

Guide to Graduate Studies

in the

Department of English & Comparative Literature

2008-09



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Preface

This *Guide to Graduate Studies in the Department of English & Comparative Literature* contains the specific rules and regulations that apply to the MA and PhD programs offered by the Department of English. The contents comply with the rules and policies of the Graduate School of the University of Cincinnati. No information contained in this *Guide* shall be deemed to amend or modify the Rules of the University.

In addition to this *Guide*, the following official documents are binding on graduate programs, graduate students, and graduate faculty in the Department of English. Graduate students are required to familiarize themselves with all regulations and procedures in the following publications:

The Graduate Handbook of the Graduate School at the University of Cincinnati

This booklet contains the rules and regulations governing all MA and PhD programs at the University. It is available online at:

http://www.grad.uc.edu/file_pdf/handbook2007.pdf.

Master's Degree Policies and Procedures:

<http://www.grad.uc.edu/masters-degree-policies-and-procedures.aspx>

Doctoral Degree Policies and Procedures:

<http://www.grad.uc.edu/doctoral-degree-policies-and-procedures.aspx>

Costs, Funding, and Financial Aid Policies:

<http://www.grad.uc.edu/costs-and-funding.aspx>

The Graduate Director and the Graduate Coordinator are happy to assist students in interpreting the regulations and procedures in these various publications. Please feel free to ask.

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Goals of the Graduate Programs in the Department of English & Comparative Literature

Goals of the Master's Program

The goals of the English master's program are to:

- develop students' awareness of the relations among language, thinking, and society
- give them a sense of the textual, intellectual, and socio-political history of their particular area of study
- prepare them to address current language-related issues by enhancing their research skills and their critical thinking
- enable them to join the professional dialogues in their areas of study by acquainting them with the sites and rhetorical conventions of that discourse
- prepare them to contribute positively—whether as scholars, teachers, editors, or writers—to the ways that language is taught and used in our culture and internationally

Goals of the Doctoral Program

The goals of the English doctoral program are to:

- acquaint students with the textual, intellectual, and socio-political history of their three chosen areas of expertise, with particular focus on the modern and contemporary periods
- introduce them to the critical debates going on in these areas and in the profession at large
- help them to develop the skills necessary to participate in these debates by teaching them various interpretive approaches, acquainting them with important research tools both contemporary and traditional, and familiarizing them with rhetorical/argumentative conventions in the discipline
- enable them to complete a sustained piece of scholarship or a long creative work, of publishable or near-publishable quality
- help them to become effective teachers of writing and literature
- enable them to influence the future of English as a social institution by becoming aware of the moral, cultural, political, and intellectual implications of their work

Goals of the Certificate Program in Professional Writing

The goals of the Certificate Program in Professional Writing are to:

- provide working professionals with a more solid academic foundation for their current practices
- extend writing and publishing skills of working professionals
- make working professionals more competitive in today's job market
- introduce working professionals to a wide variety of career opportunities

Admission to Graduate Degree Programs

Admission Requirements

All applications are given careful and individual review. In some cases, students who do not meet the minimum GPAs and GRE scores may be admitted.

MA Program and Professional Writing Certificate Program

- A bachelor's degree from an accredited university or college. A BA in English is preferred, but not required.
- Minimum undergraduate GPA: 3.50
- Minimum GRE scores:
 - Verbal: 600
 - Analytical: 5.0
- Strong writing samples, as described under Application Requirements.

PhD Program

- An MA in English from an accredited university or college
 - (see *Application of BA – PhD Direct Students* for exceptions)
- Minimum GPA in MA course work: 3.75
- Minimum GRE scores:
 - Verbal: 600
 - Analytical: 5.0
 - Literature in English Subject: 500
- Strong writing samples, as described under Application Requirements.

Application of BA – PhD Direct Students

Students who are certain of their career goals and who have done outstanding work in their undergraduate programs may apply **directly** for admission to the PhD program. However, the Awards and Admissions Committee may reject that application while still admitting that student to the MA program.

Application Deadlines

The application deadline for those seeking both admission and financial aid for the 2009-10 academic year, is February 1, 2009. All materials must be received at the English Department by the deadline, and the application must be completed before it can be presented to the Awards and Admissions Committee for review.

The Committee will consider applications after this deadline as space is available. However, there are a limited number of places available in our graduate programs. Regardless of financial aid need, it is in your best interest to apply early. The final deadline for those not seeking financial aid is July 31, 2009.

Application Requirements

STEP ONE: Program Application

- MA and PhD: <https://www.grad.uc.edu/admissions/app/>
- Certificate Program: <http://www.grad.uc.edu/certapp/>

STEP TWO: Required Materials

Submitted in a single packet from the applicant:

- Letter of Intent, stating academic goals and professional objectives
- Curriculum Vitae
- Transcripts from all universities and/or colleges attended
- Writing samples: requirements differ based on area of study
 - Literature Track:
 - Critical writing sample - a literary analysis or research paper totaling 20 pages
 - Creative Writing Track:
 - Creative writing sample - a chapter of a novel, two short stories, pages of poetry, or an act of a play totaling 15 to 20 pages
 - Critical writing sample - a literary analysis or a research paper totaling 10-15 pages
 - Professional Writing and Editing Track:
 - Two substantial pieces of expository writing, 15 to 20 pages each (one of which is academic, if possible) or several shorter pieces (such as articles, reports, or instructions)

Submitted directly from the source:

- Three letters of recommendation
 - Letters must be in a sealed envelope signed across the seal by the author
 - No form is required
- Graduate Record Exam test scores: Scores should be submitted directly from ETS using school code 1833 and department code 2502
 - MA applicants: valid GRE general test scores are required
 - PhD applicants: valid GRE general test scores and GRE Literature in English Subject test scores are required
- Proof of English Proficiency is required of all applicants whose native language is not English. The University International Student Services Office (ISSO) serves all international applicants and is in charge of the final admissions processing for international students. Information regarding English Proficiency requirements can be found at <http://www.issso.uc.edu/>.

Submit all required materials to the following address:

ATTN: Graduate Coordinator
Department of English & Comparative Literature
University of Cincinnati
PO Box 210069
Cincinnati, OH 45221-0069

Application of Internal Applicants

Students who are enrolled in the master's program at the University of Cincinnati and wish to apply to the doctoral program must complete an official application, but need not pay the application fee. They must also submit the following materials:

1. Letter of application, stating academic goals and professional objectives
2. Writing samples: requirements differ based on area of study, refer to description for external applicants
3. Current UC transcript: a "campus copy" transcript is available for no fee
4. Three letters of recommendation
5. GRE Literature in English Subject test scores

Students who have completed the internal MA program in Professional Writing and Editing can be considered for admission for doctoral study only after having demonstrated a reading knowledge of an appropriate foreign language and having successfully completed the MA in Literature Capstone Course.

Decisions for internal candidates are made by the Awards and Admissions Committee based on the student's entire graduate record and any other evidence in the application file relevant in determining the student's potential for doctoral study.

MA students admitted to the doctoral program must fill out a "Continuing to Doctoral Program Form" with the Graduate Coordinator. **They also need to take special care to anticipate the 260-hour limit for doctoral students, as all MA hours earned in the program count toward this limit.** In the year that this limit will be passed, the student will no longer be eligible for financial aid.

Financial Aid

The Department of English awards a wide variety of financial aid based on academic merit. Recipients of awards should familiarize themselves with the Financial Aid Policies available from the Graduate School. Students receiving Graduate Assistant stipends through the Department must carry a full-time load (12 credits or more) each quarter, exclusive of audit and/or undergraduate credits. As full-time students, all employment must be approved by the Graduate Director.

Internal Applications for Financial Aid

Reappointment to any departmental award is not automatic. Students should request renewal of their aid each year by February 1st. Those requesting a renewal of their aid at the same level should write to the Graduate Director making their request known and describing their progress thus far. Those wishing to upgrade their aid (e.g., from a UGS to a GA, or GA to fellowship) need to argue more persuasively and ask faculty members to submit letters of recommendation on their behalf.

University Graduate Scholarships

A University Graduate Scholarship (UGS) award grants a full or substantial waiver of tuition, with no cash stipend, and is awarded competitively to graduate students who demonstrate academic excellence. It has no work requirement but does require students to be matriculated into a degree-granting program. Continuation of the award into the next academic year is based on satisfactory performance during the initial award and availability of funds.

Graduate Assistantships

A significant proportion of financial aid offered by the English Department is in the form of the Graduate Assistantship (GA). Availability varies each year, as do the amounts for both the master's and the doctoral stipends. These awards include both a financial stipend and a UGS which provides 100% remission of tuition and the General Fee.

Graduate Assistants are required to teach one section of English Composition per quarter, with three office hours each week. Teaching, preparation, conferences, grading, and related activities require approximately twenty hours per week. Advanced doctoral students, in special circumstances, may have the opportunity to teach a sophomore-level literature or creative writing class. Eligibility to teach literature or creative writing is contingent upon having already taught one full year of English Composition. To be considered, doctoral students must submit a written request to the Director of Graduate Studies along with evidence of advanced standing (2nd year or more) and a transcript showing academic progress.

In addition to Graduate Assistantships, students may qualify for occasional specialized Research, Editorial or Administrative Assistantships, the duties of which vary.

Taft Fellowships

As one of ten departments in the McMicken College of Arts and Sciences with access to the Charles Phelps Taft Memorial Fund, the Department of English may recommend a number of its advanced graduate students for one-year Taft Fellowships. Granted by the Taft Faculty Committee, the Fellowships carry a full stipend for advanced doctoral students, with the top doctoral recipient being awarded the Advanced Fellowship, which includes an additional summer stipend. Each year, every Taft Department receives one Fellowship; another six Fellowships are awarded competitively to advanced students from all Taft departments. In addition, the Taft Fund offers enhancement fellowships that may be added to other awards. These typically go to doctoral students.

All Taft Fellows receive tuition scholarships in addition to their stipends. No outside employment during the Taft year is permitted.

Advanced PhD students (typically those who have completed their oral exams) need to submit an application if they are interested in a Taft Fellowship. The Graduate Director invites such applications each January and provides guidelines for how to prepare them.

To be nominated by the Department for a Taft Fellowship or a Taft Enhancement Award, a doctoral student should show evidence of academic excellence beyond normal academic progress as well as the ability to profit from a Fellowship year free from teaching responsibilities. Academic excellence is based on GPA, progress to degree, publications, service, teaching, awards and evaluations.

Departmental Fellowships

Elliston Fellowships are awarded by the Department of English to entering doctoral students of superior academic qualifications who have demonstrated capabilities as poets. These usually consist of a stipend enhancement and GA for the student's first year of study; the assistantship includes one quarter of Creative Writing teaching.

Schiff Fellowships are awarded to promising applicants in Creative Writing – Fiction.

Other Departmental Fellowships, with a range of stipends, are awarded competitively to doctoral students each year, including the Ricking Fellowship.

Each Departmental Fellowship is accompanied by a 100% UGS (full tuition waiver).

Reappointments

All UGS and GA awards are granted on a yearly basis. An MA student may be awarded aid for a second year, and a PhD student for a second, third, and fourth year, provided the student shows evidence of superior work (both as a student and, if applicable, as a

teacher) and evidence of normal progress toward the degree. It is possible for the PhD student to receive a fifth year of aid while writing the doctoral dissertation, provided resources are available. Paid teaching may be the method of support.

Superior work as a student means a cumulative GPA of at least 3.3 with no grades below a B-, and no incompletes. Superior work as a teacher is indicated by excellent evaluations by supervisors and students regarding all areas of the Graduate Assistant's duties.

Normal progress means that a student appointed as a Graduate Assistant in the first year of graduate work should complete the MA in two years; a doctoral student with an assistantship should complete all exams and course work for the PhD in three years.

The 260-Hour Rule

Doctoral students who have earned more than 260 graduate credit hours at the University of Cincinnati are ineligible for financial aid. Students who have earned an MA degree from any UC Department need to be particularly careful to plan their programs of study with this limit in mind. All graduate hours will count toward this limit. Students having earned an MA from another university are assessed 51 hours toward this limit. Students are no longer eligible for financial aid during the quarter that their registration takes them over the 260-hour mark.

Termination

Students wishing to terminate a GA or UGS award prior to the established termination date should notify the Graduate Director in writing 30 days prior to the proposed termination date. Except in emergencies, such early termination should occur only at the end of academic quarters.

General Department Procedures

Advising

Students are responsible for seeking out a faculty advisor to obtain assistance regarding registration, requests for financial aid, formation of special committees, examinations, and other related matters in the English graduate programs. The advisor must be tenure track, and must be approved by the Graduate Director, who also advises students. As academic interests develop and mature, students may consider changing advisors, and may do so after consulting the Graduate Director.

Mail Service

Students teaching with full graduate standing are assigned a Departmental mailbox in McMicken 241. Students must keep a current address and telephone number on file. Change of status information must be submitted to the Graduate Coordinator immediately, and should also be reported to the Registrar's office at <https://ucdirectory.uc.edu/updates/default.asp>.

E-mail Accounts

All graduate students are **required** to activate their UC e-mail account and use it as their primary address for all University electronic mail. To activate your account, please visit <http://email.uc.edu/>.

Dossier Policy

Doctoral students should start a credential file with the Graduate Coordinator. Professional dossiers provided by the English Department consist of three letters of recommendation, transcripts, curriculum vitae, and a personalized cover.

Dossiers can be sent for a period of five consecutive calendar years, beginning no later than the year the student graduates. All dossier requests are to be made to the Graduate Coordinator via e-mail, and should include the names and addresses of intended recipients. Students may choose one or both of the following methods of delivery for each dossier:

Sent via E-mail: A PDF file of the dossier will be sent via e-mail the same business day of receipt of the request. Students may have an unlimited number of electronic dossiers sent at no cost.

Sent via Postal Mail: A printed dossier will be sent within five business days of the receipt of the request. Fifteen printed dossiers per calendar year for three consecutive years will be provided at no cost. For any number greater than 15 within each calendar year, a pre-paid charge of \$2.00 per dossier will be assessed. Following the third year, dossiers will be provided at a pre-paid cost of \$5.00 each for two additional years.

Graduate Organizations

The English Graduate Organization (EGO) is comprised of all graduate students in the Department and is governed by a Steering Committee of elected students. EGO was formed to protect the rights and hear the grievances of all graduate students in English, and has expanded into a more extensive role in enhancing the professional lives of graduate students. EGO elects representatives to two faculty committees and oversees a quarterly survey of the graduate students' course evaluations. It also arranges seminars and readings of various kinds throughout the year.

The Graduate Student Governance Association (GSGA) represents all graduate students in the University (except medicine and law). The English Department is represented by appointees or volunteers from EGO. The GSGA meets bimonthly to discuss changes to policies affecting all graduate students. You may read more about this organization at <http://www.uc.edu/gsga>.

Petitions for Reinstatement/Extension

To maintain active graduate status and thus be eligible to graduate, students must register for at least one credit each academic year during the fall quarter. Students who allow their active status to lapse, or who have surpassed the time allowed for a program, must petition for a reinstatement and/or an extension. For reinstatement approval, the student must pay the tuition for each of the single credit hours on which they lapsed in prior quarters. Students wishing to use University facilities (library, gym) must register for a minimum of one credit hour per quarter. Students who allow their active status to lapse for three years must reapply to the program (no reinstatement will be allowed).

Graduation

Eligible students may receive degrees at the end of any of the four academic quarters by formally applying for graduation. Students need to inform the Graduate Coordinator when they wish to apply for graduation. All relevant deadlines for graduation are posted at <http://www.grad.uc.edu/graduation-deadlines.aspx>.

Department Grading Policies

Incomplete and No Grade

Failure to abide by these policies will jeopardize any financial aid award. The Department of English strictly enforces the following departmental policies of zero tolerance for Incompletes (*I*) and No Grades (*NG*) for Graduate Assistants and Student Lecturers:

- Any *I* or *NG* received at end of fall quarter must be converted to a standard letter grade by the following June 1st. Example: Student receiving an *I* for 08A must have the grade changed prior to June 1, 2009.
- Any *I* or *NG* received at end of winter or spring quarter must be converted to a standard letter grade by the following September 1st. Example: Student receiving an *I* for 09W must have the grade changed prior to September 1, 2009.

For all students *not* categorized as Graduate Assistants or Student Lecturers, the Department abides by following Graduate School policy:

- *I* grades must be changed to a letter grade no later than the grading deadline for the fourth quarter following original assignment of the *I* grade. On that deadline the *I* automatically converts to an *I/F* and cannot be changed. Change of grade forms must be submitted eight working days before the grading deadline to allow time for processing and posting. Example: Student with an *I* from 08A would have until eight days prior to the grading deadline of 09A to submit the change of grade form. After this time the grade will convert to an *I/F* and the course must be retaken prior to graduation.

Quality of Work

Candidates for degrees in the Department of English may not continue work beyond the academic year in which their academic record at the University of Cincinnati shows an aggregate of two grades of *F*, one *F* and two grades of *C*, or three grades of *C* in graduate courses, even if their cumulative GPA is 3.3 or higher.

Candidates must have a cumulative GPA of at least 3.3 in all graduate course work in order to graduate.

Changes of Grades

Only the instructor assigned to the course may award or, through an official change of grade form, change a grade. Except for the grades of *I* or *IP*, no change of grade is appropriate unless the instructor erred in reporting the grade. Previously reported grades may not be changed to *IP* or *W*.

Credits and Courses

Transfer Credits

No more than nine graduate credit hours may be transferred from another college or institution. No more than twelve graduate credits in English taken at the University of Cincinnati will be accepted toward the MA or PhD degrees.

Auditing

Students who desire or need course work for remedial instruction in areas of their programs may audit classes. No course grade or credit is assigned, and conditions for participation are at the discretion of the instructor.

Audit hours do not count toward the 260-hour limit nor are they included in the determination of full-time status. A UGS will cover audit hours, provided the total number of registered hours is 19 or fewer, with a minimum of 12 being graduate credits. Only one audit course may be taken per quarter.

Full-/Part-Time

Full-time graduate students must register for at least 12 hours of graduate credit each quarter of the regular school year. Undergraduate credits or audited courses do not count toward full-time status, or toward the graduate degree.

The MA may be achieved on a part-time basis. Because there is a residency requirement for PhD students, at some point in their studies they must remain enrolled for at least 12 graduate credits during each of three quarters within a span of five consecutive quarters, including the summer quarter.

Course Levels

Because they typically assume that a student has little specific knowledge in that subject, courses with 500 and 600 level numbers are introductory in their approach to subjects. These courses may offer credit for both graduate and undergraduate, but English graduate students must register for graduate credit only. In a course carrying both undergraduate and graduate credit, a graduate student may be required to complete a certain amount of academic work in addition to that required of undergraduates in the same course. The extra work may consist of reading and reviewing additional books, presenting reports, or doing such supplementary work as the instructor in charge of the course deems advisable. Courses at the 500 and 600 levels are normally offered in areas such as linguistics, folklore, and writing.

Students who have not been formally admitted as creative writers require permission from the course instructor in order to enroll in a writing workshop.

Courses and seminars at the 700 to 900 level carry graduate credit only. The 700 level literature courses focus on coverage of the major literature of a certain literary period and a survey of the major scholarship. The 800 level courses are seminars that take advanced approaches to literature and theory. MA students can register for 800 level courses with permission of the instructor.

Course Credits and General Credits

Students may earn two kinds of graduate credits—course credits and general credits. Students receive graduate course credits in all courses offered by the Department of English numbered 500 to 999, except the following, which are not courses and which give general graduate credits: Teaching (995), Professional Practice (996), and Research (999). Course credits count toward the 54 hours required for the MA or PhD; the general credits are intended to help the student maintain full-time status while teaching or doing research.

Independent Work Course Credits

Independent Readings (997) and Independent Study (998) give course credit. The former typically puts more emphasis on a higher volume of readings, the latter on a final written project. Students wishing to receive credit in either of these categories need to arrange with an appropriate instructor to define a project or course of study. A form available from the Graduate Director should be filled out with a detailed description of the proposed project, and then signed by the instructor during the Priority Registration period proceeding the quarter when the work will be done. The grade for the project is submitted by the instructor to the Graduate Director.

No more than four course credits from independent work will apply to the MA degree requirements, and no more than twelve will apply to the PhD degree requirements. Independent work may not be substituted for regular courses in areas typically addressed by the graduate curriculum. Independent Readings and Independent Study are not ordinary parts of the graduate curriculum.

Teaching General Credits

Credits for Teaching (995) give formal recognition to work done by Graduate Assistants conducting classes. Students may enroll for a limited number of such credits (not more than four per quarter). The grade of P (Pass) is given if the teaching is completed. These credits should not be confused with credits for Teaching College Writing (730), which are course credits.

Professional Practice General Credits

Credits for Professional Practice (996) give formal recognition to work done by students on non-teaching Assistantships—for example, Graduate Research Assistantships or Graduate Administrative Assistantships. Students may enroll for a limited number of

such credits (not more than four per quarter). The grade of P (Pass) is given if the assistantship work is completed.

Research General Credits

Research hours are intended to help students maintain full-time status when they are not taking courses, but are doing other work related to the degree, such as working on a thesis or dissertation or studying for exams.

MA students will receive a grade of IP for all Research hours until they are certified to graduate, at which time their IP grades are changed to P. Legitimate MA use of Research hours are as follows:

- to maintain full-time status for financial aid once course work has been completed
- to register for one credit hour during the year prior to planned graduation in order to maintain active status (this applies only to students who did not graduate in their second year)

Doctoral students receive a grade of IP for all Research hours until the dissertation has been successfully defended. Once the dissertation has been defended, a grade of P will be assigned. Legitimate PhD use of Research hours are as follows:

- to study for the doctoral exam
- to write a dissertation
- to acquire the minimum 135 overall hours needed for the degree, including both course-credit hours and non-course credit hours (54 PhD course work hours)
- to register for one credit hour during the year prior to planned graduation in order to maintain active status (this applies only to students who are no longer attending full time)

It is also possible for both MA and PhD students to sign up for Research hours in order to compensate for degree-related work that does not carry graduate credit. For example, Research hours would be appropriate if a student were to come into the program with a thin literature background and needed to audit undergraduate courses.

As a strict rule, students should limit their use of Research hours before finishing course work. In the eyes of the Admissions and Awards Committee, extensive use of Research hours weakens “normal academic progress,” and thereby decreases the likelihood of financial aid awards. MA graduates continuing on to doctoral studies at the University of Cincinnati must be especially careful that Research hours do not put them over the 260-hour limit for students on financial aid.

To register for Research hours, students must see the Graduate Coordinator.

Requirements for Non-Degree Programs

Graduate Certificate Program in Professional Writing

The certificate program in Professional Writing is geared primarily toward working professionals who seek to extend their writing and publishing skills and to gain a more solid academic foundation for their current practices.

The certificate can make working professionals more competitive in today's job market by extending their skills and introducing them to a wide variety of career opportunities.

Certificate students who decide to pursue the MA in the Professional Writing and Editing track may apply to complete that degree instead. If the application is accepted, all certificate hours will count toward the MA

Program Design

The Graduate Certificate in Professional Writing at the University of Cincinnati requires 20 hours of graduate course work, including two core courses. There is no comprehensive exam or thesis requirement. Courses typically meet one day per week in three-hour blocks.

Core Courses

- Rhetoric (740, 4 hours) OR Professional Writing Theory (735, 4 hours)
- Principles and Practices of Desktop Publishing for Print (744, 4 hours) OR Principles and Practices of Desktop Publishing for Web (745, 4 hours)

Electives

- Writing Manuals and Instructions (621, 4 hours)
- Reports and Proposals (623, 4 hours)
- Science and Medical Writing (743, 4 hours)
- Online Documentation (728, 4 hours)
- Editing Principles and Practices (622, 4 hours)
- Promotional Writing
- New Journalism
- Photojournalism
- Professional Writing Applications
- Professional Writing Topics
- Special Projects

General Requirements for Graduate Degrees

Course of Study

A student's course of study is planned in consultation with an advisor, and is subject to the general approval of the Graduate Director and graduate faculty. With the permission of the Graduate Director, it may include course work from other departments.

Time Limit

Students working toward the MA degree must complete all requirements no later than five years from the date when they entered the degree program.

Students working toward the PhD degree must complete all requirements no later than nine years from the date when they entered the degree program. Students have five academic years to reach candidacy, and four years post-candidacy to complete their degree requirements.

Credit Hours

All MA programs in the Department of English require 54 graduate course credits.

The doctoral program in the Department of English requires 135 overall hours. This includes Teaching and Research hours, 54 hours of doctoral course credits, and either 45 credits from non-UC master's course work or 54 credits from UC master's course work.

No more than 16 credit hours in workshops may count toward the 54 course credits for any program.

Teaching Experience

Candidates for the master's degree in the Literature and Creative Writing tracks and Doctoral candidates must have classroom teaching experience. This is arranged in cooperation with the Director of English Composition. Exceptions to the teaching requirement are noted under the MA Professional Writing and Editing specific requirements.

Students on Graduate Assistantships (GA's) teach English Composition for three quarters. In some cases, GA's are invited to submit proposals for 200 level literature courses. Students may teach one literature course in their second year, those in their third year may teach two literature courses, and those in their fourth year may teach three literature courses. Any teaching, other than composition classes, requires permission from the Director of Undergraduate Studies and the Director of Composition.

Foreign Language

In order to graduate, candidates for the MA in the Literature and Creative Writing tracks must demonstrate a reading proficiency in one foreign language. For the PhD, students must have basic reading knowledge of two foreign languages or an in-depth knowledge of one. In depth is defined here as the ability to read literature in that language with a minimum of aids at the baccalaureate level of a major in that language.

The usual foreign languages for the MA are French, German, Spanish, or Latin; for the PhD, at least one of the languages should fall within the Indo-European group. Students on either level, however, can take a three-course sequence in one of the Celtic languages (Modern Irish, Old Irish, Welsh, or Scots Gaelic) or a two or three-quarter sequence in Old English to fulfill their language requirement. At either level, students may propose other languages by petition, which is judged by the Graduate Director based on relevance to a student of literature in general or to the student's particular program of study.

Exceptions to the foreign language requirement are noted under the MA Professional Writing and Editing specific requirements.

Students can fulfill a foreign language requirement in the following ways:

- complete a language sequence within the Department
- complete, with grades of at least a B, six three-hour language courses
- complete a graduate level reading language sequence (two for MA, three for PhD) in another department at UC (the student may wish to take a proficiency test to place out of the earliest course in these sequences) followed by a proficiency exam of which the results must be reported in a letter to the Department
- submit evidence to the Graduate Director that one has completed a graduate language requirement in another program (usually a letter from that program's Graduate Director)
- submit a transcript showing that, as an undergraduate, the student completed a language sequence resulting in proficiency (either six three-hour language courses or three five-hour language courses)
- take a foreign-language reading exam here at UC (the student must contact the person who administers this exam in the given language department and arrange to be tested; there may be a fee for this which will be covered by the student)

Changing Programs

A student in one MA program or option who wishes to transfer to another must satisfy the admission requirements for the second program or option before making the transfer. Then the student needs to request, in writing, that the Graduate Director approve this transfer.

Specific Requirements for Graduate Degrees

The following specific degree requirements are in addition to the general degree requirements that apply to all graduate programs in the Department of English & Comparative Literature.

MA Literature Track

The MA Literature track is designed for students who wish to extend their liberal education beyond the bachelor's level, to acquire professional training for teaching in high schools and junior and community colleges, and/or to prepare for the PhD, the degree most often required for teaching literature and writing in four-year colleges and universities. In working toward such goals, students in this program should develop:

- a general breadth of knowledge of the main features and backgrounds of British and American literary history and an introductory, working knowledge of a number of significant and representative texts
- a basic knowledge of scholarly tools and critical theories, and the ability to apply them to critical analyses of sophisticated literary texts
- the ability to produce well-organized, well-written arguments that formulate and defend a significant thesis and that consider the individual texts at hand, the larger issues raised by those texts, the contexts into which those texts can be placed, and the research tools and resources available and appropriate to such arguments

Specific Requirements:

Critical Paper: Optional. Literature students may elect to complete a critical paper under the supervision of a faculty member. Typically, students would rewrite a seminar paper for publication or conference presentation. Students register for two hours of Independent Study during the quarter in which they intend to complete the paper, usually near the end of their program of study. They are responsible for seeking out and obtaining permission of the faculty member they wish to have supervise them prior to registering. The supervisor will then submit a letter grade to the Graduate Director for the Independent Study hours based upon the quality of the critical paper. Students should submit a copy of their completed paper to the Graduate Director for their file. They do **not** need to submit a formal copy to the University of Cincinnati Graduate School.

Course Work:

- Introduction to Graduate Study (701, 2 hours)
- Issues in Modern and Contemporary Literary Study (700, 4 hours)
- Teaching College Writing (730, 4 hours)
- Teaching Practicum I (731, 2 hours)

- Teaching Practicum II (732, 2 hours)
- Literature pre-1780 (4 hours)
- Literature 1780-1930 (4 hours)
- Literature post-1930 (4 hours)
- Theory course (4 hours)
- Elective Literature/Theory courses (16 hours)
- Free electives (4 hours) - A limited number of hours may be taken outside the Department with the approval of the Graduate Director.
- MA Capstone Course (4 hours)

In place of a traditional MA Exam, all MA students will be required to take the MA Capstone Course in their final quarter in the program. This course will incorporate a reading list of 8-10 works. The course readings will be chosen for significance, variety, historical range, and comparability. Students must pass the final exam in this course to be eligible for the MA degree. The course will be organized by one faculty member, who may recruit other faculty to help present and discuss the material. The final exam will be read by a committee, which will include the principal faculty member.

MA Creative Writing Track

The Creative Writing track allows students to combine the writing of fiction or poetry with the advanced study of literature. Such students may include those who are interested in Creative Writing but who have not majored in English as undergraduates, as well as those undergraduate literature majors who wish to develop their writing talents.

Upon completion of this program, some students may choose to enter a PhD program in literature with or without the option of a creative dissertation; such a course of study would prepare the student to teach literature or creative writing at the college level. Other students may choose to write and to support their writing by using the MA as a basis for teaching Creative Writing and some literature at a college or a community college.

Specific Requirements:

MA Thesis: There is a four credit internal MA thesis required of students in this option for which the student receives a letter grade. It should consist of either a volume of short stories or a single longer work of fiction or a volume of poetry. The student selects a thesis director and a second reader. The approval of the thesis by the director and the second reader constitutes acceptance of the thesis. An oral defense of the thesis is not required. A copy of the thesis and a letter affirming its acceptance signed by committee members should be turned into Graduate Coordinator. Students in this track do **not** need to submit a formal copy of the thesis to the University of Cincinnati Graduate School.

Course Work:

- Introduction to Graduate Study (701, 2 hours)
- Issues in Modern and Contemporary Literary Study (700, 4 hours)
- Teaching College Writing (730, 4 hours)
- Teaching Practicum I (731, 2 hours)
- Teaching Practicum II (732, 2 hours)
- Two Literature Courses (above 500, 8 hours)
- Theory Course (4 hours)
- Workshops (maximum of 16 hours)
- Free electives (6 hours)
- MA Thesis (990, 4 hours)
- MA Capstone Course (4 hours)

In place of a traditional MA Exam, all MA students will be required to take the MA Capstone Course in their final quarter in the program. This course will incorporate a reading list of 8-10 works. The course readings will be chosen for significance, variety, historical range, and comparability. Students must pass the final exam in this course to be eligible for the MA degree. The course will be organized by one faculty member, who may recruit other faculty to help present and discuss the material. The final exam will be read by a committee, which will include the principal faculty member.

MA Professional Writing and Editing Track

The Professional Writing and Editing option allows students to establish a strong theoretical framework for practical applications in the field of professional writing. In addition to the core requirements, program electives allow students to specialize in areas that meet their individual needs. Upon completion of this program, some students may choose to work as professional writers, editors, or teachers in industry, government, or education. Alternatively, they may choose to take positions as information managers, developers, or planners within technical or scientific organizations. Still others may choose to enter a PhD program in composition or communication, or to teach technical writing at a community college.

Specific Requirements:

Foreign Language: Students in the Professional Writing and Editing option not wishing to continue into the PhD program can satisfy the requirement for a foreign language through the Department course in Computer Applications.

Internship: The student must arrange a one- or two-quarter project with at least 120 total hours of work, to be supervised by a professional writer or editor and approved by the faculty advisor. The internship culminates with a report that is approved by a committee of two faculty members chosen by the student. To find an appropriate internship, students usually make inquiries with local businesses and professional organizations. They should also check with the Writing Program Director and the Professional Writing

faculty. Once a student has lined up a promising arrangement and cleared it with the faculty advisor, the student should submit a formal internship proposal.

Critical Paper: Optional. Professional Writing and Editing students may elect to complete a critical paper under the supervision of a faculty member. Typically, students would rewrite a seminar paper for publication or conference presentation. Students register for two hours of Independent Study during the quarter in which they intend to complete the paper, usually near the end of their program of study. They are responsible for seeking out and obtaining permission of the faculty member they wish to have supervise them prior to registering. The supervisor will then submit to the Graduate Director a letter grade for the Independent Study hours based upon the quality of the critical paper. Students should submit a copy of their completed paper to the Graduate Director for their file. They do **not** need to submit a formal copy to the University of Cincinnati Graduate School.

Course Work:

- Introduction to Graduate Study (701, 2 hours)
- Research in Professional Writing and Editing (703, 4 hours)
- Editing Principles and Practices (622, 4 hours)
- Online Documentation (728, 4 hours)
- Principles and Practices of Desktop Publishing for Print (744, 4 hours)
- Principles and Practices of Desktop Publishing for Web (745, 4 hours)
- One of the following:
 - Rhetoric (740, 4 hours)
 - Professional Writing Theory (735, 4 hours)
- Two of the following:
 - Science and Medical Writing (743, 4 hours)
 - Writing Manuals and Instructions (621, 4 hours)
 - Promotional Writing (622, 4 hours)
 - Reports and Proposals (623, 4 hours)
- Free electives, as approved by advisor (12 hours)
- Internship (4 hours)
- Critical Paper or Extended Project (2 hours) - Optional
- MA Capstone Course (4 hours)

In place of a traditional MA Exam, students in the Professional Writing and Editing program take a specialized capstone course. This capstone course provides an opportunity for students completing the graduate program in Professional Writing and Editing to demonstrate their mastery and integration of the skills, principles, and knowledge gained from the graduate courses they have taken. It requires the application of that learning to a field project. This service-learning course will be evaluated by faculty in the writing programs and others.

BA – PhD Direct Track

The following guidelines are only for students admitted to the PhD program directly from an undergraduate degree program. All general and specific PhD requirements apply in addition to these guidelines.

Students will complete ninety credits of course work excluding Research and Teaching hours. The MA distribution requirements in the literature track must be fulfilled, including the MA Capstone Course by the end of the second year.

Students are exempt from taking the MA level Ropes Course, 15ENGC700, but will be required to take the PhD level Ropes Course, 15ENGC800, prior to their exams. The current PhD requirements regarding course work in exam fields will apply.

Students who have been accepted into the Creative Dissertation track may take no more than 28 hours of Workshops.

This is a five-year program for full-time students, with students completing their course work by the end of the fall quarter of their fourth year and their exams by the end of that year. The fifth year will be the dissertation year. All full-time students admitted as BA – PhD direct students will receive a GA, renewable annually for students who do outstanding work in their courses and make adequate progress towards their degrees. Students must also distinguish themselves as classroom teachers by the end of their first year. Students, if they choose, may apply to receive an MA upon completion of all requirements for that degree (15ENGC800 substituted for 15ENGC700).

PhD

Introduction to Graduate Studies

We recommend all incoming doctoral students enroll in 15ENGC701, Introduction to Graduate Studies, though it is not required if a similar course was taken previously at another institution. Students with questions regarding this requirement should consult with the Director of Graduate Studies.

Residency

Prior to admission to candidacy, all doctoral students must fulfill the residency requirement with full-time enrollment in three quarters within a span of five consecutive quarters.

Required Course Work:

- Contexts for 20th Century Literary Study (800, 4 hours)

- Teaching College Writing (730, 4 hours)
- Teaching Practicum I (731, 2 hours)
- Teaching Practicum II (732, 2 hours)
- Two graduate level courses in each of three exam areas:

Students need to have taken at least two graduate level courses, whether here or in a prior program of study, in each exam area. In the dissertation area, at least one of these courses should be an 800 level seminar. Only with the permission of the Graduate Director may a workshop count toward fulfilling the course work requirements.

- Theory (8 hours)

To complete the two-course requirement in the Theory area, students must have taken at least one graduate level Theory course, independent of the required Contexts for 20th Century Literary Study course. The second theory course may be a literature course with a substantial component supporting the student's particular area of emphasis in Theory (for example, an Irish literature course with a substantial focus on postcolonial theory). In this case, the Graduate Director must approve the course as one that does in fact include a substantial theory component.

PhD Qualifying Exams

Within a year of completion of doctoral course work, students must take the PhD qualifying exams. Generally, students will take their exams before the end of their third year in the program.

Determining Exam Areas and Reading Lists: Students choose three exam areas. One must be a post-1900 literature area; the second must be either Theory or Composition Pedagogy; the third can be Composition Pedagogy (if it is not the second area), another post-1900 literature area, or a pre-1900 literature area. The students must secure the faculty members who will examine them.

The Graduate Faculty has established a list of standing, or pre-approved, exam areas for which core reading lists have been developed. Students who wish to be examined in an area not represented on this list must submit a written proposal for that area, accompanied by a letter of support by the faculty examiner, to the Graduate Director.

The standing post-1900 areas are delimited by nationality and genre, as follows:

- 20th and 21st Century British Poetry
- 20th and 21st Century British Fiction
- 20th and 21st Century British Drama
- 20th and 21st Century American Poetry
- 20th and 21st Century American Fiction
- 20th and 21st Century American Drama
- Ethnic American Literature (also considered a post-1900 area)

The standing pre-1900 areas cover all genres across a certain nationality and historical period, for example:

- Medieval Literature
- Renaissance/Early Modern Literature
- 17th Century Literature
- British Victorian Literature
- Early American Literature (to 1800)
- 19th Century American Literature

For all standing areas, the core reading lists consist of approximately 30 items each (20 primary and 10 secondary). These works represent the minimum that a student claiming expertise in those areas needs to know. To the core list, the student adds another 30 works, chosen in consultation with the advisor, in roughly the same proportion (20 and 10). Students are encouraged to weight each list—whether in Literature, Theory or Composition—toward their particular sub-fields of interest. Copies of all core reading lists are available from the Graduate Coordinator.

Exam Committee: The committee for the qualifying exam consists of four members of the Department faculty: the dissertation director (who must be a member of the University Graduate Faculty), an expert in the second field, an expert in the third field, and a moderator for the oral portion of the exam. While the Graduate Director has final approval of the composition of this committee, students are strongly encouraged to choose faculty with whom they have taken courses and who are familiar with the student's work.

If a specialist in a desired area is not available among the Department faculty, that area cannot be included on the exam. However, outside experts or specialists in any of the three areas may be invited to serve as additional *ex officio* members of the exam committee. The Graduate Director and the Department Head are *ex officio* members of all qualifying exam committees.

The area examiners should act as a committee. The three area examiners and the student are required to meet jointly at least once to agree on the chosen areas. Once the student has prepared the individual reading lists and the rationale for the three areas, the examiners need to approve the plan as a whole and then forward that approval in writing to the Graduate Director. The committee also is responsible for checking that the student has completed all other program requirements except the dissertation. In rare cases, the committee may determine that the student may be allowed to sit for the exam before completing the second language requirement. In this event, the committee chair should explain in the cover letter for the lists/rationale why the exception has been granted and provide a deadline by when the student will have the language completed. In the letter conveying the results of the exam to the Graduate Director, the moderator should reiterate whether the student is eligible for candidacy.

Because several University Fellowships, such as the Taft and the Neff, are awarded only after students have been admitted to candidacy, students and their exam

committees are strongly urged to follow University guidelines and make sure that all requirements for the degree except the dissertation have been completed before the exam.

Submitting the Reading Lists and Rationale: During their second year of study, doctoral students begin to assemble reading lists and rationales for the three exam areas. They should work closely with their examiners during this process.

The rationale, addressed to the Graduate Director, follows these guidelines:

- One rationale, of about two pages, covers all three areas.
- The rationale opens with a paragraph announcing what the three areas are, who the examiners will be, and distinguishes between the dissertation area and the auxiliary areas.
- The rationale then goes on to explain why the student chose these three areas, showing why they make intellectual and practical sense. Then, more specifically, the student must explain the rationales behind the selection of the additional readings on the lists (selected and added by the student).

Once the examiners have read and approved the whole exam package and have verified that the student is ready to sit for the exam, a cover memo with the lists/rationale should be electronically submitted to the Graduate Director and the Graduate Coordinator.

Scheduling the Exam: Upon formally submitting the reading lists and the rationale to the Graduate Director, the student, in consultation with the examiners, sets the dates for the qualifying exam. Under normal circumstances, the student should allow at least three months to elapse between approval of these materials and the exam. At this time, the student chooses a moderator approved by the Graduate Director. Prior to taking the exam, the student must have the dissertation prospectus approved.

The student should notify the Graduate Director in writing of the arrangements made for the dates of the exam and for the location and time of the oral component. The Graduate Coordinator assists in the room scheduling. The student should bring a tape to the oral exam; the moderator should bring a tape recorder provided by the Department and should assume responsibility for recording the proceedings of the oral portion of the exam. The tape and the written component of the exam become part of the student's permanent record. The moderator submits the tape to the Graduate Director, along with a letter reporting the results of the exam and the recommendations of the committee.

Exam Format: The doctoral qualifying exam will consist of three written portions (one for each area) and an oral. It will take place over a two-week period, with the different parts scheduled at the student and examiners' convenience.

For each written part, the exam committee will prepare questions that give the student some choice; committees may invite the student to submit ideas for questions. These three exams are taken on three separate days. The student will pick up each exam at 8:00 a.m. on the scheduled day from the Graduate Coordinator and must turn the answers in by 5:00 p.m. of that same day. The student may opt to have the questions e-mailed at 8:00 a.m. from the Graduate Coordinator, in which case he or she must e-mail the answers back by 5:00 p.m. of the same day. There will be a limit of 2,000 to 3,000 words (8 to 12 pages) for each part. Students may compose their answers anywhere they see fit. If they wish to write here at the University, we will set up a place for them to do so. The expectation is that students will wish to write in a comfortable place, near their study materials. We do not expect or want students to write constantly all day; we seek the equivalent of three to four hours of thoughtful writing, with time enough for breaks and proofreading.

After the student has completed all three written portions, the Committee will make a preliminary judgment to confirm that the written portion of the exam justifies the oral portion. (There may be instances where the committee decides that the student's written exam is clearly failing in at least two areas. In this situation, no oral exam will be given.) The oral exam is approximately 90 minutes. The exam committee, which at this point will involve a moderator, will use this period to ask the student to elaborate on written answers and to ask additional questions on the three areas. The moderator will help ensure that the committee members have equal opportunity to ask questions, though the exam period is not formally divided into 30 minutes for each examiner.

All examiners, including the moderator, will evaluate all portions of the exam. The committee should determine whether the student has earned a High Pass, a Pass, or Failure, with the moderator then reporting these results in writing to the Graduate Director. In this letter to the Graduate Director, the moderator will also state whether the student is now eligible for candidacy. The student must pass at least the major area and one other area in order to pass the exam. In that event, the third area alone may be retaken. Any other combination of pass and failure on the three areas requires that the entire exam be rescheduled in order for the student ultimately to gain a pass. If the exam committee judges the student to have failed, it will recommend whether or not the student should be permitted to take a second exam, which is the only opportunity to retake the exam. At least one full quarter should elapse before the qualifying exam may be retaken.

Dissertation

Doctoral students in this program may complete either a scholarly dissertation or a creative dissertation accompanied by a critical essay suitable for publication.

Students wishing to complete the creative dissertation must have prior approval from the Graduate Director. If a student wishes to switch to a creative dissertation midway through the program, he or she must submit a formal request to the Graduate Director to that effect. This request should consist of a statement of intent, a description of the

writer's plans and the work done so far toward those plans, a list of any publications, and a letter of endorsement from one or more creative writing faculty. A student wishing to switch from the creative to the scholarly dissertation needs simply to inform the Graduate Director of this change in writing.

Dissertation Prospectus: The exact form and contents of the dissertation prospectus vary according to the nature of the dissertation and the judgment of the dissertation director. Samples of accepted dissertation proposals are available from the Graduate Director; in general, however, the prospectus should be from 5 to 10 pages in length (depending on the extensiveness of the bibliography) and should include

- a clear statement of the aim, scope, and proposed organization of the dissertation
- a reasoned argument for the importance of the project, and a review of the research in this area
- a bibliography of criticism and scholarship immediately relevant to the subject

The prospectus for creative writing students will have two parts: one on the creative project and one on the required scholarly essay. The two parts do not have to be closely related, but the prospectus should bring out any ways in which they do inform each other.

The dissertation committee must approve the dissertation prospectus before the student may take the doctoral qualifying exam. After all members of the dissertation committee have approved the prospectus, a copy is filed electronically with the Graduate Director and Graduate Coordinator, who then informs the members of the graduate faculty in English. They may review the prospectus and transmit comments and suggestions to the student through the chair of the committee.

Dissertation Committee: The dissertation committee consists of a director and a second and third reader. The dissertation committee and the exam committee are usually not identical, although they can be. If the committees are not identical, the doctoral candidate must complete a Doctoral Committee Change form with the Graduate Coordinator.

The doctoral candidate will meet with the Director of Graduate Studies with the proposed membership of the committee. The Graduate Director provides final approval and appoints the committee. The dissertation committee may include one person with competence or interest in the dissertation area from outside the Department. Where special expertise on, or familiarity with, the dissertation topic is available in the person of a former faculty member or appropriate professional practitioner, such a person may also be added to the basic dissertation committee (of at least three full-time faculty members). The candidate nominates this person for approval by both the chair of the dissertation committee and the Graduate Director. Such persons would then become voting members of the dissertation committee.

As students need to have the dissertation prospectus approved before taking the exam, they will also need to form the dissertation committee before the exam date.

Dissertation Defense:

When all members of the dissertation committee have approved the dissertation in final form, the doctoral candidate will fill out a Defense Notification Form with the Graduate Coordinator, who in turn copies the form and sends it on to the Graduate School. The form must be complete ten days in advance in order to give public notification of the defense.

The defense is open to all members of the academic community. After the dissertation committee has completed its questioning, other persons present have an opportunity to submit questions or comments. At least $\frac{3}{4}$ of the voting members of the dissertation committee must approve the dissertation. (This necessitates requiring three out of four, four out of five, five out of six, six out of seven or eight.)

An outside moderator or referee is not required. However, the University Dean upon the request of either the candidate, the chair of the dissertation committee, or the Graduate Director, could assign such a person. The moderator should be a member of the University Graduate Faculty from outside the Department. The duties of such a person are limited to observing the oral defense and reporting in writing to the University Dean on the academic propriety of the defense.

Upon successful completion of the defense, the committee will determine a grade for the dissertation, reflected in the hours of research credit previously recorded as *IP*. The chair should submit this grade to the Graduate Director in writing. The committee also needs to fill out the Committee Approval form, verifying the passing of the defense, and submit it to the Graduate Coordinator.

Final Protocol: Upon approval of the dissertation, the candidate should consult <http://www.etsd.uc.edu/> for information and requirements related to preparing and submitting the electronic dissertation.

Resources for Research and Creative Work

University Libraries

The University library system, a charter member of the Association of Research Libraries, subscribes to 24,000 current series publications and contains 2.1 million print volumes (with 2.2 million additional volumes on microfilm). Outstanding holdings include the Elliston Collection of modern poetry, the Classics Library and Modern Greek Collection, rare eighteenth-century English periodicals, and the Fick German-Americana Collection.

The University of Cincinnati libraries are also members of OhioLINK, a networked consortium of libraries in Ohio that provides rapid access and delivery of sources to users anywhere in the state. It also provides access to a variety of electronic databases such as the MLA International Bibliography, Arts and Humanities Citation Index, and Dissertation Abstracts.

In addition, the University maintains an active interlibrary loan service with the Center for Research Libraries and with other libraries in the city and state. Its participation in the Greater Cincinnati Library Consortium makes available the research resources of eleven other area colleges, the Cincinnati Public Library, and the special holdings of Hebrew Union College.

The Ropes Lecture Series

The annual Ropes Lecture Series is the highlight of winter quarter. Named after Cincinnati industrialist Nathaniel Ropes, whose endowment to UC funds the program, the Ropes Lecture Series brings a collection of prominent writers and scholars to campus to present public lectures, take part in panel discussions, and participate in graduate classes on both the MA and PhD level.

Organized around a unifying theme, the Ropes Lecture Series are elements of seminars that also focus on the Ropes theme, in which students focus on readings around the series topic. The series supports the modern and contemporary literature graduate programs and provides a unique opportunity for students to interact with leading figures in certain areas of study. Past topics have included "Science, Technology, and the Future of literature," "Literature and the Public Intellectual," "Race and Culture," and "Stowe and Twain: Repressing America." A few of our featured speakers and classroom guests have been Andrew Ross, Richard Powers, Robert Coover, E.L. Doctorow, Christopher Hitchens, Francine Prose, Noel Ignatiev, Caryl Phillips, Bharati Mukherjee, Michael Cunningham, and Shelley Fisher Fishkin. For information regarding upcoming speakers and events, please visit <http://www.artsci.uc.edu/CollegeDepts/english/events/ropes.cfm>.

The George Elliston Poetry Fund

The George Elliston Poetry Fund has fostered the development of promising young poets and honored the achievement of established poets since 1951. Each year, through the Poet-in-Residence Program, a distinguished poet comes to campus to give public lectures and readings and conduct poetry seminars and workshops. The Elliston Fund also supports a lecture series that has recently brought such speakers as Nobel laureate Czeslaw Milosz, Adrienne Rich, Seamus Heaney, Derek Walcott, and Margaret Atwood to campus.

One of the best collections of contemporary poetry in the country—over 10,000 books, magazines, records, and tapes relating to 20th century poetry—is now housed in the Elliston Poetry Room, located in the Langsam Library. Students and faculty interested in modern poetry can also take advantage of reading space and listening facilities there, as well as frequent workshops and student poetry readings. Within the Department of English, the Elliston Fellowship supports the studies of outstanding doctoral students in the area of poetry.

Elliston Poets-in-Residence

1951-52	Robert P. Tristram Coffin	1983-84	Jon Silkin
1952-53	John Berryman	1984-85	Jean Valentine
1953-54	Stephen Spender	1985-86	Richard Howard
1954-55	Robert Lowell	1986-87	Marge Piercy
1955-56	Robert Frost	1987-88	Mary Oliver
1956-57	Peter Viereck	1988-89	Marilyn Hacker
1957-58	John Betjeman	1989-90	Alfred Corn
1958-59	Randall Jarrell	1990-91	Jane Flanders
1959-60	Karl Shapiro	1991-92	John Haines
1960-61	David Daiches	1992-93	Heather McHugh
1961-62	Richard Eberhart	1993-94	Marilyn Nelson Waniek
1962-63	John Press	1994-95	David Lehman
1963-64	Donald Davie	1995-96	Dave Smith
1964-65	Daniel Hoffman	1996-97	Ellen Bryant Voigt
1965-66	Denis Donoghue	1997-98	Jay Wright
1966-67	Donald Hall	1998-99	Wyatt Prunty
1967-68	Donald Justice	1999-00	Jane Hirshfield
1968-69	David Wagoner	2000-01	Rodney Jones
1969-70	John Hollander	2001-02	Henry Taylor
1970-71	John Wain	2002-03	Linda Gregerson
1971-72	Louis Simpson	2003-04	C.D. Wright
1972-73	Robert Wallace	2004-05	Carl Dennis
1973-74	Denise Levertov	2005-06	Molly Peacock
1974-75	Wendell Berry	2006-07	David St. John
1975-76	William Stafford	2007-08	John Koethe
1976-77	Gary Snyder		
1977-78	Philip Levine		
1978-79	Louise Glück		
1979-80	John Ashbery		
1980-81	Michael Harper		
1981-82	Carolyn Kizer		
1982-83	Thom Gunn		

Other Resources

The Helen Weinberger Center for the Study of Drama and Playwriting is an interdisciplinary program, serving students in both the English Department and the Drama Department of the College Conservatory of Music. The endowment has enabled students to study with such Dramatists as Edward Albee, Sally Clark, Lee Blessing, and Michael Weller. It also sponsors individual workshops and performances throughout the year.

The Charles P. Taft Foundation, an endowment to support the humanities departments at the University, offers Taft Enhancement awards to outstanding students in recognition of academic achievement. It also provides full fellowships to advanced doctoral students on a competitive basis. Taft travel grants support students' participation in professional conferences. The foundation also sponsors a program of public lectures each year by renowned scholars and artists. These lectures are typically included as part of the Ropes Series. For more information, please visit the Taft website at <http://asweb.artsci.uc.edu/taft/>.

Schiff Fellowships of varying amounts are awarded to the top entering graduate students in Creative Writing - Fiction. The Schiff fund also supports fiction lectures and readings.

The Academic journals *American Drama* and the *Cincinnati Review* are housed in the English Department, offering opportunities for editorial assistantships for students with appropriate experience and/or knowledge. These assistantships require a minimal commitment of twenty hours per week in order to fulfill editorial responsibilities.

The English Department maintains a close relationship with the Department of Women's Studies, with three faculty members teaching graduate courses in both programs. The Department also fosters close relations with the other humanities departments in the college and invites students to take classes in other programs.

Graduate Faculty

Arner, Robert	Professor <i>PhD, Pennsylvania State University, 1970</i> Colonial and 19 th Century American Literature; 20 th Century American Literature and Film
Ash, Beth Sharon	Associate Professor, English and Women's Studies <i>PhD, University of Virginia, 1985</i> Critical Theory; Modernism; Feminist Theory
Bogen, Don	Professor <i>PhD, University of California, Berkeley, 1976</i> Creative Writing: Poetry; Modern Poetry
Braziel, Jana Evans	Associate Professor; Affiliate Faculty in African American Studies and Women's Studies <i>PhD, University of Massachusetts, 2000</i> American Ethnic Literatures, Caribbean Literature, Cultural Studies, Postcolonial Literature
Bryan, John	Coordinator of Professional Writing; Associate Professor <i>PhD, University of Denver, 1989</i> Technical and Professional Writing
Carlson, Julia	Assistant Professor British Romanticism
Clarke, Brock	Coordinator of Creative Writing; Associate Professor <i>PhD, University of Rochester, 1998</i> Creative Writing: Fiction; 20 th Century American Literature
Corkin, Stanley	Professor <i>PhD, New York University, 1984</i> 19 th and 20 th Century American Literature, Film, and Culture; Critical Theory
Cummins, James	Curator of Elliston Poetry Collection; Professor <i>M.F.A., University of Iowa, 1973</i> Creative Writing: Poetry; Modern and Contemporary Poetry
Dean, Sharon	Associate Professor <i>PhD, University of Illinois, 1971</i> American Ethnic and Women's Literature, Film, and Composition

Debs, Mary Beth	Associate Professor <i>PhD, Rensselaer Polytechnic Institute, 1985</i> Professional Writing; Rhetoric; Composition
Drury, John	Professor <i>M.F.A., University of Iowa, 1980</i> Creative Writing: Poetry; Modern and Contemporary Poetry
Durst, Russel	Department Head; Professor <i>PhD, Stanford University, 1985</i> Composition; Language Development
Elder, Amy	Coordinator of American Ethnic Studies; Professor <i>PhD, University of Chicago, 1970</i> African American, African and Ethnic Literature, Criticism, and Theory
Godshalk, W.L.	Professor <i>PhD, Harvard University, 1964</i> The Renaissance, especially Dramatic Literature; Shakespeare
Griffith, Michael	Associate Professor <i>M.F.A., Louisiana State University, 1992</i> Creative Writing: Fiction
Hall, James	Associate Professor <i>PhD, Yale University, 1966</i> The Renaissance; 17 th Century English Literature
Hall, Wayne	Vice Provost, Office of the Senior Vice President and Provost; Professor <i>PhD, Indiana University, 1978</i> Modern Irish Studies; Colonial and Post-Colonial Theory, Pedagogy and Literature
Heller, Tamar	Associate Professor <i>PhD, Yale University, 1988</i> Victorian Literature; Cultural Studies; Critical Theory
Hogeland, Lisa	Associate Professor, English and Women's Studies <i>PhD, Stanford University, 1992</i> American Women Writers; Post-Modernism; Feminist Literary Criticism and Theory

Hughes, Jon	Director of Journalism; Professor <i>MA, Ball State University, 1972</i> Journalism; Photography
Jenckes, Norma	Associate Professor <i>PhD, University of Illinois, 1974</i> British and American Drama; Classical Tradition in Drama; Playwriting
Kamholtz, Jonathan	Director of Graduate Studies; Director of the Weinberger Center for the Study of Drama and Playwriting; Associate Professor <i>PhD, Yale University, 1975</i> 16 th and 17 th Century English Literature
Lasher, William	Associate Professor <i>PhD, University of North Carolina, Chapel Hill, 1971</i> English Language and Linguistics; Syntax; History of English; Old English; English Metrics
LeClair, Thomas	Professor <i>PhD, Duke University, 1972</i> Contemporary American Fiction
Mackowski, Joanie	Assistant Professor <i>PhD, University of Missouri, 2004</i> Creative Writing Poetry, Modern Poetry
Meloncon, Lisa	Assistant Professor <i>PhD, University of South Carolina, 2005</i> Technical Communication, Professional Writing
Micciche, Laura	Associate Professor <i>PhD, University of Wisconsin, Milwaukee, 1999</i> Rhetoric and Composition
Person, Leland S.	Senior Associate Dean; Professor <i>PhD, Indiana University, 1977</i> 19 th Century American Literature; Gender and Men's Studies
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