THE GRADUATE HANDBOOK FOR THE PH.D. IN ENGLISH

DEPARTMENT OF ENGLISH

University of California, Irvine



ACADEMIC YEAR 2026-2027

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UCI Division of Career Pathways Graduate Student Resources & Advising
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UCI Division of Teaching Excellence and Innovation
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Graduate & Postdoctoral Scholar Resource Center
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DEPARTMENT OF ENGLISH

UNIVERSITY OF CALIFORNIA, IRVINE

THE ENGLISH GRADUATE PROGRAM HANDBOOK

THE PH.D. PROGRAM IN ENGLISH

Introduction

This section of the handbook explains the requirements for the M.A. and Ph.D. degrees in English. **For information on the extended seminar, incompletes, progress towards the degree, teaching assistantships, and other financial support, please see pages 22-25**. It is meant to supplement but not to supplant the *UCI General Catalogue* or the University-wide *Graduate Policies and Procedures Handbook* (available on Graduate Division's website).

The Graduate Committee oversees the graduate program in English. It includes faculty and a graduate student representative; its policies and procedures are governed by the Department, the Associate Dean of Graduate Study in the School of Humanities, the University's Graduate Council, and the Dean of the University's Graduate Division.

Graduate students in English can save themselves a great deal of time and frustration by directing their questions to the appropriate figure in the administration of the graduate programs. Questions about departmental and campus-wide deadlines, administrative forms, and other established regulations should be directed to the Department's Graduate Program Administrators. Questions regarding specific plans for study should be addressed to a student's academic advisor or, in the later stages of study, the chair of the qualifying examination or dissertation committee. Questions involving exceptions to the customary policies of the graduate program in the Department should be addressed to the Chair of the Graduate Committee, as should all suggestions for changes in those policies. Questions about the awarding of teaching assistantships should be addressed to the Chair of the Department. Whereas some questions can be easily handled by e-mail, in many cases, it is much more effective to arrange a face-to-face meeting with the appropriate person.

Early Advising and Courses

Students are assigned advisors, in consultation with whom they plan their coursework and prepare for the M.A. Review. Students must take a minimum of fifteen (15) courses, one of which is E398. Courses should include ones that expose students to a variety of topics, approaches, genres, and theoretical issues in literary history as well as ones that prepare students for an area of specialization. Adequate historical coverage generally entails at least one course on literatures in English in each of the following periods: medieval; Renaissance; the long eighteenth century; Romanticism; Victorian or late nineteenth century; the twentieth century. Students should take courses from a number of different faculty in order to provide a good basis for choosing members of committees and

to gain educational breadth and diversity. Students should also balance pro-seminars, which usually require examinations and short papers, and seminars, which require substantial research papers. During the first year, Ph.D. students in English must complete a minimum of four (4) 20- to 25-page research papers; thus, at least four (4) courses must be taken for seminar credit over the first three quarters of graduate study. In order to make sure that graduate courses remain seminars, most courses in the Department have enrollment limits. Faculty select students for seminars on the basis of seminar request forms available from the Graduate Program Administrator. These forms must be filled out and submitted by students before the announced deadline. Faculty take these forms seriously, so fill them out with care.

Students are welcome to take courses that fulfill requirements for one of the School's various emphases, such as Critical Theory, Asian American Studies, Gender & Sexuality Studies, Latin American Studies, or Visual Studies. These courses are usually taken in addition to those needed for degree requirements in English. Students are permitted to take up to three (3) graduate courses outside the English Department to fulfill degree requirements in English, including the fifteen (15) course minimum. Approval of the Graduate Chair is required if a student wishes to take more than three.

It is extremely important for students to consult with their advisors about coursework. They should schedule at least one meeting a quarter to discuss the selection of courses before seminar request forms are due. In addition to working closely with students in selecting coursework, advisors work with students in preparation for the M.A. Review. (See section on the M.A.) Since it makes sense for a student's advisor to be someone with whom the student plans further work, students are free to change advisors at any time. To do so they must get approval from both the old and the new advisors as well as submit a written petition to the Chair of the Graduate Committee through the Graduate Program Administrator. A logical time to switch advisors is after completion of the M.A. Review. If a student encounters any problem with their advisor, they should contact the Chair of the Graduate Committee immediately.

The Extended Seminar (Arbeitsseminar)

In order to provide for advanced work in an area that could develop into a student's special field of interest and to enlarge the confines of the academic quarter, the Department encourages students to arrange a two-quarter sequence consisting of a regular seminar (not 290 or 291) and an independent studies course (E/CL 290) for a total of eight units. The second course involves a substantial research project and results in a paper of about 30-40 pages. A student who desires to take a second Arbeitsseminar may do so with the approval of the qualifying examination committee after having submitted a brief rationale. Students will not normally be permitted to take more than one extended seminar (Arbeitsseminar) before the M.A. nor more than one after. The extended seminar provides an opportunity to develop a publishable paper or a chapter of a dissertation.

With the instructor's permission, the student may choose to receive a grade of IP (in progress) for the first quarter of the sequence. Arrangements for the follow-up course must be completed no later than the eighth week of the first quarter, by which time the student must submit to the Chair of the Graduate Committee a preliminary plan of the project. The plan

should provide for regular meetings with the instructor and the submission of preliminary written work leading to the final essay. If the student chooses the IP option, one grade will be given for both courses.

Advisor-Advisee Relationships

All incoming students will be assigned an academic advisor (also called an M.A. advisor) at the beginning of the fall quarter of their first year. The academic advisor is there to advise on issues pertaining to coursework and professional development during the first year and, in most cases, to chair the student's M.A. Review. After passing the M.A. Review the student will select a Qualifying Exam chair, who will typically also become the student's dissertation director. Students are responsible for making this choice and ensuring that the chosen advisor is able and willing to serve in this capacity. To change the assigned MA advisor, or to change Qualifying Exam or dissertation advisors once formally selected, the student must get approval from both the old and the new advisor and submit a written petition to the Chair of the Graduate Committee. If a student encounters any problems with their advisor, they should contact the Chair of the Graduate Committee or the Department Chair immediately.

At all levels, advisor-advisee relationships are based on trust and discretion. Faculty advisors share wisdom, knowledge, guidance, and support, and help students understand how to succeed in their graduate program, excel in their field of study, and choose among career options. Understanding that both the advisor and the advisee play an active role in this relationship is a vital first step; both should be aware of the following guiding principles regarding this relationship.

- The relationship should enable shared decision-making regarding the mentee's professional development, incorporating both individuals' points of view.
- Meetings should be held in an appropriate environment where both parties feel they can speak freely.
- Commitments made should be honored. Both parties should be considerate of each other's time and provide as much notice as possible when cancelling or rescheduling meetings.

Advisors and students should discuss and come to a clear understanding of their expectations, clearly defining roles and responsibilities. To give a sense of these expectations, keep in mind the following:

- In coordination with program staff, faculty advisors guide students through degree requirements. This includes defining a timeline for completing coursework requirements and qualifying examinations.
- Advisors assist students through the thesis and dissertation process. This includes helping the student develop a sense of their field, methodological approach, and research archive; supporting the student in making goals to ensure they remain on track for timely completion of the degree; and helping the student form a committee.
- Advisors clearly evaluate both the strengths and the weaknesses of the student's research.
- Advisors provide regular and timely feedback on the progress of students, including constructive criticism. Individual Development Plans (IDP) should be used as a tool to help facilitate these discussions.

- Advisors assist with applications for internal and external research funding and fellowships.
- Advisors provide career guidance, assistance in the preparation of a CV and/or resume, coaching for job interviews, and writing letters of recommendation in a timely manner.

It is essential that graduate students see themselves as partners in the mentoring relationship. As advisees, graduate students should:

- Be aware of their own mentoring needs and how they can change through their graduate tenure. Changes should be discussed with their faculty advisor and/or mentor in a timely manner.
- Proactively seek out mentorship; be aware of advertised workshops and resources.
- Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
- Be aware of, and meet, the deadlines associated with the degree program and develop a plan to accommodate to them.
- Maintain and seek regular communication with their primary faculty advisor.

The M.A. in English

The M.A. Review is scheduled for the quarter after students complete nine graduate courses at UCI. Students must have a GPA of at least 3.0 to receive the M.A. In addition, they must have passed the foreign language translation examination, although they can schedule the M.A. Review without yet having done so. In order to schedule the MA Review, students submit an advancement to candidacy form at least one quarter before taking the degree. Most students will, therefore, fill out their advancement to candidacy forms either Spring quarter of their first year or the following summer. This form is available on the Office of Graduate Study website. If they do not fill out the forms by the proper time, students will have to wait a quarter after taking the M.A. Review before actually receiving the degree, which for those not continuing in the Ph.D. program may entail added expenses. The absolute deadline for filing is 30 days before the beginning of the degree quarter.

As the coursework for the M.A. nears completion, students should meet with their advisor to plan for the M.A. Review. The advisor should review the student's record thus far: the variety and range of courses, the need for additional courses, the quality of the student's performance, and the student's timely completion of assignments and coursework. The advisor and the student should discuss the primary field of specialization and which courses may be required to prepare the student for the profession. They should also discuss a possible secondary field, the membership of the Ph.D. qualifying examination committee, selection of a seminar essay to be revised for the M.A. Review, and possible topics for the dissertation. Finally, the advisor should direct the student to that part of the *Handbook* discussing the procedures leading up to the Qualifying Examination and answer any questions that students might have.

Consultation should begin well in advance of the actual examination. On the basis of this consultation, the student will prepare a "Statement of Purpose," which addresses the

following: coursework to date and plans for subsequent courses; plans for the qualifying examination and dissertation; statement of professional aims.

The M.A. paper can derive from any seminar, and students should first consult with the seminar instructor about the paper's suitability for the M.A. Review and about suggestions for further reading and possible revisions before taking the paper to their advisor. One substantive revision of the seminar paper should be conducted in close consultation with the advisor (who will read no more than two versions of the paper prior to the exam). The purpose of the revision is to demonstrate that a student has the skills needed to pursue a Ph.D. in English. The final paper must, therefore, be well written and clearly argued while displaying acceptable standards of scholarly research. It should be article length (between 20 and 40 pages) and include the mechanics and apparatus expected in published work (e.g., proper footnotes, quotations, and references).

Having reviewed the "Statement of Purpose" and the revised essay, the advisor will write a letter to the Graduate Committee evaluating the student's progress and prospect. That letter will also evaluate the M.A. essay and how effectively the student has revised it. These three items must be complete for the M.A. Review to take place. Three copies of each must be submitted to the Graduate Programs Administrator a minimum of one week prior to the examination date.

The M.A. Review

On the examination date, the meeting itself will be conducted by a member of the departmental M.A. Review Committee and two other faculty members, including the student's M.A. advisor. Examinations usually last one hour. Since the M.A. advisor does not act as a student's advocate, the same person may appear simultaneously as advisor and as a member of the M.A. Review Committee.

The examination consists of a review of the student's career and a discussion of the application, along with close analysis of the submitted seminar paper as an indicator of both achievement to date and future promise. Upon reviewing a student's coursework, M.A. Reviewers may require that particular courses be taken before the Qualifying Examination can be scheduled. They may also recommend that various courses be taken. Any plans students propose at this stage are tentative, but students will be expected to demonstrate some knowledge of their chosen specialization(s) and the kinds of dissertation subjects appropriate to the chosen areas. A tentative committee for the Qualifying Examination, including the identity of the chair, will be discussed and questions about the procedures leading up to the Qualifying Examination clarified. Students who choose not to continue in the program will not be called upon to talk about future academic plans; their examinations will concentrate primarily on the review of their coursework and the essay.

Rather than award the M.A. and permit continuation toward the Ph.D., the examiners may choose to: (a) fail a student; (b) award the M.A. with continuation in the Ph.D. program conditional upon specific course work and/or the submission of additional or further revised written work. Students who fail the M.A. Review the first time are entitled to retake it, but must do so no later than the end of the quarter following the one in which the M.A. Review was first taken. Re-examination involves a review of the student's record by the full

departmental M.A. Review Committee and reconsideration of the M.A. paper, which the student will typically have revised in the time since the first examination. A second failure will result either in the granting of a terminal M.A. or in the student's departure from the program without an M.A. The committee chair is responsible for explaining any failures or conditions in a written letter placed in the student's file.

International Students

The first three years of non-resident supplemental tuition are covered by the school and Graduate Division through the non-resident supplemental tuition (NRST) remission initiative program (https://grad.uci.edu/funding/nrst-remission-program/). International students must advance to candidacy by the end of their year 3. Post-advancement, nonresident students are eligible for a 100% reduction in the NRST for a maximum of three consecutive calendar years including time on leave of absence. This reduction in NRST begins with the first academic term following advancement to candidacy. Any nonresident student, who continues to be registered, or who re-registers following the three-consecutive-year maximum time, will be charged the full NRST rate that is in effect at that time of enrollment.

Transfer Students

Since one function of the M.A. Review is an advisory one, students who come to Irvine with an M.A. or some graduate credits in English Literature are required to follow the procedures described above. Such students are often confused about the applicability of their previous course work to the program of study at Irvine, especially because our requirements are designed to meet the interests and needs of each student. The M.A. Review assures these students that there will be a time to discuss that applicability before the qualifying committee has been formed, and at times they are allowed to take less than the normal 15 courses. Transfer students must also fulfill the foreign language requirement**.** No formal petition for the transfer of credits need be made to the Department because determinations will be made at the M.A. Review. Because these determinations affect how students plan their coursework, transfers may, if they are prepared, schedule the M.A. Review as early as their second or third quarter at UCI.

Foreign Language Requirement

The student of English must demonstrate a highly proficient reading knowledge of one foreign language by passing a translation test. The test must be passed before the M.A. Review. The tests are two-hour sight translations, during which the use of dictionaries is permitted, and may be re-taken. The Graduate Committee asks qualified members of the Department or other departments to set and mark the examinations.

Students wishing to be examined in a foreign language other than French, German, Latin, and Spanish should notify their advisors and the Graduate Committee *in writing* at least a quarter in advance. Successful completion of the requirement will be recorded in the student's file. Failure to pass the test will not be recorded. Tests may be taken as often as necessary. Students may petition the Graduate Chair to accept advanced coursework in which literary translation was accomplished or other evidence of high proficiency in the language in lieu of the examination.

Students should select their language according to their particular scholarly interests. French and German are appropriate for many specializations from the Renaissance to the present, though Americanists in particular may find Spanish or another language more appropriate; Latin may be required for students working in medieval or Renaissance literature. In any case, students should select foreign languages that will be useful either for reading primary works or for research in secondary materials. They should discuss their plans with their academic advisors, who may seek advice in exceptional cases from the Graduate Committee.

The purpose of the foreign language requirement is to encourage students in international literacy and to ensure at least a minimal ability to engage scholarship in languages other than English. The student's chosen area of specialization may well require ability in certain foreign languages, and the M.A. committee, the qualifying examination committee, or the dissertation committee may require language preparation beyond the minimum to guarantee that ability. A student interested in modern literature and literary theory will probably need French or German; a specialist in Renaissance literature may need Latin or Italian; medievalists need Latin and perhaps Old French, Italian, or Old Icelandic. Students of Langland, Sidney, Pope, Tennyson, Joyce, or Beckett want to be able to read what their authors read. At least a start needs to be made in graduate school; it is harder to pick up languages later.

Residency in California

For your first year, we will pay your nonresident tuition. It is your responsibility to establish California residency by the beginning of the Fall quarter of your second year, which will exempt you from all future nonresident tuition bills. Please see http://www.reg.uci.edu/residency/classification.html for information on how to establish residency. If you fail to establish California residency, all nonresident tuition payments become your responsibility. Any questions regarding residency can be directed to the UCI Residence Officer at regres@uci.edu.

Teaching

The Department expects its graduates to obtain considerable teaching experience before completing the Ph.D. The amount of teaching any candidate may do will depend upon the availability of teaching assistantships and **the maximum limit of 12 quarters of appointments before advancement to candidacy and up to 18 quarters of total teaching support, if funding allows (Both are campus-wide limits).** Appointments are made on the basis of academic progress and performance as a teacher at the university level. All other considerations being equal, students making normative progress toward the degree have a more compelling claim to support than those who do not. For instance, although students can receive up to 18 quarters of support, priority is given to those who have not yet used 15 quarters.

The Qualifying Examination for the Ph.D. in English

After students have completed the coursework (and any other requirements) designated by their advisory committee, they prepare for the qualifying examination. Successful completion of the examination advances them to candidacy. In the beginning of the seventh quarter, the graduate administrator will schedule the qualifying exam, which will take place in the eighth quarter. However, students should begin planning their examination as soon as possible. They are offered considerable discretion in designing it. There are two basic formats for the Qualifying Examination and students should consult closely with their advisors as to which of these two formats best suits their proposed course of study.

Under one option, students are tested on works listed under three categories:

1. A Primary Field
2. A Secondary Field
3. Theory and/or Criticism

Under the other option, **the same number of works** are distributed across just two categories:

1. A Primary Field
2. A Secondary Field

Soon after the M.A. Review, students determine the number of and topics for their lists in consultation with the chair of their examination committee. In either case, the primary field should be the student's field of professional specialization and should be chosen after a close look at the various MLA divisions and job descriptions in a recent MLA job list. The secondary field should develop the student's intellectual interests while also helping to strengthen the student's chances on the job market.

In either the two-list or three-list format, there are a variety of possibilities for the secondary field. A student whose primary field is a historical period will frequently choose an adjacent historical period. For instance, a specialist in British Romantic Literature might choose Victorian Literature or, to develop transatlantic interests, Antebellum US Literature. But there are options other than an adjacent historical period. A 20th-Century Americanist might choose African American literature; a Modernist might choose Film; an 18th-Century British specialist, the history of the novel; someone in the Renaissance might choose the history of the lyric; a Medievalist, the history of the romance. Finally, the second list may be a theoretical field that opens multiple perspectives on works in the primary field. For instance, someone in the Renaissance might choose Theories of Interpretation; a 20th-century Americanist, Marxist Criticism; a Post-colonialist, Narrative Theory.

Those with a primary field other than a historical period have similar options. A specialist in Rhetoric and Composition might choose the Victorian period or the history of literary journalism or the history of the essay. A specialist in Asian American might choose Rhetoric and Composition or the history of autobiography. A warning: **the secondary field must not constitute merely a particular focus within the primary field, such as Victorian Literature paired with The Victorian Narrative Poem or 19th-Century American Literature paired with The American Transcendentalists.**

For those choosing the three-list format, the third list should explore a particular preoccupation or question relating to the material in the student's primary field. While students are not required to have formulated a thesis at this stage, this list offers students a chance to lay some of the theoretical, critical or literary historical groundwork for their dissertation work. The topic the student pursues should not be too narrowly focused (for example Marxist Criticism would be appropriate while Althusser would not; The Idea of Nation in 18th - Century Literature is suitably broad, while The Nation in Sterne is too narrow), allowing the student to range over a capacious critical or theoretical territory that opens up multiple perspectives on the readings in the first two lists (and on literary studies more generally).

In formulating topics for their lists, students should keep in mind the difference between having a field of specialization and having a particular research interest within that field. To be successful on the job market students need to develop an expertise in a recognized field. Their particular research interests help to distinguish them from others working in the same field. The two “field” lists, in either format, should be constructed to give students mastery of a field, not to carve out particular territory within a field. The primary function of the Qualifying Examination is to test students' knowledge of their field(s). Successful completion of the examination qualifies them to pursue their research interests in the dissertation.

Examination Lists

The number of works for the entire examination will generally be about 120 to 150 (it is assumed that students will read more widely in the secondary literature as guided by their own interests and as advised informally by their committee, but in the exam itself students are only required to demonstrate knowledge of the works included in the lists). Shorter works, such as lyric poems, should be clustered together to count as one item. The distribution of the number of works among the lists is up to individual students and their committees. Each list should be prefaced by a headnote of no fewer than 500 and no more than 1000 words. In the case of the primary and the secondary fields, the headnote should describe the student’s approach to the field and the most important features of that field. The headnote for List 3 (if the student has taken that option) will typically provide a short account of the student's particular research interests within the field.

The student should start developing drafts of lists in close consultation with the individual members of the committee, especially the chair, shortly after completing the M.A. Review. No more than two quarters after the review (typically in Spring of the student's second year), the student will have a List Meeting with the entire committee to finalize the lists. One week before the List Meeting, the student, in consultation with the Chair, will finalize a complete draft version of the lists and circulate that to the committee. At the list meeting, this version will be discussed (with an eye to clarifying the student's emerging preoccupations) and any further revisions ratified before the meeting concludes. The student's committee chair has final authority as to what is included on the lists. Any subsequent changes made to the lists must be **initiated by the student**, approved by the chair, and communicated to the entire committee in a timely manner. If the student wishes to substantially revise any or all of the lists, a further List Meeting with the entire committee is advisable.

One year after the M.A. Review (typically in Fall of the student's third year), the student should circulate draft versions of the headnotes to the committee and solicit their comments. Students are also advised to maintain regular contact with all the members of their committee as they continue to study for the exam. The examination itself will typically take place in Winter of the student's third year; unless regular courses are still required, the student registers for E299 while studying for the exam. In planning ahead, students should remember the campus-wide limit of 12-quarters of TA support before advancement.

About a month before the examination takes place students should submit their final versions of the headnotes and lists to each committee member. Final approval of the headnotes and lists for the examination rests with the committee chair in consultation with the committee.

Choosing a Committee

Working closely with the chair of the committee (confirmed at the M.A. Review), the student should select three other members of the examination committee. A fifth member, working or non-working, from outside the Department and sometimes from outside the School of Humanities, is selected by the chair of the committee in consultation with the student. Students usually choose a chair with whom they have worked closely and within whose specialization they hope to work, though common fields of interest are not absolutely required. The chair may often be the same as the former academic advisor, but this is a natural time for students to change if they so desire. In many cases, the chair of the committee will also serve as the dissertation director, although again this is not required. The remaining three members must have competence in the examination areas. Although some members of the Committee often serve as readers of the dissertation, it should be clear that the examining committee and the dissertation committee serve different functions. The examining committee needs to cover the breadth of the examination; the dissertation committee to oversee the particular dissertation topic. Students should not assume that a faculty member is required to serve. Each faculty member has the right to refuse such service or to impose certain conditions on service, including evidence of the student's abilities. In most cases, students will select faculty members who are familiar with their work.

No later than the third quarter after the M.A. Review, the student should submit to the Graduate Program Administrator the names of committee members and the proposed topics and fields for the three lists. The Graduate Program Administrator needs to be informed of any changes in the committee or proposed examination format.

Visiting faculty may sit on examinations, and may be allowed to sit as members of the committee, but only by exception. According to Senate regulations and Graduate Council policies, as detailed in the *Graduate Policies and Procedures Handbook*, the chair of the committee and at least two other members must hold either a primary or joint appointment in the Department of English. Students should choose committee members with whom they are in intellectual sympathy and whom they may wish to ask later for letters of recommendation.

Faculty from other departments may not serve on examination committees unless no one is available in the Department of English with sufficient knowledge of a particular field. Students should make formal application to the Graduate Committee for approval of exceptions. While the fifth member of the committee may be chosen from any school within the University, it is also possible for a faculty member in the School of Humanities to serve as the fifth member of the examination committees. The "outside" member must be from UC Irvine and may not hold either a primary or joint appointment in the student's department—this includes faculty with “0%” appointments in English, and it is the student’s responsibility to confirm that the outside examiner does not hold one of these courtesy appointments.

The Examination Itself

The examination itself consists of eight hours of on-campus writing and a two-hour oral. The exact format (what will be covered by the writtens and what by the orals) will be worked out by students and their committees in advance, usually at the list meeting. Because List 3, which includes works of theory and/or criticism, will vary from examination to examination, there are a variety of ways in which it might be examined. Students whose List 3 consists of works linked to the primary and secondary field often opt for a two-part written examination, incorporating questions about works on List 3 into questions about their primary and secondary fields. Students who focus on a particular approach or problem usually opt for a three-part written examination. Other approaches to the writtens are also possible. Generally, the oral examination can cover all of the works from all three lists, although students and committees are free to use the exam as they see fit. In all cases, however, the exact format of the examination needs to be agreed upon by the student and their committee at the time of the list meeting.

The Written Examination

Books, notes, computers, and blank data disks will be permitted on the writtens, which may be taken all in one day, but is usually divided between two four-hour sessions a day or two apart. Specific procedures for the use of computers during the written examination will be provided by the Graduate Programs Administrator. All questions will be distributed to and collected from the student by the Graduate Programs Administrator, who will also be responsible for duplicating and distributing copies to the committee

The Oral Examination

The oral will be scheduled approximately one week following the writtens. It will usually cover all three lists although individual committees and students can use it as they see fit, provided that how it will be used is agreed upon in advance. Once the writtens have been read by all five committee members, the chair will consult with them about the appropriateness of holding the oral. At this stage, the committee may decide that the student's performance on the writtens is inadequate to warrant holding it. In most cases, the committee will proceed on the assumption that questions raised by the writtens may be clarified on the oral.

Evaluation of the Qualifying Examination

At the end of the oral examination the candidate leaves the room while committee members evaluate the entire performance, written and oral. As a result of these deliberations, candidates may simply pass or be asked to retake any part or all of the examination. In some cases, deficiencies may be remedied by the submission of a paper. Any deficiencies to be made up should be subject to a specific deadline. The qualifying examination may be retaken only once; a second failure requires withdrawal from the program.

Candidates with grievances about the procedures or the evaluation of the examination should attempt to resolve them within the committee. In extreme cases, grievances may be submitted to the Graduate Committee for adjudication, but it should be understood that the examining committee, except under the most extraordinary circumstances, has final authority.

Advancement to Candidacy

Advancement to candidacy (ABD status) depends upon successful completion of the Qualifying Examination. Except in extraordinary circumstances, graduate students must advance to candidacy by the end of the ninth quarter. Failure to do so may jeopardize the student’s good standing and teaching eligibility.

Dissertation Planning Meeting

By the end of the eighth quarter, a candidate will form a suitable dissertation committee. The committee requires a minimum of three voting UC Academic Senate faculty members with the chair and a majority of the committee from the home department.
Also by the end of the eighth quarter, the candidate and the committee will discuss expectations for a substantial piece of writing – a prospectus, introduction, or chapter draft – that will be circulated to the dissertation committee at the beginning of the ninth quarter. At the dissertation planning meeting, to be held by the end of the ninth quarter, the committee and the candidate will discuss the piece and make plans for the dissertation as a whole.

Effective for students matriculating in the Department of English after September 1, 2016:

After submitting a full dissertation to their committee members, students will be required to pass an oral dissertation defense with their doctoral committee prior to filing the dissertation and graduating.

Doctoral Program Timetable*

Progress in the Ph.D. program in English consists of fulfilling specific requirements in a timely fashion. This document outlines the requirements and an appropriate schedule for completing them.

Requirements	Recommended Completion	Deadline
▪ Take nine Graduate Seminars (a combination of seminars and pro-seminars; at least four courses must be taken as seminars) focusing on historical and generic coverage while beginning to develop a specialization ▪ Take Foreign Language Examination	First Year	First Year
▪ Complete Review of Foreign Language ▪ Produce Seminar Paper to be revised for M.A. Review; discuss revisions with advisor ▪ Take E398 Rhetoric/Teaching of Composition	Spring Quarter of First Year	Spring Quarter of First Year
▪ Meet with Faculty Advisor to discuss M.A. Review	Spring Quarter of First Year	Fall Quarter of Second Year
▪ Revise essay for M.A. Review	First Summer	First Summer
▪ Take M.A. Review	Fall Quarter of Second Year	Second Year
▪ Begin Teaching ▪ Take at least six more graduate seminars (a combination of seminars and pro-seminars), finishing coverage while focusing on a specialization ▪ Select Chair of Qualifying Committee and, in consultation with Chair, additional committee members, and fields for the Examination	Second Year	Second Year
▪ List Meeting with Examination Committee	Spring Quarter of Second Year	Second Year

▪ Start reading for the Qualifying Examinations	Second Summer	Second Summer
▪ Circulate List headnotes to Examination Committee	Fall Quarter of Third Year	Third Year
▪ Exam to be scheduled by Graduate Administrator	Fall Quarter of Third Year	Fall Quarter of Third Year
▪ If needed, finish course work	Third Year	Third Year
▪ Take Qualifying Examination	Winter Quarter of Third Year	Spring Quarter of Third Year
▪ File Advancement Ph.D. Form I, after which you will become ABD (All But Dissertation)	Winter Quarter of Third Year	Spring Quarter of Third Year
▪ Work on Dissertation	Spring Quarter of Third Year	Spring Quarter of Third Year
▪ Dissertation Planning Meeting	Spring Quarter of Third Year	Spring Quarter of Third Year
▪ Finish Dissertation	Fifth and Sixth Year	Sixth Year
▪ Finish Dissertation (5+2 Program track)	Fifth Year	Fifth Year

*This calendar assumes that a student has fellowship support for the first year.

Normative/Maximal Time:

Normative time is five to six years. Funding packages are only guaranteed for five years, with additional possibilities if funding allows. We provide a schedule for completing the degree in six years for two reasons. (1) This schedule represents the ideal towards which students and their advisors should aim, while recognizing that minor delays are sometimes unavoidable. (2) We strive to provide six years of support (a first-year fellowship and five years of teaching), depending on budget, enrollment demands, and class offerings. However, students are not guaranteed support beyond the fifth year. On a case-by-case basis, students may be able to receive additional time to degree if they receive an *external* fellowship. The department will provide timely notification to students who are not making normative progress. Students should pay particular attention to the feedback they receive at critical moments: the M.A. and Qualifying Examinations, the dissertation planning meeting, and while writing the dissertation.

The faculty of the English Department are committed to supporting their PhD students through personalized mentorship, active advocacy throughout their academic program, and addressing funding challenges as they arise.

Maximum time to degree is nine years. The university may not allow students who are beyond maximum time to register.

GENERAL POLICIES

Discrimination and Grievance Procedures

UCI is committed to creating and maintaining an environment in which all can work and learn together in an atmosphere free of all forms of discrimination and harassment. The English Department shares this commitment to creating spaces in which ideas can be exchanged freely, generously, and rigorously. The Department will respond promptly and effectively to reports of discrimination and harassment, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates University and departmental policy and guidelines.

If you have complaints regarding English graduate faculty, administrative officers, or graduate student colleagues, you can address the problem directly with the faculty member, staff member, or graduate student colleague, or you can approach the Director of Graduate Studies and/or Department Chair.

Alternatively, or if you feel the problem has not been resolved, you may seek external mediation through the Office of the Ombudsman (http://ombuds.uci.edu/) or the Office of Equal Opportunity and Diversity (http://www.oeod.uci.edu/).

Reporting Sex Offenses/Harassment

Students should be aware that faculty are considered mandatory reporters under UC's Title 9 provisions, which means faculty are required by policy to report all incidents and disclosures of sex offenses to OEOD. However, confidential resources are also available to anyone considering making a report. The following resources provide a place where information can be obtained in a safe place, where concerns can be discussed and individuals can learn about procedures and potential outcomes while remaining anonymous:

- Campus Assault Resources and Educations (CARE) is located on the third floor of the Student Center (Suite G320) and can be reached at 949-824-7273 or by going to https://www.care.uci.edu
- Campus Social Workers can be reached at 949-824-0101, via email at campussocialworker@uci.edu or by going to https://whcs.uci.edu/csw/
- The Campus Counseling Center has walk-in Urgent Care during weekdays, 8-4:30 PM (949-824-6457). It is located upstairs in Student Services 1, behind the Career Center and you can find more information here: https://counseling.uci.edu/contact/.
- Additionally, individuals may make a report to UCIPD and request to be treated as a "confidential victim."

As Instructors in Composition or TAs, you may encounter students who have been abused or assaulted. In general, please consult with the Instructor of Record or Course Director for the course and get their support in handling such situations. Like faculty, graduate student instructors are required by policy to report sex offenses to the Title IX Office/Office of Equal Opportunity and Diversity (OEOD; http://www.oeod.uci.edu). There is a Sexual Harassment Hotline at 949.824.7037. You should generally warn students who confide in you that you are

obligated to report. For more information on policies and guidelines for reporting, please consult the OEOD web site (http://www.oeod.uci.edu).

You may also wish to help students who are struggling with sexual assault or with other issues by recommending the resources listed above to them. Be aware that students cannot self-refer to the Social Workers, so you or the Instructor of Record for the course you are teaching must be in touch with them yourself. You are encouraged to seek support from faculty in handling the difficulties of your students.

If you are the recipient of hostility or harassment in the classroom or in your capacity as instructor, please consult with either the professor you are working with or the Composition administrative team. It is entirely appropriate for you to remove a student from a class for inappropriate behavior, for the remainder of the class period and the following class period. Report the incident to the Office of Academic Integrity and Student Conduct at (949) 824-1479, and that office will engage the student in the campus student conduct process. For more information on dealing with disruptive or threatening students, consult https://aisc.uci.edu/faculty-staff/disruptive-students.php.
Your safety is important; if the behavior of students is threatening or if you are harassed on the basis of your gender, race, sexual identity, or disability, you can call the UCI Police at 949-824-5223.

Academic Honesty

As apprentice and practicing teachers, graduate students are expected to be familiar with standards of academic honesty generally and as articulated at UCI Academic Senate:

http://senate.uci.edu/files/2015/12/Appendix-VIII-UCI-Academic-Senate-Policy-on-Academic-Honesty.pdf

and of course they are expected to uphold these standards in their own work. Plagiarism or cheating are only under the most extraordinary circumstances questions among graduate students. However, one aspect of academic honesty deserves attention.

From time to time, students may find work they are doing in separate courses converging towards related projects or even a single project, and this is not only to be expected, but positively desirable when there is some real overlap in material. In cases where some of the same work might reasonably be submitted in different courses, a couple of principles need to be followed: first, that the permission of every instructor involved be sought in advance of beginning such a project; second, that the total amount of work reflect the number of courses involved. In the case of converging topics, faculty will probably want to see the work submitted in each course. In the case of the single paper submitted in two courses, the faculty in each course will probably want to confer with one another as well as with the student, and the final product should be a project which at least from the perspectives of research, subject matter, and, perhaps length, is doubly substantial. In the more problematic (and much less easy to justify) case of submitting revised versions of work previously handed in for an earlier course, faculty will certainly need to see both early and current versions of the work. Since all of these cases entail extra work for faculty, students should expect that sometimes permissions of this kind will be turned down even when they have intellectual merit. *Once faculty approvals have*

been obtained, a record must be put in the student's file that details the nature of the project with the signatures of the faculty involved; forms for this purpose are available from the Graduate Programs Administrator.

As the *UCI Schedule of Classes* reminds us every quarter, it is the policy of the Academic Senate that "Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved" constitutes "Dishonest Conduct," the consequences of which are likely to be disastrous to a graduate student's career. When in doubt, therefore, graduate students should consult their instructors and inform them of all relevant circumstances.

Evaluation Procedures

In addition to assigning a letter grade, faculty complete a seminar report for each English Ph.D. student taught. The report includes brief comments on the student's performance, and is submitted to the Graduate Program Administrator no later than three weeks after the quarter ends. Copies of seminar reports are made available to the graduate student.

Incompletes

Work for a given course should ideally be completed before the end of the quarter. To avoid Incompletes students should make wise use of seminar and pro-seminar options, as well as Extended Seminars. An Incomplete that lingers on the transcript may be construed as evidence of unsatisfactory progress and will reduce a student's chances of receiving support. The presence of two Incompletes at any time indicates a failure to make normative progress. A student who requires an Incomplete must negotiate a contract with the instructor and fill out a form available from the Graduate Program Administrator. The contract must indicate reasons for the Incomplete including the status of the work in progress and give a due date for completion of the work. The Chair of the Graduate Committee, the student, and the instructor must sign the contract, which goes into the student's file. Students give completed work to the Graduate Program Administrator, who will report that it is in and pass it on to the instructor who will grade it as soon as possible.

Incompletes made up before the beginning of the succeeding quarter usually do not cause any difficulty. A due date after that will receive greater scrutiny and require more substantial justification. Failure to meet the new deadline can generate correspondence with the Associate Dean and jeopardize appointment to a teaching assistantship, which by University policy requires the satisfactory completion of eight units of courses each quarter in addition to the four attached to an assistantship. Beyond the contractual deadline, the School of Humanities makes the last business day of August a checkpoint for Incompletes for the preceding academic year. The School will not allow those with outstanding Incompletes at that time to hold Teaching Assistantships, and may recommend disqualification for students who still have not submitted the required work.

Progress Toward the Degree

Everyone concerned with the Ph.D. program in English has an interest in seeing degrees completed as soon as is consistent with sound professional achievement. Graduate students, especially, gain financially and professionally by finishing in a timely fashion. To prolong the degree is to risk flagging intellectual interest and energy, and there is evidence that a long, drawn-out degree makes the candidate less competitive on the job market

Each stage of our Ph.D. degrees is designed to be reached in a normative period, and it is to every student's advantage to try to move forward according to those periods. Obviously, illness and unforeseen personal circumstances may cause delay, but where these are not an issue, the Department does exert some pressure on the side of normative progress. Students should be aware that lack of reasonable progress is a consideration in the awarding of teaching. In extreme cases it can result in disqualification from the program. Please keep the following points in mind.

1. For the student to maintain normative progress, the M.A. Review should be taken no later than the Fall Quarter of the second year.

2. The Qualifying Exam must be taken no later than the spring quarter of the third year.

3. The requirements for the Ph.D. should be completed in the sixth year of residence. Students exceeding the normative time to degree may be requested to submit an explanation to the Graduate Dean’s office. But before that, students who have not completed their degree by the end of their sixth year of residence and who are otherwise eligible for teaching appointments will have a less compelling claim on these appointments than those who have moved more swiftly and deliberately through their course of study. Also, those who have been awarded fellowships, mentorships, and similar compensated non-teaching appointments are expected to make faster progress. Maximum time to degree is nine years. The university may not permit students who are beyond maximum time to register.

4. Incompletes that extend into the next quarter are discouraged because they inhibit work during that quarter. Only under exceptional circumstances will more than one be allowed at a time. Incomplete work must be finished by the date indicated on the contract and turned in to the graduate administrator. An incomplete unfinished by the last business day in August disqualifies a student for support in fall quarter.

Graduate Student Mentoring and Individual Development Plans

Every graduate student must meet with their advisor by the end of the fifth week of the Fall quarter to discuss plans and goals for the year, as well to address any performance/progress issues. During this meeting, the advisor will note the student’s progress toward the major milestones on the Calendar of Normative Progress (language exam, M.A. Review, Qualifying committee, List Meeting, Qualifying Exam etc.) and indicate which of

these the student has completed. Those students who are enrolled in research units (299) will additionally discuss expectations for the research to be conducted during each quarter, expectations which may be revisited at the start of each quarter.

After this planning meeting, the student will fill out an Individual Development Plan (IDP) articulating goals and expectations for the coming year, and will submit it to the advisor for comment and signature, so both the student and the advisor have a clear understanding of expectations and of progress toward the degree. In the Spring quarter, the advisor will provide a brief written assessment of the student's overall progress for the year based on the plan laid out in the IDP and will turn that form in to the graduate administrator.

In the spring, the graduate chair will review the IDP and the advisor's assessment and will meet with any students who seem to be struggling to make timely progress. The graduate chair will then provide a written evaluation of the student's situation to both the student and the student's advisor with recommendations for future actions and, in some cases, specific goals the student will be required to meet in order to maintain acceptable progress.

Teaching Assistantships

Some teaching is required of all students, and most students support themselves by it. In the spring, students who wish to teach the following year must complete a required form by the deadline to be considered for teaching. The form asks what courses they have taught, what they would like to teach, and what special circumstances or qualifications they may have. These applications, along with the student's academic record and teaching evaluations, are considered by a committee made up of the chair of the Department, the chair of the Graduate Committee, the directors of the M.F.A. program, and the Composition Director, which recommends to the Department chair an appropriate level of support for each student. The chair may offer from zero to three quarters of teaching depending on merit and the availability of funds.

The Department discourages students from assuming other jobs while holding teaching assistantships. **Students who hold fellowships are not permitted to take other jobs**. Only exceptionally can students enroll less than full time after advancement to candidacy.

Renewal of Teaching Assistantships

Most graduate students are eligible to receive up to twelve quarters of teaching as TAs before advancement to candidacy with an overall limit of eighteen quarters (depending on availability).

- Eligibility does not guarantee support; students must submit required forms and applications by deadlines to be considered for teaching roles.

- Factors influencing eligibility include teaching guarantee, quarters taught, teaching performance, academic record, and progress.

- During budget constraints, support may be limited, and some students might receive fewer or no quarters of teaching support.

- Students with poorer academic or teaching records may find it harder to maintain support.

- Students making steady progress toward their degree are generally prioritized for support, with those using fewer quarters often given preference.

- Students with more than two incompletes at any time or with an incomplete as of the last working day of August are not eligible for a teaching assistantship.

Teaching Responsibility

Graduate students are expected to report to their Hiring Department in a timely manner. This includes maintaining open communication with the PhD Coordinator, Hiring Department, and Faculty Advisor and respecting established timelines and deadlines. Please keep in mind that official correspondence is generally communicated via email. Additionally, graduate students should adhere to the programmatic policies of the Hiring Department, including class adjustment and cancellation policies, and provide prompt notification of any changes to their teaching schedules. For those considering a Leave of Absence or ASE leave, students should inform the English PhD Coordinator and the hiring department as early as possible, ideally at least three weeks before the start of the quarter. In emergency situations, students must notify relevant parties as soon as possible. Cooperation and adherence to these guidelines help ensure smooth operation and support for all.

Other Financial Support

Apart from teaching assistantships, there are a number of other awards. Provost's Fellowships, the Murray Krieger Endowed Fellowship in Literary Theory, Regents' Fellowships, Eugene Cota Robles Fellowships, and Graduate Opportunity Fellowships can be awarded to entering students. Students who are advanced to candidacy and are working on their dissertations may apply for departmental and SOH fellowships including the Dorothy and Donald Strauss Endowed Dissertation Fellowship, the Nora Folkenflik Endowed Fellowship, the Howard Babb Memorial Fellowship, and Summer Dissertation Fellowships, as well as for campus-wide fellowships like the Chancellor's Club Fellowship and Graduate Deans Dissertation Fellowship. Humanities Research Grants, which are awarded for specific research projects, are also available for continuing students. These grants are usually awarded for summer travel. Through the Diversity Fellowship Program, the University offers the Faculty Mentor Program Fellowship and the President's Dissertation Fellowship. The Humanities Research Institute offers fellowship opportunities for advanced UC graduate students to work in collaboration on interdisciplinary topics. We also encourage application for national and international fellowships, and our students have received in recent years Mellon, Pew, Huntington, Newcombe, Fulbright, and other fellowships.

Emphases in Asian American Studies, Critical Theory, Gender & Sexuality Studies, Latin American Studies, and Visual Studies

School-wide graduate emphases are available in Asian American Studies, Critical Theory, Gender & Sexuality Studies, Latin American Studies, and Visual Studies. Consult the individual programs at:

Graduate Emphasis in Critical Theory
General Contact: criticaltheory@uci.edu
http://www.humanities.uci.edu/critical/programs/cte.php

Critical Theory Advisory Committee
Herschel Farbman, Interim Director of Critical Theory, Associate Professor of French and Comparative Literature: 274 HIB, 949-824-6406; hfarbman@uci.edu
Liron Mor (On Leave AY 25-27), Director of Critical Theory Emphasis, Associate Professor of Comparative Literature: 273 HIB, (949) 824-6406; morl@uci.edu
Yousuf Al-Bulushi, Associate Professor of Global and International Studies: 583 SST; yalbulus@uci.edu
Tamara Beauchamp, Writing Director / Academic Coordinator / Lecturer, Humanities Core Program: 188 HIB, (949) 824-8130; tbeaucha@uci.edu
J. Kameron Carter, Professor of African American Studies, Comparative Literature, and Religion: 3000 HG; jc1@uci.edu
Sora Han, Professor of Criminology, Law & Society, African American Studies: 2319 SE2, (949) 824-0050; sora.han@uci.edu
Simon Leung, Professor of Art: 3224 Art Culture & Technology; leungss@uci.edu
Christophe Litwin, Associate Professor of French, European Studies, and Philosophy: 216 HIB, (949) 824-6338; christophe.litwin@uci.edu
Annie McClanahan, Associate Professor of English: 302 HIB; annie.mcc@uci.edu
Kevin Olson, Professor of Political Science: 5207 SSP B, (949) 824-8335; kevin.olson@uci.edu
Braxton Soderman, Associate Professor of Film and Media Studies: 2124 HG, (949) 824-3532; asoderma@uci.edu
Jonah Henkle, Comparative Literature PhD Student: jhenkle@uci.edu

Graduate Emphasis in Gender & Sexuality Studies
Rudo Mudiwa, Director: 3309 HG; rmudiwa@uci.edu
Hannah Kanenbley, Department Analyst: 3010 HG, (949) 824-2746; hkanenbl@uci.edu
https://www.humanities.uci.edu/genderandsexualitystudies/about-graduate-emphasis-gfe-program

Graduate Emphasis in Asian American Studies
Isabela Quintana, Director: 3118 HG; isaq@uci.edu
Sofia Barsan, Academic Program Coordinator: 3014 HG, (949) 824-5407; sbarsan@uci.edu
https://www.humanities.uci.edu/aas/graduate-emphasis-program

Graduate Emphasis in Latin American Studies
Heidi Tinsman, Director: 259 MKH; hetinsma@uci.edu

General Contact: lasc@uci.edu
https://www.humanities.uci.edu/las/graduate-emphasis-latin-american-studies

Graduate Emphasis in Chicano/Latino Studies
Dr. Belinda Campos, Interim Emphasis Director: 395 SST; bcampos@uci.edu
https://www.chicanolatinostudies.uci.edu/grad/emphasis.php

Graduate Emphasis in Visual Studies
Lyle Massey, Director of Graduate Study: 2116 HG; lmassey@uci.edu
General Contact: visualstudies@uci.edu
https://www.humanities.uci.edu/visual-studies/visual-studies-emphasis

Research Clusters

Humanities Interdisciplinary Cluster: The Center for Early Cultures
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