

A GUIDE TO  
GRADUATE STUDY IN ENGLISH  
UNIVERSITY OF MIAMI

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## CHAPTER 1

### THE PH.D. IN ENGLISH

#### **Course Requirements**

Students with a BA will take 54 credits of 600-level courses and 3 credits in ENG 697 Readings for the Qualifying Examination.

Students with an MA from another institution will take 36 credits of 600-level courses and 3 credits in ENG 697 Readings for the Qualifying Examination.

Students are encouraged to explore courses in other departments that fit their course of study (e.g., in History and Modern Languages and Literatures). They may take up to six credits in courses outside the English department (Creative Writing courses will not count toward the required number of credits). All students are required to take ENG 681 Introduction to Literary Theory or 682 Contemporary Literary Theory if no such graduate-level course has been taken earlier. During their first year, students are also required to participate in a year-long teaching practicum: the first semester, on the teaching of composition and writing; the second semester, on the teaching of literature.

#### **Area Requirements**

Area requirements are formulated in order to help graduate students develop the background they will need to teach a variety of courses as well as to prepare for the writing of the dissertation. To establish a balance between these competing needs, the following guidelines have been established:

Students with BA:

1. two 600-level courses in literature before 1700
2. two 600-level courses in literature from 1700-1900
3. one 600 level course in literature after 1900
4. one of the following: ENG 681 or 682
5. year-long Teaching Practicum: writing (fall), literature (spring)

Students should have a substantial background in literary study before entering graduate school. Although the area requirements do not mention American, British, and comparative literatures, the department strongly urges students not to limit themselves to a narrow range of interests. Graduate coursework that involves a broad spectrum of national literatures, periods, genres, and approaches to literature helps to prepare graduate students to teach survey courses outside their areas of specialization; it also enables them to see their own fields within the larger context of literary study.

Students with an MA from another institution will be expected to have a distribution of graduate course work comparable to that outlined above. The Graduate Studies Committee, as part of the admissions process, may require entering doctoral students to take one or more courses in specific areas to meet this guideline.

## **Language Requirement**

Students must demonstrate a competent reading knowledge of two foreign languages. The Director of Graduate Studies will determine which languages can be used to fulfill this requirement based on the student's area of specialization and prospective dissertation topic. Students may fulfill this requirement by electing one of the following options for each language:

1. Passing a short translation test administered in the Department of Modern Languages and Literatures or by a faculty member of the Department of English.
2. Taking one of the 600-level reading courses in the Department of Modern Languages and Literatures; these courses include FRE 625 (Elementary French for Graduate Research), GER 625 (German for Graduate Research), ITA 625 (Italian for Graduate Research), LAT 625 (Elementary Latin for Graduate Research), POR 625 (Portuguese for Graduate Research). (Please note that usually only one of these courses is offered each semester.)

Note: Students must satisfy the language requirement before taking their qualifying examinations.

## **The Qualifying Examination**

1. **Preliminary Requirements:** Each Ph.D. student must pass a qualifying examination. Before the student may take this examination, the following two requirements must be met:
  1. The required number of credits of 600-level literature course work must be completed (with a minimum 3.5 grade point average).
  2. The language requirement must be fulfilled.
2. **Timetable:** During the second semester of the final year of coursework toward the Ph.D., the student will take three literature courses and compile three lists of readings with his/her committee for the qualifying exam. During the first semester of the following year, the student will take ENG 697, Readings for the Qualifying Examination and, in that semester or in the first half of the second semester of that year (before March 1), will take the examination and file a dissertation prospectus approved by the director and supervising committee. Only after passing the qualifying examination and filing an approved dissertation prospectus may the student apply to become a candidate for the doctorate.
3. During the final semester of coursework, the student will draw up the three reading lists for which s/he will be examined, and will outline the dissertation proposal. Three English Department faculty members, who will constitute the student's supervisory committee, will participate in this process. The supervisory committee will assist the student in compiling three reading lists: two on standard, general knowledge areas (listed below), and a third on the dissertation topic. The lists should include material that is primary, historical, critical, and theoretical. The reading lists must be compiled before the end of the semester; copies of the lists, signed by the student and faculty members, must be filed with the Graduate Studies

Director at least one month before the examination. No changes may be made to any signed list without the permission of both the student and the examiner for that area.

#### 4. General Knowledge Areas for the Qualifying Examination:

American Literature to 1860	Victorian Literature
American Literature 1860-1914	British Literature 1900-1945
American Literature 1914-50	British Literature 1945-Present
American Literature 1950-Present	Caribbean Literature
African American Literature	Irish Literature
Old and Middle English Literature	Literary Theory
English Renaissance Literature	Ethnic Literatures
17 <sup>th</sup> -Century English Literature	Transnational Literature
Restoration and 18 <sup>th</sup> -Century English Literature	
Romantic Literature	

#### 5. Qualifying Examination Procedures

a. In consultation with the Director of Graduates Studies, the student chooses a dissertation director and two other members of the faculty to serve as the supervisory committee. The student and the supervisory committee set a tentative date for the written examination.

b. In consultation with the three faculty members, the student puts together three lists for three specific fields, each of 20-25 titles. The lists should in general be oriented around the dissertation proposal and also be seen as dynamic and not finalized until a month before the written examination. The composition of the lists, the balance between primary and secondary sources, and the weighting of theoretical and practical criticism are left to the student in consultation with the committee.

c. The student will work with the dissertation director to produce a draft of the prospectus that is then distributed to the other committee members at least one week before the examination date. At this time the date for the written examination will be finalized. The dissertation director gives copies of the proposal to the two other members of the committee. These two members prepare the examination questions from the two lists over which they have supervised the student; the combined written examination should be about 4 hours. The questions and responses are shared by all the members of the committee prior to the oral examination.

d. A week after the written examination the student meets with the committee for the oral part of the examination. This discussion includes both the results of the written examination and the proposal.

e. The possible passing grades on the qualifying examination are “pass” and “pass with distinction.” The latter grade may be awarded only by a unanimous vote of the supervisory committee. Upon successful completion of the qualifying examination, the student should be able to move directly to the writing of the first dissertation chapter.

d. If the student fails to complete the entire examination or if, in the judgment of the examiners, the student's performance on any part of the examination is unsatisfactory, the examiners may require that the student retake all or part of the examination; alternatively, the supervisory committee may recommend to the Graduate Studies Director that the student not be admitted to the final stage of the program.

### Admission to Candidacy

When students have completed all courses, language requirements, and examinations, they may be admitted to candidacy for the degree. Application forms for admission to candidacy are available in the department's graduate office.

### Timetable for Ph.D. Students

For students who enter the program with a BA:

First, second, and third years: 18 credits of 600-level course work annually (54 credits in all).

Second semester of third year: 1) select three faculty members to serve on the qualifying examination committee, and (2) choose the qualifying examination areas (The Director of Graduate Studies can be of assistance during this process). (3) In consultation with examiners, begin to draw up lists of readings for the three areas in the qualifying exam.

Summer before and first semester of fourth year: Read for the qualifying exam. In the second half of the fall semester or the first half of the spring semester, take the qualifying examination and file an approved dissertation prospectus (ENG 697, Readings for the Qualifying Examination).

Second semester of fourth year: Begin writing dissertation.

Fifth and sixth years: Write the dissertation.

First or second semester of sixth year: Defense of the dissertation.

For students who begin the program with an MA:

First and second years: 18 credits of 600-level course work annually (36 credits in all).

Second semester of second year: 1) select three faculty members to serve on the qualifying examination committee, and (2) choose the qualifying examination areas (The Director of Graduate Studies can be of assistance during this process). (3) In consultation with examiners, begin to draw up lists of readings for the three areas in the qualifying exam.

Summer before and first semester of third year: Read for the qualifying exam. In the second half of the fall semester or the first half of the spring semester, take the qualifying examination and file an approved dissertation prospectus (ENG 697, Readings for the Qualifying Examination).

Second semester of third year: Begin writing dissertation.

Fourth and fifth years: Write the dissertation.

First or second semester of fifth year: Defense of the dissertation.

The Graduate Studies Committee will conduct an annual review of the progress of each student towards the end of the academic year. The renewal of teaching assistantships and fellowships for the following academic year will be dependent on the student's making satisfactory progress in terms of GPA, resolving Incompletes, and following the timetable toward completion of the degree.

If a student chooses to leave the program, after passing 36 credits of literature courses at the 600-level with a minimum GPA of 3.0 (B), and demonstrates proficiency in one foreign language, s/he will be awarded an MA.

Graduation: Students must apply for graduation *during the semester in which they plan to graduate*. (If a student does not graduate after applying for graduation in a given semester, the application expires, and the student must reapply for graduation.)

### **Teaching Apprenticeship**

After passing the qualifying examination, each student serves a semester as a teaching apprentice, attending all meetings of a 200-level course taught by a senior faculty member, teaching one or two meetings of the class, and discussing pedagogical questions with the faculty member. Students who have completed the teaching apprenticeship, and the Teaching Literature practicum, are eligible to design and teach their own 200-level literature course.

### **The Ph.D. Dissertation**

The dissertation director and the student are responsible for selecting a dissertation committee. Because the student will have prepared the dissertation proposal as part of the qualifying examination process, this committee normally would include the members of the student's examination committee. A dissertation committee requires a minimum of four members: the director and two other members of the English Department, as well as a reader from outside the department.

The dissertation is best conceived as the manuscript of a scholarly book usually consisting of at least 200 pages of text and additional documentation. A student writing a dissertation is expected to develop a substantial and original idea as well as to demonstrate how the analysis, interpretation, or perspective set forth in the dissertation adds to or differs from the existing body of scholarship on the subject.

1. The Dissertation Committee: The dissertation is prepared under the direction of a four-member supervisory committee consisting of the chair (or dissertation director), two more members of the English Department faculty, and a reader from outside the department. At least three members of the committee, including the chair, must be official members of the Graduate School faculty, all of whom are listed in the current Graduate School Bulletin. The student, after consultation with the dissertation director, must then apply for candidacy. (Application for Candidacy forms are available in the graduate office.) The dissertation committee is officially appointed by the Graduate School, upon recommendation of the department and upon receipt of the student's Application for Candidacy.

2. The Proposal: A proposal of 10-15 pages of text, plus a bibliography of relevant scholarly sources, must be approved by all committee members. It should indicate clearly the subject, range, and structure of the dissertation, as well as its expected contribution to its field of inquiry. (Copies of past dissertation proposals and abstracts are available for review in the graduate office.)

3. The Abstract: A one-page summary of the proposal also must be approved by the student's dissertation committee. It is sent with the proposal to the Director of Graduate Studies. The proposal is placed in the student's file so that faculty members wishing to read the proposal in its entirety may do so. The abstract is distributed to the faculty, along with a memo from the graduate director notifying them that if there are no substantial objections to the proposal within two weeks of its distribution it is automatically accepted by the department. If, however, there is a serious objection, the matter is referred to the student's dissertation director and, if necessary, to the Graduate Studies Committee.

4. Format: Documentation must be prepared according to The MLA Handbook or The Chicago Manual of Style.

5. The Dissertation Committee Chair's role: The work of the dissertation director is crucial. The director's duties include:

- a) helping the student formulate a clear and acceptable proposal;
- b) reading early drafts and overseeing their revision;
- c) making certain that chapters are in relatively final stages when they are submitted to other members of the dissertation committee;
- d) seeing to it that chapters are read in a timely manner.

Note: While it is recommended that dissertation chapters be read within a two-week period, many faculty members cannot comply with this time frame. Nevertheless, faculty should be asked to try to complete readings within a month's time.

6. The Dissertation Committee's Role: The student's committee may be more or less involved in the revision process depending on their familiarity with the student's topic. In any event, it is recommended that committee members submit their suggestions for revisions in writing to both the student and the dissertation director. (Some directors may prefer to have suggestions for significant revisions of drafts submitted directly to them.)

7. The Dissertation Defense: When an acceptable draft of the entire dissertation has been read by every member of the committee, and every member of the committee has submitted suggestions for revision, the dissertation director, in consultation with the student, may decide on a defense date. The student must distribute to the committee final copies of the dissertation *at least two weeks before the date of the defense*, and must defend the dissertation no later than two weeks before the last day of class in the semester h/she plans to graduate.

8. Completing and Submitting the Dissertation: It is the student's responsibility to bring the appropriate documents to the defense and obtain the signatures of the committee members. The student must complete an electronic dissertation (ETD) according to the Graduate School's requirements and submit all hard copies and paperwork by the last day of final exams during the semester in which h/she plans to graduate. The Graduate School's dissertation guidelines are posted on their website: <http://etd.library.miami.edu/students.html>; students should also contact the Dissertation Editor at the Graduate School (305-284-4154; [grad.dissertation@miami.edu](mailto:grad.dissertation@miami.edu)) to find out if there are any additional guidelines or requirements.

## CHAPTER 2

### THE M.A. IN ENGLISH

#### **Course Requirements**

Students must complete 36 credits of graduate coursework in approved courses.

Note: Students may not take more than 6 credits beyond the number required for the M.A. without being formally admitted to the Ph.D. program. For either program, up to 6 hours of graduate credit from related fields may be included with the consent of the Director of Graduate Studies. No more than 3 credits will be allowed in directed readings courses. When taking a directed readings course, the student must at the start of the semester give the Director of Graduate Studies a course description that includes the title, a brief description of subject matter, the reading and writing assignments, and any other course requirements.

#### **Area Requirements**

All M.A. students must take:

1. two 600-level courses in literature before 1700
2. two 600-level courses in literature from 1700-1900
3. one 600 level course in literature after 1900
4. one 600-level course that focuses on critical theory or the history of criticism
5. year-long Teaching Practicum: writing (fall), literature (spring)

Students should have a substantial background in literary study before entering graduate school. Although the area requirements do not mention American, British, and comparative literatures, the department strongly urges students to not limit themselves to a narrow range of interests. Graduate coursework that involves a broad spectrum of national literatures, periods, genres, and approaches to literature helps to prepare graduate students to teach survey courses outside their areas of specialization; it also enables them to see their own fields within the larger context of literary study.

#### **Language Requirement**

A reading knowledge of one foreign language is required for completion of the M.A. degree. Students may fulfill this requirement by electing one of the following options:

1. Earning a grade of B- or better in a sophomore-level reading course, *provided it was taken no more than five years prior to the student's admission to the graduate program.*
2. Passing a short translation test administered in the Department of Modern Languages and Literatures or by a faculty member of the Department of English.

3. Taking one of the 600-level reading courses in the Department of Modern Languages and Literatures; these courses include FRE 625 (Elementary French for Graduate Research), GER 625 (German for Graduate Research), ITA 625 (Italian for Graduate Research) LAT 625 (Elementary Latin for Graduate Research), and POR 625 (Portuguese for Graduate Research). (Please note that these courses are not offered every semester.)

### **Admission to Candidacy**

When students have met the language requirement and completed 12 credits at the Master's level, while maintaining a B (3.0) average, they should consult the Director of Graduate Studies and apply to the Graduate School for admission to candidacy. Students must be accepted for candidacy *at least one semester before they apply for graduation*. Application forms for admission to candidacy are available in the graduate office.

## CHAPTER 3

### GENERAL GRADUATE PROGRAM INFORMATION

#### **Academic Ethics**

It goes without saying that any form of academic dishonesty or misconduct is unacceptable in a graduate program, and such behavior can result in dismissal from the program. Yet some academic ethical standards are not necessarily self-evident. About plagiarism, the presentation of another person's work as your own, there is no ambiguity. The Composition Program offers a handout that describes the different forms of plagiarism, and English handbooks also offer useful definitions. As professionals you need to become familiar with definitions of plagiarism, for it is an unfortunate fact that you likely will encounter it at some point during your teaching career.

Other actions that are not so overtly dishonest, however, may also cross ethical boundaries, and you must be certain before conducting and presenting research that your practices fall within accepted disciplinary guidelines. For example, the submission of all or part of a seminar paper to more than one professor is not customarily acceptable unless you have received explicit permission beforehand from both professors. Questions might also be raised about collaborative work if you have not cleared the collaboration in advance. If you have any questions about particular situations, you should seek advice from one of your professors or the director of graduate studies. Additional descriptions of student responsibilities and the graduate student code of ethics are set forth in the annual bulletin of the Graduate School.

#### **Grading**

1. **Grade Point Average**: Students in the M.A. program must maintain an overall grade point average of at least 3.0; in addition, they must complete the program with a grade point average of at least 3.0 in literature and language courses taken in the Department of English. Ph.D. students must complete the program with a grade point average of at least 3.25 in language and literature courses taken in this department. Creative writing courses, pedagogy courses, directed readings, and any courses taken in another department or at another university are excluded from the latter calculation.
2. **The Letter Grade C**: A grade of **C** is not a satisfactory grade on the graduate level. The student receiving such a grade should immediately see the Director of Graduate Studies.
3. **English Department Policy on Incompletes**: A grade of Incomplete that remains on a student's record for more than one semester may be regarded as evidence of unsatisfactory progress; if the grade remains unchanged for a full year, the course may not thereafter be used for credit toward a graduate degree.

4. Teaching Assistantships and Incompletes: Assistantships are annually renewed between June 1 and June 15. Funding may be withdrawn from any Teaching Assistant who does not fulfill the work for an Incomplete and subsequently receive a passing grade *within one semester after the end of the course*. (It is strongly recommended that any student receiving an "I" endeavor to complete any necessary work before the start of the subsequent semester.)

5. Graduate Bulletin Statement on Incompletes:

The "I" should be changed to a letter grade within one (1) calendar year after it is given, unless the Academic Dean of the student's primary school or college and the Dean of the Graduate School approve the delay. If the "I" is not changed within one year, credit can be earned only by successful repetition of the course.

### **English Department Website**

The Department of English maintains a website ([www.as.miami.edu/english](http://www.as.miami.edu/english)). This website contains general department information along with links to other sites, including those that furnish descriptions of graduate seminars, job search information, and faculty information.

### **Graduate Program Listserv and Blackboard**

The graduate office maintains a listserv that is used to disseminate program information and announcements pertaining to relevant Department of English and U.M. activities. Please be certain that your current e-mail address is on file at the graduate office. The Blackboard site for graduate students includes a library of sample job letters, cvs, grant proposals, etc.

### **Graduate Student Advisory Committee (GSAC)**

The Graduate Student Advisory Committee (GSAC) is a representative body that serves as a liaison between graduate students and faculty. GSAC members are elected at the end of the spring semester and serve two-year terms. They meet with the Graduate Studies Committee at least once a semester to discuss graduate issues. GSAC members produce a newsletter that is published once a semester.

GSAC members also serve as a liaison between English Department graduate students and the university-wide Graduate Student Association. GSAC members elect an English Department Senator for a one-year term in the Graduate Student Senate, a body that meets several times during the semester. The senator is responsible for sharing information from these meetings with English Department graduate students.

GSAC service requires a significant time commitment. It should never interfere with the student's own studies, but because it is a civic duty, GSAC members must be willing to take on the responsibility of being part of faculty-graduate student relations; they must be available to hear and act upon student or faculty concerns related to graduate studies.

### **English Graduate Organization (EGO)**

The organization seeks to give information and support, both academic and otherwise, to the students enrolled in the M.A., creative writing, and Ph.D. programs here at the university. EGO connects graduate students at various stages in the program and in different fields in order to facilitate informal but informative relationships where students can ask questions not just about academic concerns but also job placement, teaching, living in Miami, etc. This has been done both during information sessions organized by EGO and on a more informal one-on-one basis. EGO has also put together workshops on writing seminar papers and abstracts, searching for jobs, and assembling cvs. Students have also organized different reading, writing, and discussion groups and have conducted surveys of graduate students' attitudes and ideas about the program, whose results were presented as part of the regular liaison between graduate faculty and students. Students also organize an annual spring symposium where they can present research in a conference-like setting.

### **Graduate School Services and Information**

The Graduate School offices are at 1541 Brescia Avenue; their phone number is (305) 284-4154. Website: [www.miami.edu/grad](http://www.miami.edu/grad).

- Housing information
- Health insurance information
- Fellowship information
- General graduate study information
- Information on applying for candidacy
- Guidelines for thesis and dissertation
- Graduation information

### **Graduate Courses in English**

Graduate Practicum I: Teaching College Writing (ENG 591)  
 Graduate Practicum II: Teaching College Literature (ENG 592)  
 Studies in Old English Language and Literature (ENG 610)  
 Beowulf (ENG 611)  
 Studies in Chaucer (ENG 615)  
 Studies in Middle English Language and Literature (ENG 616)  
 Studies in Shakespeare (ENG 620)  
 Studies in Elizabethan and Jacobean Drama (ENG 621)  
 Studies in 16<sup>th</sup>-Century Literature (ENG 622)  
 Studies in Spenser (ENG 623)  
 Studies in 17th-Century Literature (ENG 624)  
 Studies in Milton (ENG 625)  
 Restoration and 18th-Century Drama (ENG 630)  
 Studies in Restoration and 18th-Century Literature (ENG 631)

The Eighteenth-Century British Novel (ENG 633)  
Studies in Romanticism (ENG 640)  
Studies in Victorian Poetry and Prose (ENG 645)  
Nineteenth-Century British Novel (ENG 646)  
Studies in the Novel (ENG 648)  
Studies in Modern British Literature (ENG 650)  
Studies in Joyce (ENG 651)  
Studies in Irish Literature (ENG 652)  
Contemporary British Literature (ENG 654)  
Contemporary American Poetry and Poetics (ENG 655)  
Studies in Transatlantic Literature (ENG 658)  
Studies in American Literature: Beginnings to 1800 (ENG 660)  
Studies in American Literature: 1800-1865 (ENG 661)  
Studies in American Literature: 1865-1914 (ENG 662)  
Studies in American Literature: 1914-1950 (ENG 663)  
Studies in American Literature 1950 - Present (ENG 664)  
Studies in African-American Literature (ENG 665)  
Caribbean Literature (ENG 666)  
Caribbean Popular Culture (ENG 667)  
Studies in Race and Diasporic Literatures (ENG 668)  
Studies in Women's Literature (ENG 669)  
The Classical Tradition and English Literature (ENG 670)  
Comparative Studies in Renaissance and Baroque Literature (ENG 672)  
Eighteenth-Century European Literature (ENG 673)  
The Romantic Movement in Europe (ENG 674)  
European Novel (ENG 675)  
Studies in Modern Literature (ENG 677)  
Studies in Contemporary Literature (ENG 678)  
History of Literary Criticism (ENG 680)  
Introduction to Literary Theory (ENG 681)  
Contemporary Criticism and Theory (ENG 682)  
Literature and Psychoanalysis (ENG 683)  
Theory of Narrative (ENG 684)  
Feminist Theory (ENG 685)  
Theories of Gender and Sexuality (ENG 686)  
Studies in Literature and Culture since 1950 (ENG 687)  
Studies in Latino/a Literatures and Cultures (ENG 688)  
Comparative Americas Studies (ENG 689)  
Rhetorical Traditions (ENG 691)  
Modern Rhetorical Theory (ENG 692)  
Teaching College Composition (ENG 693)

## CHAPTER 4

### FINANCIAL SUPPORT AND GRADUATE STUDENT TEACHING

#### Graduate Assistantships

1. General Information: Graduate assistants in the Department of English receive full tuition remission and a stipend. The stipend for the 2008-2009 academic year is \$20,000. Experienced assistants teach one composition class per semester; new assistants are assigned to equivalent duties (12 hours per week), which may include tutorial work in the Writing Center. Assistants are expected to devote themselves full time to their graduate work and assistantship duties, taking 9 credits per semester. Other employment on a regular basis during the academic year is a violation of the terms of the assistantship that may result in the loss of funding.

2. Term of Appointment: Assistantships are normally awarded for a maximum of two years (four semesters) for M.A. work and five/six years (ten/twelve semesters) for Ph.D. work. These periods may be shortened if the student does not require tuition remission for the full time normally allowable (for example if the student was granted a substantial amount of transfer credit, or earned credit toward the degree, before becoming a graduate assistant). No student may hold an assistantship or a combination of assistantship and a U.M. Graduate School Fellowship for more than seven years, including both M.A. and Ph.D. work.

3. Renewal of Assistantship for M.A. students: Renewal of the assistantship for the second year of M.A. work depends upon satisfactory progress toward the degree and satisfactory performance as a graduate assistant. Thus, for students continuing within the same degree program, renewals of assistantships are not contingent upon competition with new applicants. Students who receive the M.A. and are granted permission to proceed to the Ph.D. do not automatically receive assistantships; they must compete with other students for the available funding.

4. Renewal of Assistantship for Ph.D. students: Teaching Assistants will be eligible for funding beyond the second year according to a schedule based on the English Department faculty's conception of acceptable progress toward the Ph.D. Insofar as students in seminars must complete work within a designated period, the following schedule simply extends such requirements to the later stages of graduate work:

A. The fifth year of funding (the fourth year for those who entered the program with an M.A.) will be contingent on (1) successful completion of the qualifying examination by March 1 of the fourth year (the third year for those who entered the program with an M.A.), and (2) submission of the dissertation proposal (approved and signed by the director of the supervisory committee) to the English Department by April 15. [Note: all course and language requirements must have been met for students to take the qualifying examination.] If courses beyond the customary six literature seminars (exclusive of ENG 697, "Readings for the Qualifying Examination") have been required of the student, the Director of Graduate Studies will adjust deadlines accordingly.

B. The sixth year of funding (the fifth year of funding for those who entered the program with an M.A.) is contingent on the dissertation committee chair's acceptance of a draft of a dissertation chapter no later than March 1 of the fifth year (the fourth year for those who entered the program with an M.A.). A complete copy of this chapter also must be supplied to the Director of Graduate Studies by this date. The deadline will be adjusted accordingly for students who began their Ph.D. course work in the spring or have had additional requirements made of them.

C. Under exceptional circumstances, the Director of Graduate Studies may grant a student's written request for the extension of a deadline.

## 5. Professional Conduct and Performance

Teaching Assistantships furnish an opportunity for graduate students to learn about the profession in ways not provided by seminars. Teaching Assistants, like the regular faculty, represent the University, and they are expected to maintain standards of professional conduct and performance as required by the University.

Although the English Department does not define specific standards of conduct, the University website ([www.miami.edu/](http://www.miami.edu/); see "Faculty/Staff Resources") offers such information. The standards published by the University describe obviously unprofessional forms of behavior (e.g., habitual tardiness or absenteeism; use of threatening or abusive language; evidence of intoxication; noncompliance with University or Department policies). In the case of unprofessional behavior, the Teaching Assistant may be counseled by the Director of Graduate Studies; if some particular behavior is regarded as sufficiently inappropriate, or if the Teaching Assistant does not respond to counseling, the Teaching Assistantship may be withdrawn.

## Graduate School Fellowships

1. General Information: Each year the Graduate School of the University of Miami awards \$10,000 in additional stipends to a select number of Ph.D. students throughout the University. These awards bring the stipend to \$30,000, plus tuition scholarships for up to 18 credit hours. They are awarded for up to five years of full-time study and the student receives one semester release from teaching. There are over 25 Ph.D.-granting departments throughout the University, each of which is permitted to nominate three students for fellowships, so competition is keen.

2. Eligibility: Only students accepted into the Ph.D. program are eligible. Out of the pool of Ph.D. students accepted for the fall term, nominees are selected by the Director of Graduate Studies in consultation with the Graduate Studies Committee.

### **McKnight Foundation Doctoral Fellowships**

1. General Information: These are awarded each year by the Florida Education Fund to African American or Hispanic students. These are five-year grants that include a stipend plus tuition remission. For information regarding these fellowships, please see the Florida Education Fund website: [www.fefonline.org](http://www.fefonline.org).
2. Eligibility: Applicants must be accepted into the doctoral program before becoming eligible to receive this grant. The deadline for applications is January 15.

### **Funding for Graduate Student Travel and Research**

The English Department encourages the presentation of papers at scholarly meetings by graduate students. This type of professional activity is important because at the present time job candidates are expected to display such experience on their curricula vitae. The English Department also makes available research support for students at the dissertation level.

Department Policies: Ph.D. students who have completed their coursework are eligible for up to \$700 from the department per year for travel to 2 conferences (\$350 each). Information on other sources of funding is provided below.

#### Conditions for reimbursement for travel to conferences:

1. Students must deliver a paper.
2. Students must apply for funding from the department before seeking funding from other sources.
3. Students must make application in writing in a timely fashion; begin the process by speaking to the graduate programs secretary when your paper is accepted.

#### Conditions for research funding:

1. Only one application for travel to a distant library or archive is allowed.
2. Goal of the research must be the direct enhancement of the quality of the dissertation.
3. Students must have their dissertation proposals already approved by their committees.
4. Students are required to write a funding proposal that would identify the specific location and nature of the primary materials they need to consult. This proposal must be approved by the Graduate Studies Committee.
5. Students must provide an estimate of the cost of relevant travel expenses.

### **Additional Sources of Student Funding**

1. In 2008, the Dean of Arts & Sciences instituted competitive 1) summer research fellowships and 2) dissertation fellowships. Students must submit 1) proposals for summer research and 2) a plan for completing the dissertation during the year in which s/he will be released from teaching responsibilities. Each application must be accompanied by a letter from the director of the dissertation.

2. Max and Peggy Kriloff Graduate Student Travel Fund: The college has established this fund to support the travel of graduate students to scholarly meetings. These funds are to be used to supplement departmental funds and those provided by GAFAC. Awards are usually limited to \$200. Application forms for Kriloff awards are available in the graduate office.
3. GAFAC (Graduate Activity Fee Allocation Committee): GAFAC will pay up to \$300. Note: the GAFAC funds should be the last award applied for. Application forms for GAFAC awards are available online: [www.miami.edu/gafac](http://www.miami.edu/gafac).

Conditions:

1. Students must be full time and in good academic standing.
  2. Students must have paid the graduate activity fee for all enrolled semesters.
  3. Students are funded *only once* during the academic year.
  4. Students must have first attempted to seek some funding from alternative sources.
4. Graduate School: The Graduate School administers the Provost's Graduate Student Travel Awards. These awards are designed to assist graduate students to present research papers at professional meetings. Applications may be submitted at any time during the year. Only doctoral students are eligible. Each student may be awarded no more than \$450 for his or her U.M. career. Application forms for the Provost Graduate Student Travel Award are available in the graduate office.
  5. Travel to the MLA Convention for Job Seekers: The English Department provides \$350 to students completing the Ph.D. who must travel to the MLA convention for job interviews.

## CHAPTER 5

## GRADUATE FACULTY

**Joseph Alkana:** Ph.D., Texas, 1990. Fields: 19<sup>th</sup>-century American literature, Jewish literature. Author, *The Social Self: Nineteenth-Century Psychology and the Writings of Hawthorne, Howells, and William James* (1996). Co-editor, *Cohesion and Dissent in America* (1994).

**Jane Alison:** M.F. A., Columbia, 1993. Fields: Creative writing (novel, short fiction, memoir). *The Love Artist* (2002), *Marriage of the Sea* (2003), *Natives and Exotics* (2005), *Sisters Antipodes* (forthcoming).

**A. Manette Ansay:** M.F.A., Cornell, 1991. Fields: Creative writing (novel, short fiction, memoir). Author, *Vinegar Hill* (1994), *Read This and Tell Me What It Says* (1995), *Sister* (1996), *River Angel* (1998), *Midnight Champagne* (1999), *Limbo* (2001), *Blue Water* (2006).

**Anthony Barthelemy:** Ph.D., Yale, 1984. Fields: African-American and Renaissance literature. Author, *Black Face, Maligned Race: The Representation of Blacks in English Drama from Shakespeare to Southerne* (1987). Editor, *Critical Essays on Shakespeare's "Othello"* (1994).

**Robert Casillo:** Ph.D., Johns Hopkins, 1978. Fields: Modern poetry, Victorian literature, cultural and ethnic studies. Author, *The Genealogy of Demons: Anti-Semitism, Fascism, and the Myths of Ezra Pound* (1988); *The Empire of Stereotypes: Germaine de Stael and the Idea of Italy* (2006); *Gangster Priest: The Italian American Cinema of Martin Scorsese* (2006).

**Eugene Clasby:** Ph.D., Wisconsin-Madison, 1966. Fields: Medieval literature. Translator, *The Pilgrimage of Human Life* by Guillaume de Deguilleville (1992).

**Marlene Daut:** Ph.D., Notre Dame, 2008. Fields: Transatlantic 19th-century studies, African diaspora, Caribbean literature, postcolonial theory. Current project: *Science of Desire: Race and Representations of the Haitian Revolution in the Atlantic World, 1790-1865*.

**Kathryn Freeman:** Ph.D., Yale, 1990. Field: Romantic literature. Author, *Blake's Nostos: Fragmentation and Non-Dualism in "The Four Zoas"* (1996). Current projects: *A Blake Encyclopedia*; *Rendering India: Colonialism, Orientalism and the Early Romantic Transmission of Sanskrit*.

**John Funchion:** Ph.D., Brown, 2008. Fields: Early and 19th-century American literature, cultural theory. Current project: *Divisible Pasts: Nostalgia and Narrative in American Literature and Culture, 1848-1900*.

**M. Evelina Galang:** M.F.A. Colorado State, 1994. Fields: Creative writing (fiction, drama, screenplay, film production). Author, *Her Wild American Self* (1996); *One Tribe* (2006). Editor, *Screaming Monkeys* (2003). Current projects: *Lola's House: Women Living with War* (essays); *Angel de la Luna* (a novel).

**Thomas Goodmann:** Ph.D., Indiana, 1990. Fields: Medieval literature, English language, the age of Chaucer.

**Lester Goran:** M.A., Pittsburgh, 1960. Field: Creative writing (fiction). Author, *The Paratrooper of Mechanic Avenue* (1960), *Maria Light* (1962), *The Candy Butcher's Farewell* (1964), *The Stranger in the Snow* (1966), *The Demon in the Sun Parlor* (1968), *The Keeper of Secrets* (1972), *This New Land* (1980), *Covenant with Tomorrow* (1982), *Mrs. Beautiful* (1985), *The Bright Streets of Surfside: The Record of a Friendship with Isaac Bashevis Singer* (1994), *Tales From The Irish Club* (1995), *She Loved Me Once and Other Stories* (1997), *Bing Crosby's Last Song* (1998) *Outlaws of the Purple Cow and Other Stories* (2000).

**Tassie Gwilliam:** Ph.D., Cornell, 1985. Fields: Restoration and 18<sup>th</sup>-century literature, feminist theory. Author, *Samuel Richardson's Fictions of Gender* (1993). Current project: *Embodying Narrative: The Female Body in Eighteenth-Century Literature and Culture*.

**Pamela Hammons:** Ph.D., Cornell, 1997. Fields: Renaissance and medieval literature, poetry, women's writing, and theories of gender and sexuality. Author, *Poetic Resistance: English Women Writers and the Early Modern Lyric* (2002). Current project: an investigation of relations among gender, sexuality, and property in early modern English verse.

**Catherine Judd:** Ph.D., California, Berkeley, 1992. Fields: Victorian novel, women's studies. Author, *Bedside Seductions: Nursing and the Victorian Imagination 1830-1880* (1997).

**Walter K. Lew:** M.A., UCLA, 1992; M.A. Brown, 1981. Fields: Creative writing (poetry), Asian American studies, multimedia performance, Korean film and literature. Author, *Excerpts from: ΔΙΚΤΗ ΔΙΚΤΕ for "DICTEE"* (1982) (1992), *Treadwinds: Poems & Intermedia Texts* (2002), *The Ga-guhm Poems* (forthcoming). Editor, *Premonitions: The Kaya Anthology of New Asian North American Poetry* (1995), *Muae I* (1995), *Crazy Melon and Chinese Apple: The Poems of Frances Chung* (2000). Co-editor, *Kôri: The Beacon Anthology of Korean American Fiction* (2001). Current projects: *The Selected Works of Yi Sang* (compiler and translator from the Korean); annotated edition of Younghill Kang's novel *East Goes West: The Making of an Oriental Yankee* (1937).

**David Luis-Brown:** Ph.D., California, Santa Cruz, 1998. Fields: Comparative Americas studies, Latino studies, Latin American studies, African diaspora studies, and post-colonial theory. Author, *Waves of Decolonization: Discourses of Race and Hemispheric Citizenship in Cuba, Mexico and the United States* (2008). Current project: *Blazing at Midnight: Slave Rebellion and Social Identity in U.S. and Cuban Culture*.

**Margaret Marshall:** Ph.D., Michigan, 1991. Fields: Rhetoric, composition, education. Author, *Contesting Cultural Rhetorics: Public Discourse and Education* (1995), *Response to Reform: Composition and the Professionalization of Teaching* (2003), *Composing Inquiry: Methods and Readings for Investigation and Writing* (2008).

**Patrick A. McCarthy:** Ph.D., Wisconsin-Milwaukee, 1973. Fields: 20<sup>th</sup>-century British and Irish literature, science fiction. Author, *The Riddles of "Finnegans Wake"* (1980), *Olaf Stapledon* (1982), *"Ulysses": Portals of Discovery* (1990), *Forests of Symbols: World, Text, and Self in Malcolm Lowry's Fiction* (1994), *Joyce Family, "Finnegans Wake"* (2005). Editor, *Critical Essays on Samuel Beckett* (1986), *Critical Essays on James Joyce's "Finnegans Wake"* (1992), *Malcolm Lowry's "La Mordida": A Scholarly Edition* (1996), *Star Maker* by Olaf Stapledon (2004). Co-editor, *The Legacy of Olaf Stapledon* (1989), *Joyce/Lowry: Critical Perspectives* (1997).

- Brenna Munro:** Ph.D., Virginia, 2005. Fields: Gender and sexuality studies, postcolonial theory, Anglophone African literature. Current project: *Queer Constitutions: Sexuality, Literature and Imagining Democracy in South Africa*.
- Joel Nickels:** Ph.D., California, Berkeley, 2007. Fields: Twentieth-century and Contemporary poetry. Current project: *The Art of the Possible: Modernism and the Politics of Spontaneity*.
- Ranen Omer-Sherman:** Ph. D., Notre Dame, 2000. Fields: Jewish American literature, ethnic American literature, Middle Eastern literature, orientalism/postcolonialism, Holocaust literature, ethics. Author, *Diaspora and Zionism in Jewish American Literature: Lazarus, Syrkin, Reznikoff, and Roth* (2002); *Israel in Exile: Jewish Writing and the Desert* (2006). Co-editor, *The Jewish Graphic Novel* (2008). Current projects: Levantine and Mediterranean memoirs and fiction.
- Frank Palmeri:** Ph.D., Columbia, 1981. Fields: Comparative 18<sup>th</sup>- and 19<sup>th</sup>-century (including historiography, philosophy, and the visual arts), literary theory, satire, postmodernism. Author, *Satire in Narrative* (1990); *Satire, History, Novel: Narrative Forms, 1665-1815* (2003). Editor, *Critical Essays on Jonathan Swift* (1993), *Humans and Other Animals in Eighteenth-Century British Culture: Representation, Hybridity, Ethics* (2006). Review editor, *Clio: A Journal of Literature, History, and the Philosophy of History*. Current projects: *Conjectural History and the Emergence of the Social Disciplines*.
- Sandra Pouchet Paquet:** Ph.D., Connecticut, 1977. Fields: Caribbean literature, African-American literature, women's studies. Author, *The Novels of George Lamming* (1982), *Caribbean Autobiography: Cultural Identity and Self-Representation* (2002). Editor, *Anthurium: A Caribbean Literary Studies Journal*. Co-editor, *Calypso and the Caribbean Literary Imagination: Music, Memory, Resistance* (2007).
- John Paul Russo:** Ph.D., Harvard, 1969. Fields: Literary theory, cultural and ethnic studies, 18<sup>th</sup>-century literature. Author, *Alexander Pope: Tradition and Identity* (1972), *I.A. Richards: His Life and Work* (1989); *The Future without a Past: The Humanities in a Technological Society* (2005). Editor, *Complementarities: Uncollected Essays* by I.A. Richards (1976). Co-editor and review editor, *Italian Americana*.
- Patricia J. Saunders:** Ph.D., Pittsburgh, 1999. Fields: Caribbean literature, Caribbean popular culture, post-colonial Studies, women's studies. Author, *Alien/Nation and Repatri(n)ation: Caribbean Literature and the Task of Translating Identity* (2007). Current project: *Fusion and Con/Fusion: Gender, Sexuality, and Consumerism in Jamaican Dancehall Culture*.
- Maureen Seaton:** M.F.A., Vermont College, 1996. Field: Creative writing (poetry). Author: *Fear of Subways* (1991), *The Sea among the Cupboards* (1992), *Furious Cooking* (1994), *Little Ice Age* (2001), *Venus Examines her Breast* (2004), *Sex Talks to Girls: A Memoir* (2008).
- Jeffrey Shoulson:** Ph.D., Yale, 1995. Fields: 16<sup>th</sup>- and 17<sup>th</sup>-century literature and culture, Milton, early Jewish literature. Author, *Milton and the Rabbis: Hebraism, Hellenism, & Christianity* (2001). Editor, *Hebraica Veritas? Jews, Christians, and Christian Hebraism in Early Modern Europe* (2004). Current project: *Fictions of Conversion: Community, Identity, and Instability in Early Modern England*.
- Frank Stringfellow:** Ph.D., Cornell, 1988. Field: Psychoanalytic criticism. Author, *The Meaning of Irony: A Psychoanalytic Investigation* (1994).

**Mihoko Suzuki:** Ph.D., Yale, 1982. Fields: Renaissance and early modern studies, English and continental; gender and authorship, early modern political thought and historiography, the classical tradition. Author, *Metamorphoses of Helen: Authority, Difference, and the Epic* (1989); *Subordinate Subjects: Gender, the Political Nation, and Literary Form in England, 1588-1688* (2003). Editor, *Critical Essays on Edmund Spenser* (1996); *The Early Modern Englishwoman Facsimile Library of Essential Works: Mary Carleton* (2006); *Elizabeth Cellier* (2006). Co-editor, *Debating Gender in Early Modern England, 1500-1700* (2002), *Diversifying the Discourse: The Florence Howe Award for Feminist Scholarship, 1990-2004* (2006), *Women's Political Writings in England, 1610-1725* (4 vols.; 2007); *The Rule of Women in Early Modern Europe: Sovereignty and Representation* (2008). Review editor, *Clio: A Journal of Literature, History, and the Philosophy of History*. Series co-editor, *Transculturalisms, 1400-1700*. Current projects: *Gender, History, and Political Thought in Early Modern England and France*; *Palgrave History of British Women's Writing* (vol.2, 1610-1690).

**Lindsey Tucker:** Ph.D., Delaware, 1981. Fields: 20<sup>th</sup>-century British and American literature, feminist theory. Author, *Stephen and Bloom at Life's Feast: Alimentary Symbolism in James Joyce's "Ulysses"* (1984), *Textual Escap(e)ades: Mobility, Maternity, and Textuality in Contemporary Fiction by Women* (1994). Editor, *Critical Essays on Iris Murdoch* (1992), *Critical Essays on Angela Carter* (1998). Current project: *The Spaces of Conjure: Fiction, Ethnography, and Diaspora Time*.

**Tim Watson:** Ph.D., Columbia, 1998. Fields: 19<sup>th</sup>- and 20<sup>th</sup>-century British literature and postcolonial fiction in English. Author, *Caribbean Culture and British Fiction in the Atlantic World, 1780-1870* (2008). Editor, Cynric Williams' *Hamel, the Obeah Man* (forthcoming). Review editor, *Postcolonial Studies*.