrees within the maximum time period a student is accorded enrollment status. Students may only start the process of applying for a joint degree after the satisfactory completion of the requirements of the first two years of the SALC graduate program.

To embark on a joint degree, students must abide by the set of procedures outlined below:

A strong intellectual case has to be made to the SALC Department as to why a joint degree program is best suited to the fulfillment of the student's proposed research project. Students should first consult with their advisor(s), followed by conversations with the Chair and Director of Graduate Studies. The student must submit a brief petition (maximum 3 pages) detailing the nature of the research to be undertaken and why training in two doctoral programs is needed. The student's petition has to be accompanied by a letter of support from the student's SALC advisor. The departmental decision on a student's joint degree petition will be made by the entire SALC faculty.

Departmental rules vary widely. Students must consult with the second department to make themselves aware of its rules and requirements.

Students must consult with their advisor(s), the Department Chair, and the Director of Graduate Studies in SALC before consulting members of the second department on the viability of a joint degree program. Students should not assume that taking classes in another department automatically qualifies them for a joint degree.

In the event that approval has been obtained from SALC, the student must be cognizant that he or she abide by the timeline set out by the department in fulfilling the degree requirements. A joint degree should not delay the student's proposal defense beyond the end of the fifth year.

Joint degrees may take longer to complete and so may affect the student's eligibility for a dissertation completion fellowship and other post-doctoral fellowships.

Students pursuing a joint degree should constitute a committee that has an equal representation from both SALC and the second department. By SALC rules a joint degree committee (in cases where SALC is the home department) should consist of no more than 4 members. Typically, a SALC faculty member and a faculty member from the second department will act as co-chairs of the dissertation committee.

Students must familiarize themselves with the regulations for the Joint Degree Petition Process in the Division of the Humanities.

The Dissertation Proposal

In order to be admitted to PhD candidacy, a student must write and orally defend a detailed dissertation proposal prepared under the supervision of the dissertation chairperson. Students must have completed all requirements: at least 18 courses, including the three required departmental seminars, as well as the language requirements, and the qualifying papers. All incompletes and blanks on the student's transcript for required courses must have been removed (note incompletes and blank grades cannot be carried over from one year to another – any missing grade will switch to an unofficial withdrawal – “UW” – at the start of the next academic year), and the new grade recorded in the Registrar's Office

prior to the date of the proposal defense. Admission to candidacy must take place no later than the start of the sixth year of the student's program.

Note that, in accordance with Divisional and Departmental requirements, students must pass the examination in the language of scholarship before being admitted to candidacy. Furthermore, most of the grants which are available to support dissertation research require that a student be admitted to candidacy before taking up the grant.

The proposal should demonstrate a student's awareness of broad theoretical issues and a detailed knowledge of the chosen area of specialization. The dissertation proposal should be 20–25 pages in length. It should provide a clear statement of the scholarly problem to be addressed by the dissertation; the student's theoretical orientation to this problem; a review of previous scholarly work; a provisional outline of the dissertation as a whole; a plan of research, including archives to be consulted, research sites chosen, a timetable, and a bibliography of no more than two pages.

Prior to the proposal defense, the student and the dissertation chairperson (who must be a member of the Department of South Asian Languages and Civilizations) will settle on the composition of the dissertation committee. This will ordinarily consist of two additional members. At least one of the two additional members of the committee must be a member of SALC; the third may be from any academic department of the University or may be, with the approval of the departmental Chair, from outside the University.

At the discretion of the dissertation chairperson, a fourth member may be added to the dissertation committee. This option should be made available only when genuinely warranted by the intellectual, disciplinary, or practical circumstances of the student's dissertation project, and is subject to the discretion of the departmental Chair and Director of Graduate Studies. In such a case, at least three of the committee members should be members of SALC; the fourth may be from any academic department of the University or may be, with the approval of the departmental Chair, from outside the University.

The proposal must be deposited in the form of a printed paper copy in the departmental office at least two weeks prior to the date of the defense, and an abstract of it must be circulated to all SALC faculty. It is the responsibility of the student to ensure that the proposal and the abstract are deposited by this deadline. The proposal is defended orally before the committee and the Department, with the Chair of the Department presiding; these proceedings are open to students and faculty of the University. One purpose of the proposal defense is to familiarize all the members of the Department with a student's research agenda, and provide an opportunity for them to offer guidance. With successful completion of the dissertation proposal defense, the student is admitted to PhD candidacy.

The Dissertation

It is expected that the dissertation will represent a substantial and original contribution to the study of South Asian languages and civilizations. Upon completion of the dissertation, the student defends it orally before the members of the dissertation committee, and the Department, with the Chair of the

Department presiding. Students will follow the guidelines of the University's Dissertation Office in planning the date of their defense, and in formatting the dissertation.

Three weeks before the scheduled defense, the student must submit a hard copy of the dissertation to each member of his or her committee and the departmental administrator. This task is solely the responsibility of and at the expense of the student. This copy will be a complete, formatted dissertation, with the preliminary pages (other than acknowledgements), main body of work, conclusion, and end matter included in their entirety, and properly formatted. This copy of the dissertation should be printed on standard white paper and should conform to the requirements outlined by the University's Dissertation Office. The defense will be cancelled if these standards are not met.

The defense proceedings are open only to the University community. They normally last 90 minutes for a committee of three faculty members or 120 minutes for a larger committee, and begin with the candidate's presentation of the thesis, which should take no more than being allowed to speak for no more than 15 or 20 minutes. Grades are awarded by vote of the dissertation committee. The available grades are "Pass without revisions," "Pass with minor revisions," "Pass with major revisions," or "No pass." The grade of "Pass with major revisions" requires the student to obtain the committee's final approval of suggested revisions before final approval of the dissertation will be recorded.

Degree Completion Plan

For students who are in the sixth year and beyond, the Degree Completion Plan form provides a space for them and their departments to document the progress they plan on making in order to complete their program inclusive of their dissertation. Departments will review previously submitted completion plans, and advise students appropriately as needed.

The plan must clearly, realistically, and in detail outline work that has been completed and work that remains to be done before defending the dissertation. It is to take into consideration pedagogical teaching requirements, coursework and outstanding grades, departmental milestones or qualifying exams, research, time needed for write-up, securing copyright permissions, and any other circumstances that may affect progress.

The plan must be discussed and agreed upon by both the student and the chair of the dissertation committee in consultation with the department chair and/or director of graduate students if needed.

The progress of each student at every level in the SALC graduate program is reviewed annually in a special meeting of the department faculty, following individual sessions in which the Department Chair and Director of Graduate Studies meet with each student to discuss any matters relevant to the student's progress and plans.

Time to Candidacy and Time to Degree

The Division expects a student to reach candidacy in year 3 or 4 of registration and to complete the writing of the dissertation in 2 to 3 years after reaching candidacy. Students in SALC usually require four years to complete all pre-dissertation work because of the sequence of milestones listed above. Though reaching candidacy in year 3 or 4 is the expectation, a student in any case must be in candidacy no later than the start of year 6 in order to be allowed to continue in their program. Time to degree must be no more than nine years for students who matriculated in or after Summer 2016. Failure to meet the maximum timeframe deadlines will result in the student being administratively withdrawn from the graduate degree program.

Prospective Students

Prospective undergraduate students will apply to the College rather than to our Department directly. The programs of study offered to undergraduates by the Department are described on our **undergraduate** page.

Prospective graduate students should read the Graduate Program portion of our departmental website and consult the list of our **faculty members** to learn about

their current research interests and their publications. One of our professors will serve as your advisor and the chair of your dissertation committee. You should therefore consider applying to SALC if your interests correspond in some measure with those of one or more members of the SALC faculty. This correspondence should be made clear in the Statement of Purpose included in your application materials.

For general application information, see the **Humanities Division Admissions and Financial Aid** web page. International students can find more information on the **UChicago Humanities website**.

Application Requirements

- A **statement of purpose** which describes the intellectual issues you hope to explore at the University of Chicago.
- A **writing sample** of approximately 20 pages in length; this could be an undergraduate thesis, research paper, or a section of your MA thesis that best demonstrates your critical thinking and scholarly writing.
- At least **three letters of recommendation** submitted by persons able to describe your academic achievements and promise.
- **Transcripts** from all previous colleges and universities.
- All applicants for whom English is not a primary language may be required to submit current scores from the Test of English as a Foreign Language (**TOEFL**) or the International English Language Testing System (**IELTS**). Current scores are no more than two years old at the time of application submission. A complete description of the English proficiency policy may be found at [this website](#), and questions about the English proficiency requirement should be directed to humanitiesadmissions@uchicago.edu.

SALC does not require GRE scores.

For general information, see the [Humanities Division Admissions and Financial Aid](#) web page. To learn more about the application, check out the [Humanities Division Application Instructions](#) and [FAQ](#). International students can find more information on the [UChicago Humanities website](#).

Teaching Opportunities

Pedagogical training is a vital part of the SALC graduate program. All doctoral students are required to teach a number of courses according to the SALC Pedagogical Training Plan (PTP). To see the full PTP, click here: [SALC PTP 2023](#). Students cannot teach outside of the PTP. Generally, students focus on their course requirements during the first and second year and fulfill the teaching requirements during the third through sixth years of the program.

By offering two different tracks, the SALC PTP recognizes the intellectual and disciplinary heterogeneity of our graduate program and the different teaching demands of institutions of higher education to which students are likely to apply in the future. Track 2 is available for students concentrating in language-based pedagogy and philology in one or more South Asian Languages.

The SALC PTP follows a **3 + 1** formula. Students hold a total of 4 teaching positions over the course of their program. In year 3 and 4, students complete a total of 3 teaching positions at the Graduate Student - TA level, each consisting of a TA position in a language or non-language course. In year 5 or 6 students

teach a stand-alone course as a Graduate Student Lecturer. A special regulation applies to Track 2, where one of the 3 teaching positions can be a Graduate Student Lecturer in a language course rather than a Graduate Student – TA.. Any student intending to teach a language course as a Graduate Student Lecturer has to have taught in a Graduate Student - TA position first. Students teaching in a lectureship appointment serve as the instructor of record for the course.

In the spring quarter of their second year, students will consult with their advisers and the Director of Graduate Studies to create an individual PTP in accordance with the SALC PTP. We recognize that this individual PTP is provisional and may be subject to change as the student advances in the program.

It is the student's responsibility to seek teaching assignments and to apply for them in a timely manner through established procedures. SALC will advertise teaching positions for the coming academic year every summer, usually at the end of June. Since SALC can offer only a limited number of teaching assignments, students are encouraged to pursue teaching opportunities in other departments as well.

Generally, all graduate students 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 subfield
- design effective assignments for a range of courses
- facilitate class discussion
- design and deliver effective lectures

- describe their approach to student learning and give reasons for their pedagogical choices
- apply the methods and approaches of undergraduate writing instruction
- apply the methods and approaches of inclusive pedagogy

In addition to the above listed goals, students taking Track 2 of the PTP should be able to:

- design and teach introductory and intermediate courses in their language(s) of specialization
- design and teach upper-level undergraduate and graduate courses in which primary language sources are used, and/or in which the primary language is the language of instruction
- be attentive to contemporary standards of language acquisition pedagogy

Additional Pedagogical Training

In preparation for teaching, SALC requires that all students take the one-day “Teaching@Chicago” workshop (offered by CCT in Orientation week) before they enter the third year of the program. In addition, we recommend (but do not require) that all students take the “Fundamentals of Teaching” workshop (offered by CCT in weeks 2 to 5) and the CCT course on “Course Design and College Teaching” (CCTE 50000). We also recommend that they take the department’s “Teaching South Asia” course during their first three years in the program.

SALC Teaching Positions

There are three different types of teaching positions offered to students within SALC for fulfillment of the pedagogical training plan:

- [Graduate Student – Teaching Assistant](#) ;

- Language Course
- Non-Language Course
- Writing Center
- [Graduate Student – Lecturer;](#)
 - Language Course
 - Self-Designed Course

Graduate Student – TA (Language Course)

The Graduate Student - TA of a language course is a PTP position, which means that the purpose of the appointment is for the instructor to mentor the TA in language pedagogy. The instructor must accordingly be present in the classroom with the TA at all times.

The tasks of the TA will depend on the course, but may include:

- help the instructor in evaluating assignments;
- give in-class assistance to students with exercises and drills;
- lead review sessions (with the instructor present).

TA positions tend to be available in Sanskrit and Hindi.

This position is assigned a nominal 10 hours/week in University systems.

Graduate Student – TA (Non-language Course)

Among the non-language courses offered by SALC faculty, “Civilizations of South Asia I” and “Civilizations of South Asia II” always include at least one Graduate Student - TA position. Other courses may include a TA position as well. This is a PTP position, which means that the purpose of the appointment is for the instructor to mentor the TA in teaching a college-level course. The instructor must accordingly be present in the classroom with the TA at all times.

The tasks of the TA will depend on the course, but may include:

- help the instructor in evaluating assignments;
- lead review sessions (with the instructor present).

This position is assigned a nominal 10 hours/week in University systems.

Graduate Student – TA (Writing Center)

At present, there are a limited number of Writing Center positions in the College Core. A Writing Intern is assigned to a particular Core class and is responsible for:

- attending all of the class meetings;
- leading two writing seminars with the students;
- reading and evaluating student papers.

To be considered for one of these positions in the Core, students need to complete HUMA 50000, “Pedagogies of Writing,” or an equivalent number of Center workshops, in the Spring or Summer quarter before the year in which they intend to intern.

This position is assigned a nominal 10 hours/week in University systems.

Graduate Student – Lecturer (Language Course)

Students who have already completed a TA assignment for a language course in a previous year can serve as Lecturers for a language course.

The Lecturer is the instructor of record for the course and responsible for all of the teaching and evaluation associated with the course.

This position is assigned a nominal 10 hours/week in University systems.

Graduate Student – Lecturer (Self-designed Course)

Graduate students in their fifth or sixth years may teach self-designed content courses (i.e., stand-alone courses designed by the graduate student and offered to undergraduates in the College). Students are invited to submit proposals for self-designed courses in the College to SALC’s Director of Graduate Studies by December 1 for courses to be taught in the following academic year. After consultation with the DGS, the proposal may be forwarded to the College for approval. Note that this is a competitive procedure and not all proposals will be accepted. A course proposal should consist of:

- a brief course description, stating the rationale, principal themes, and objectives of the course
- a section on course requirements and the grading scheme
- a syllabus listing required readings week by week
- a bibliography

Examples of self-designed courses taught by SALC graduate students include:

- Missionaries, Merchants and Saints: Christianity and Islam in the Indian Ocean, 15th-18th centuries (Margherita Trento, Winter 2019)
- Science Outside of Europe (Eric Gurevitch, Spring 2019)
- Making a Home in the Colonial City: Insights from Literature, Films, and History (Sanjukta Poddar, Autumn 2019)
- Traditions of Islamic Learning In Mughal India (Daniel Morgan, Autumn 2019)
- Sex and Censorship in South Asia (Ahona Panda, Winter 2020)
- Literary Radicalism and the Global South: Perspectives from South Asia (Abhishek Bhattacharyya, Spring 2020)
- Debate, Dissent, Deviate: Literary Modernities in South Asia (Suparna Dasgupta, Autumn 2020)
- Time and its discontents: thinking and experiencing time in South Asia through the ages (Eduardo Acosta, Autumn 2020)
- Coming of Age: Youth Cultures in Postcolonial India (Titas De Sarkar, Winter 2022)
- Global Connections before Globalization: Sufis and Seafarers across the Indian Ocean (Zoë Woodbury High, Winter 2023)

The Lecturer is the instructor of record for the course and responsible for all of the teaching and evaluation associated with the course.

This position is assigned a nominal 10 hours/week in University systems.

SALC will advertise teaching positions for the coming academic year every summer, usually at the beginning of June.