PhD in English

PhD Program Guidebook

Contents

INTRODUCTION TO THE PhD PROGRAM

Purpose of this Guidebook

This guidebook is designed to be a comprehensive introduction to Carleton's PhD program in English.

This handbook is not a substitute for the Graduate Calendar, which governs Carleton University's graduate programs: https://calendar.carleton.ca/grad/.

Students are responsible for familiarizing themselves with the academic regulations of Carleton University, as well as the specific requirements of their program, as outlined in the Graduate Calendar.

Summary of Program

Carleton's PhD program in English studies the production, circulation, and reception of texts through analyzing their institutional, technological, and discursive contexts. It is unique in Canada in its commitment to fusing empirical inquiry into book history with theoretical questions about subjectivity, gender, race, and class. It assumes that "literature" is not a given, stable term, but a relational field, which produces culture in terms of identity formation and ideology and is produced by culture in terms of material conditions.

Detailed Description of Program

As an academic discipline, English emerged less than 200 years ago, establishing itself on a set of assumptions about authors, art, and literary movements. It has posited literature as a category of written works conforming to specific aesthetic principles and organized within identifiable national traditions and autonomous historical periods. In general, critical practice focused on canonical texts and authorial corpuses, presupposing particular value judgments about literary worth. In recent decades, the erosion of these value judgments has transformed the underlying assumptions into a set of debates in their own right, and such debates call attention to the historical processes through which literary canons are formed. As a result, the research methodology in English studies has changed in subtle yet important ways: whereas many critics once saw their goal to be the mastery of a tradition, that is, the comprehension of canonical authors and canonical works, contemporary critics seek to uncover the social, cultural, and political work that the very notion of "the literary" accomplishes. This current tendency to approach literature and the literary as historically constructed terms means that we need to know more about how people have defined literature in different times and places, and how these definitions have influenced questions about authorship, reading habits, aesthetic evaluation, and different modes of production and circulation.

Responding to these methodological developments in the changing discipline of English studies, Carleton's PhD program recognizes the shaping power of cultural context for understanding the production of literature. It accommodates the rich inquiry opened up by book history, an interdisciplinary movement that investigates the book as a material and sociological object. This object is embedded in material practices and technological apparatuses, which determine who reads, what is read, when it is read, and how it is read. Studying social conditions across the spectrum of manuscript, print, and digital cultures enables us to understand how each historical moment constructs author, text, and reader

differently. Carleton's PhD encourages students to explore issues of literary production, circulation, and reception, and to consider how readers and writers modify their consumption of texts according to social circumstances.

Yet, literature is not only produced by culture, but also produces culture in the widest sense of the term. Traditional scholarship regarded literature as interacting with the world in a narrowly mimetic fashion. Literary texts were thought to mirror society and history passively. However, with the advent of critical theory, the discipline of English studies now acknowledges literature's active involvement in producing and reproducing ideology. Thus, we cannot divorce the question of literature's material conditions from its contribution to politics and the cultural imaginary and to the ways in which a culture constructs subjectivity through gender, race, and class. Carleton's PhD in English encourages students to study connections between literature and identity formation in order to interrogate literature's complicity in and resistance to power relations, whether on a national, colonial, or global level.

ADMISSIONS

Admission Requirements

Applicants will normally hold a master's degree in English (or an equivalent humanities degree) with at least an A- average (10 GPA). Applicants judged to be deficient in preparation may be asked to complete course work over and above the PhD program requirements. In addition to transcripts and letters of reference, application packages will include a statement of interest outlining the applicant's proposed area of doctoral research and a representative academic writing sample.

PhD Application Deadline

Complete applications must be submitted by February 1, to be considered for funding. That said, one can apply to the PhD at any time during the year and will automatically be considered for financial assistance, based on availability of funds.

Please contact the Graduate Administrator with any questions.

EMPLOYABILITY

A recent report by the Council of Canadian Academies states that "The number of PhD graduates in Canada is growing while the number of open tenure-track positions is stagnant or declining." Now more than ever, a PhD does not guarantee full-time employment in academia, where many graduates compete for a limited pool of positions. However, while urging students to recognize that the Canadian university system's job market is highly competitive, Carleton's English department has designed a PhD program and experience that will make its graduates competitive in that system.

INTERNATIONAL STUDENT INFORMATION

Tuition Costs and Financial Assistance for International Students

For the current international student tuition fees, please consult the Student Accounts Receivable website: https://carleton.ca/studentaccounts/

For information on financial assistance visit: https://graduate.carleton.ca/financial-assistance/

Immigration Information and Support

For important information on studying and working in Canada, as an international student, visit: https://carleton.ca/isso/immigration-support/. You may contact the ISSO at isso@carleton.ca.

ADMINISTRATION

Graduate Administrator

The Graduate Administrator, whose office is on the 18th floor of Dunton Tower, administers the MA and PhD programs and liaises with the FGPA on behalf of the Department.

If you have any questions about administrative matters including but not limited to the application process, course registration, program requirements, awards applications, and thesis defence, please contact the Graduate Administrator.

Graduate Committee

The governing body of the PhD program is the English department's Graduate Committee, which includes the Graduate Supervisor, the Chair of the department, and at least three other departmental members included in the core faculty. This is a standing committee of the Department; the Department ratifies its membership annually. The Graduate Committee is responsible for overseeing the academic integrity of the program, admissions to the program, student audits, recommendations of suspension or withdrawal, and other matters. With the final approval of the department, this committee will review and amend as necessary the PhD curriculum and program.

Graduate Supervisor

The Graduate Supervisor, whose office is in 1818 Dunton Tower, chairs the Graduate Committee and, along with the Graduate Administrator, administers the MA and PhD programs. If you have any questions about academic matters including but not limited to course selection, thesis/research topic and finding a thesis/research essay supervisor, please contact your Graduate Supervisor.

Dissertation Supervisory Committee

The Dissertation Supervisory Committee must be struck by early January of Year 2. It consists of the student's supervisor (Chair) and two to three supporting committee members who are chosen by the student's supervisor in consultation with the student.

The supporting committee members will have research areas of significant relevance to the student's dissertation project. Committee members may read and comment on the dissertation in progress, and provide other supervisory support. The extent of each committee member's involvement with the dissertation is entirely up to the committee, varying according to student needs, faculty availability, and research expertise. Each member of the committee must approve the dissertation before it is submitted for defense.

The chair and committee members may have been the primary examiners of the student's Dissertation Proposal (Year 2), but will invariably be the primary examiners of the board members on the Dissertation Defense (Year 5 or 6)—along with additional examiners as outlined under "The Oral Examination."

In the fall of Year 2, the Graduate Supervisor will ask the student's supervisor for names of the two other positions on the Dissertation Supervisory Committee, which should be in place before the student submits the dissertation proposal.

The Graduate Supervisor will seek faculty members to fill the positions and suggest substitutes where individuals have declined. Membership on the Dissertation Supervisory Committee may be subject to change during the course of the dissertation. In all cases, the Graduate Committee needs to approve the membership of the Dissertation Supervisory Committee.

Supervisor's Role

The PhD candidate's supervisor is charged with a number of responsibilities, as outlined below, over the course of the candidate's program.

Year One
- suggest to the Graduate Committee possible members for the Comprehensive Examination Committee
- with the Comprehensive Examination Committee compile reading lists for the examination

Year Two
- participate in the setting and grading of the comprehensive examination
- suggest to the Graduate Supervisor possible members for the Dissertation Proposal Committee
- serve on the Dissertation Proposal Committee
- read and respond in a timely fashion to drafts of the student's Dissertation Proposal
- chair the meeting for the student's Dissertation proposal

Year Three, Year Four, Year Five, Year Six
- read and respond in a timely fashion to drafts of the student's dissertation chapters
- facilitate the student's awareness of the profession and its expectations regarding conferencing, publishing, grant application, teaching, collegiality, and administrative work

Dissertation Supervisory Committee Members

Members of the Dissertation Supervisory Committee are charged with a number of responsibilities over the course of the PhD candidate's program. These responsibilities break down in the following manner:

Year Two
- read and respond in a timely fashion to the student's dissertation proposal and

participate in the oral discussion of the proposal

Year Three, Year Four, Year Five, Year Six

- read and respond in a timely fashion to drafts of the student's dissertation chapters that are relevant to the committee member's expertise

THE PROGRAM

Program Requirements

The doctoral program is structured to enhance students' intellectual development as they move through the degree. The first year, which focuses entirely on course work, is organized around two required courses (ENGL 6003 and ENGL 6004). In the second year, students complete one comprehensive exam and one dissertation proposal. The first is a five-hour exam in the candidate's declared area of expertise. The second is a dissertation proposal of 25 to30 pages. **All doctoral candidates are required to complete <u>5.0 credits</u> to qualify for the degree.** Further description of program requirements is included below:

Year One

- 1.0 credit in Doctoral Seminars: ENGL 6003 [0.5] and ENGL 6004 [0.5]
    - ENGL 6003 [0.5] and ENGL 6004 [0.5] (Doctoral Seminars) are required courses that must be taken in the first year of the program. ENGL 6003 (offered in the fall term only) is a survey of foundational theoretical texts from the fields of book history, manuscript and print cultural studies, media studies, and cultural theory. With a focus on one or more approaches, ENGL 6004 (offered in the winter term only) studies how literary and cultural production are shaped by economic, historical, institutional, sociological, legal, and technological forces.
- 2.0 credits of course work to be completed by April.
    - These 2.0 credits will be selected from among the department's 5000 and 6000 level courses. With approval of the Graduate Supervisor, students may take 1.0 credit outside the English department. Approval will depend on relevance to the student's program of study.
- 1.0 credit ENGL 6900 Comprehensive Examination
    - Students will register in ENGL 6900 by May. The written and oral exams for ENGL 6900 are usually held in November (the beginning of Year Two). ENGL 6900 will focus on the student's primary field along with relevant critical issues. It is considered a breadth requirement and will normally consist of a written examination followed one week later by an oral defence on a reading list compiled by experts in the field. It will be assigned a grade of SAT/UNSAT.

Year Two

- ENGL 6900 Comprehensive Examination (contd.)
    - Written and oral exams will be completed by November (the beginning of Year Two). **NOTE**: Students will register in ENGL 6900 in Year 1 summer (see Year One).
- 0.5 credit ENGL 6002 Proseminar
    - ENGL 6002 is a required 0.5 credit course (fall and winter) taught by the Graduate Supervisor. It not only continues the discussion of the critical issues and theories about the production of literature raised in ENGL 6003 and ENGL 6004 but also ensures that students receive the research, pedagogical, and disciplinary skills and knowledge necessary to function professionally.
    - Students will be evaluated on the basis of seminar presentations and participation and will be assigned a grade of SAT/UNSAT.
- 0.5 credit ENGL 6902 Dissertation Proposal

- ENGL 6902 consists of the writing of a 25-30 page dissertation proposal. This will be submitted in mid-April and discussed with the dissertation committee at the end of April, when it will be assigned a grade of SAT/UNSAT. Students may proceed to writing the dissertation only after successfully completing and defending the dissertation proposal.

Year Three, Year Four, Year Five, Year Six
- 0.0 credit ENGL 6909 Dissertation (beginning Year 2 Summer)
    - Completion of dissertation will include an oral examination. ENGL 6909 will assigned a grade of SAT/UNSAT.

For FGPA's policy on time limits and extensions, please consult the [Graduate Calendar](#) (regulations 13.3 - 13.5).

Registering for Courses

Because Carleton's English department strives to assist students in selecting the best possible courses to support the development of their individual research programs, all students should consult the Graduate Supervisor before registering for, adding, or dropping courses. Moreover, by consulting with the Graduate Supervisor, students avoid further unforeseeable difficulties related to course registration and program status.

Courses

Not all of the courses listed in the [Graduate Calendar](#) are offered in a given year. Please consult the English department's [website](#) for course offerings.

PhD students will normally take 5000 level courses to satisfy the coursework requirement in Year 1, with the exception of two core 6000 level courses.

Directed Reading

The directed reading is available to students who want to explore a topic not offered in the annual course selections and can find a faculty member with the suitable expertise in the area. Faculty members are not obliged to lead tutorials on topics on which they have no expertise. In some instances, faculty members may indicate their willingness to offer directed readings to a group of students. In other cases, individual students may seek tutorials on a one-to-one basis. **Before a student can register for the course, both the student and the supervisor must fill out an approval form (link below) submit it to the Graduate Supervisor, and await the approval of the Graduate Committee. A syllabus must be attached to the form**. The Graduate Committee members will approve the directed reading primarily on the basis of how well the syllabus conforms to Faculty of Arts and Socials Sciences (FASS) standards and reproduces the workload of a regular graduate seminar.

The directed reading, taken for one or two terms depending upon the number of weekly meetings, will count towards 0.5 credits of the student's coursework. The reading list is a joint effort between the instructor and the student. The supervisor and the student(s) will meet at least once a week if the tutorial lasts a term or at least twice a month if the tutorial lasts two terms. Evaluation in the tutorial is solely the responsibility of the supervising faculty member.

Please contact the Graduate Administrator for registration in ENGL 6101 and/or any relevant questions.

ENGL 6101 approval form:
https://carleton.ca/english/2021/engl-6101-directed-reading/

Full-time and Part-time Status

According to regulation 7.9 of the Graduate Calendar:

> Full- or part-time status is established at the time of admission to a program. Graduate students admitted and registered as full-time students will be required to continue in and complete their program as full-time students, and will be assessed full-time fees for the duration of their program. Graduate students admitted and registered as part-time students will be required to continue and complete their program as part-time students, and will be assessed part-time fees for the duration of their program.
>
> A part-time graduate student may not register in more than of 1.25 credits per term, including audit courses.

Students wishing to change their status from full-time to part-time should consult the Graduate Administrator.

The Graduate Calendar is the final authority in matters of regulations and policies.

Language Requirement

PhD Candidates must demonstrate reading ability in a language other than English, normally by successfully completing a university level language course (with a minimum grade of B-) or a two-hour pass/fail translation exam, administered by the Department of English. Students who fail the translation exam will be allowed to reattempt it at the discretion of the Graduate Committee. Students whose transcripts demonstrate that they have already completed an MA level language requirement are exempt from this requirement.

The choice of language used to fulfill this requirement may be determined either by its appropriateness to supporting the student's doctoral research or by its suitability for the student's professional development outside of an academic setting. Courses in Old or Middle English cannot be used to satisfy the language requirement.

In cases where it is not possible to satisfy the language requirement through a university-level course or a translation exam, students should consult with the graduate supervisor to identify an appropriate method of assessment. Such alternative means of assessment are subject to the approval of the Graduate Committee.

In the interests of keeping to the PhD timeline for completion, this requirement should be satisfied prior to the submission of the dissertation proposal.

Students who opt to satisfy the language requirement by completing a university-level language course are advised that the grade they obtain in that course will become part of

their academic transcript and will affect their GPA. Students who are concerned about this issue may wish to audit a language course for zero credit and write the departmental translation exam following their period of language study.

Academic Standing

Doctoral students must obtain a grade of B- or better in each course counted toward the fulfillment of the degree requirements and must achieve a Satisfactory (SAT) grade on the Proseminar (ENGL 6002), comprehensive examination (ENGL 6900), dissertation proposal (ENGL 6902), and the PhD Dissertation (ENGL 6909), including its oral defence. For more information on academic standing, please refer to regulations 11.3 and 11.4 of the [Graduate Calendar](#).

Milestones and Program Audits

A doctoral student is expected to finish each component of their program—from courses, through comprehensive exams, to dissertation—in a timely fashion. Students are responsible for reviewing their program audits regularly to ensure that they meet program requirements as per the program timeline (see p. 27). The FGPA has implemented a formal auditing process to identify students who have not completed one or more of these components by the allotted deadline. Students who provide no explanation for their failure to achieve milestones may lose their funding. It is strongly recommended that a student in jeopardy of missing a deadline contact the Graduate Supervisor as soon as possible.

The following milestones must be completed by the indicated term after initial registration:

- 2.0 Credits—Approved coursework options (ENGL 6101 to 6103 and ENGL 5*** [except 5005, 5908, 5909]) must be complete within 2 full-time terms of initial registration.
- 1.0 Credit—ENGL 6003 [0.5] and ENGL 6004 [0.5] must be complete within 2 full-time terms of initial registration.
- 1.0 Credit—Comprehensive Examination (ENGL 6900) must be complete within 4 full-time terms of initial registration.
- 0.5 Credit—ENGL 6002 must be complete within 5 full-time terms of initial registration.
- 0.5 Credit – Dissertation Proposal ENGL 6902 must be completed within 5 full-time terms of initial registration.

Residence Requirements

The normal residence requirement for the PhD degree is the first two years of the PhD program.

Continuous Registration

After initial registration in a dissertation, candidates (full-time or part-time) must maintain this registration in all successive terms (including the term in which the student is examined) until the dissertation is completed. Completion means submission of a final grade to the FGPA after all revisions have been made. Students should note that faculty approval to register in the dissertation is given on the understanding that students will be in regular contact with their supervisors, and that dissertation research will be actively

pursued in each term of registration.

Further General Regulations:

Please refer to the Graduate Calendar for all general regulations governing Carleton's graduate programs.

COMPREHENSIVE EXAMINATION

Goals of the Exam

PhD candidates will complete a written and oral comprehensive examination in the candidate's declared general area of expertise. The purpose of the comprehensive examination is to test the candidate's knowledge of their field, that is, the general subject area in which their future scholarship will be conducted and which will provide the candidate with a broadly teachable area of expertise for the job market. The exam establishes the foundation for the candidate's thinking about their scholarship and teaching and is distinct from the Dissertation Proposal, whose purpose is to provide the candidate with an opportunity to explore the more narrowly-focused subject area of their dissertation in a targeted way. For the purposes of the comprehensive exam, then, "field" will be defined as any subject area (historical, geographical, and/or theoretical) that is commonly recognized by academic institutions as an area of English or interdisciplinary study in which an individual might be hired (for example: American Literature, African Literature, Postcolonial Literature and Theory, Victorian Literature, Literary Theory, Digital Humanities).

To be as comprehensive as possible, the list should consist of the key primary texts of the field and should make the candidate conversant in current critical debates in and around those texts. It should provide the candidate with the opportunity to solidify intellectual and scholarly knowledge of their field—its events, its movements, its institutions, its practices, and its discourses. Its selections should assist the candidate in mapping out the macro-contexts, meta-narratives, historical forces, epistemic shifts, and large-scale frames of reference that inform meaningful research in the designated field.

Comprehensive Examination Committee

For each candidate a separate Comprehensive Examination Committee will be struck, unless two or more candidates are working in the same field. In consultation with the student's supervisor, the Graduate Committee will appoint members to the Comprehensive Examination Committees. Being formed in February, the examination committee will consist of three faculty members: the candidate's supervisor and two other faculty members. This committee is not the same as the Dissertation Supervisory Committee, which is formed in year two of the program. The committee will select a chair who must not be the candidate's supervisor. On behalf of the committee, the chair will be responsible for any communications to the student(s) and all communications to the Graduate Supervisor. At some point in early April before the Comprehensive list is formulated, the Graduate Supervisor will discuss with the student's supervisor protocol and guidelines for the Comprehensive Exam as well as the Preparation Tips and Grading Rubric (Appendices 1 & 2 of this Handbook). Once the Comprehensive Examination Committee is established, the Graduate Committee will play no role in the process, except for ensuring through periodic reviews that each stage of the process meets programmatic deadlines and that consistency and equity are maintained from one student's reading list to another's and from one student's exam to another's. In the event

of any difference of opinion among the members of the Comprehensive Examination Committee, the Graduate Committee will serve as an advisory board.

The Comprehensive Examination Committee members will supervise and monitor the entire process from composing the reading list and setting the written and oral exam questions, to grading and commenting upon the answers. They are responsible for demarcating the boundaries of the field, selecting the individual primary items to populate that field, and establishing the secondary items to represent current scholarly debates. Through the candidate's supervisor, they should take into account the candidate's input, but should keep in mind that the exam is comprehensive, not dissertation-specific. Each committee member must sign off on the reading list by April 14 so that the Graduate Committee can ratify it by April 30.

The Comprehensive Examination Committee will not only set the questions for the exam but also establish the criteria for writing and grading the written and oral answers. The document given to the candidate at the sitting of the written exam will be composed by this committee.

Each committee member must also sign off on this final document and forward it to the Graduate Supervisor two weeks before the exam is written. Upon completion of the written exam, the chair of the committee will decide whether the student is ready to proceed to the oral exam. The Chair will communicate their decision via email to the student, with a copy to other committee members and the graduate administrator. This evaluation will *not* be based on the quality of the exam itself. Rather, the chair will simply ensure that all the questions to the exam have been completed and there are no other obvious obstacles to moving forward. Finally, the committee members will meet to grade the exam and to compose questions for the oral examination. After the oral exam is completed, the Committee will inform the students of their grade, based on their performance on the written and oral exams in combination. Two weeks later the student will be provided with written comments jointly established by all committee members. Each committee member must sign off on the written feedback.

When the Committee has finished its work, the grade with the unattributed commentary will be forwarded two weeks after the completion of the oral exam to the Graduate Supervisor, who will notify the candidate. From this point onwards, the Graduate Supervisor will deal directly with the candidates, the work of the committees being officially finished.

Reading List

The comprehensive exam reading list will consist of 60-90 items designed to provide the student with comprehensive knowledge of their field in a variety of genres. In order to provide some minimum standard of fairness across lists, a list "item" will be defined in the following way:

- An item will normally be equivalent to a novel, a long poem, a poetry collection, a short story collection, a work of nonfiction prose, or a critical monograph (single- or co-authored), or any other text of comparable length and difficulty.
- In exceptional instances, some particularly dense, difficult, or lengthy texts may be designated by the student's Comprehensive Examination Committee as counting for 1.5 items, with the understanding that such a weighting will be the exception rather

than the rule.
- 4 individual articles or book chapters will be equivalent to 1 item.
- 6 individual short stories will be equivalent to 1 item.
- 6 individual poets (represented by a selection of 1-5 poems) will be the equivalent of 1 item.
- Large anthologies of articles and edited essay collections *cannot* be counted as individual items. The relevant individual entries in such collections must be listed and counted separately as articles.

Normally, about 80% of the items on the list should be primary sources, while the rest should be current secondary material. The bibliography will be divided according to primary and secondary sources and in each section, there will be topic headings established by both the committee and the candidate. Although the Comprehensive Examination Committee is ultimately responsible for drawing up the list, the student should be consulted during the process. All lists must be ratified by the Graduate Committee.

The Graduate Committee ratifies each list before the Graduate Supervisor sends the final copy to the candidate. It is neither the responsibility nor the authority of the Graduate Committee to question the content of the reading list. The Comprehensive Examination Committee has strict control over the nature of the items selected. However, it is the Graduate Committee's responsibility to ensure equity amongst the study loads of the PhD Candidates in any given year. To that end, the Graduate Committee may request modifications to the list before approving it.

Once the graduate committee has approved the list, additional changes to no more than 10% of the list may be introduced by the Comprehensive Examination Committee up until September 1st, after which the revised and final version of the list must be emailed to the Graduate Supervisor and the Graduate Administrator.

The Written and Oral Exams

The comprehensive exam will be composed of a written exam in combination with an oral exam, both of which will focus exclusively on material from the student's reading list. The written exam will be held between 24 October and 23 November. The oral exam will follow one week later (between 1 November and 30 November). The exam date will be decided, in consultation with the student's committee, by 30 July.

The written exam will be conducted over 5 hours. The student must check in with Graduate Administrator at 10 am, in DT 1820. At this time, the student will receive the exam, to review the questions (10 – 11 a.m.). The written exam will be a four-hour, sit-down exam (11 am – 3 pm) in the boardroom (DT 1808). At 11 am, the Graduate Administrator will provide the departmental laptop to the student so they may begin writing the exam. The student may refer to their study materials and make an outline (notes), if needed, while reviewing the questions (10 am – 11am). The student may keep the outline they made during the review hour (10 – 11 am), however they may not keep any other study materials for the duration of the exam (11am – 3pm). The oral exam will be between one and two hours and, as stated above, will occur one week after the written exam. The oral exam will use the written exam as a point of departure for questions that relate to aspects of the written exam (thereby giving students the opportunity to expand

on areas that they may not have answered fully in the written version); aspects of the comps list that are either relevant to the student's written answers or felt by the committee to be especially useful in the student's continued studies may also be addressed. Both exams will focus on breadth of coverage and will be designed to aid the student in their intellectual development and to provide a firm basis in moving forward to dissertation writing.

With respect to the written exam, students are urged to use all of the time allotted. The exam will have the following generic format, the text of which will appear at the top of the examination page (with exceptions reserved for students in particular fields at the discretion of their supervisor):

> Answer THREE of the following FIVE questions. Your objectives in the exam should be to demonstrate your familiarity with a range of texts and a variety of genres, and to demonstrate depth via an examination of several texts in detail. In each of your answers you will be asked to discuss at least FOUR primary texts in detail (from at least two genres), and make reference to at least TWO secondary sources, unless otherwise specified by the question. Although you may reference a given text more than once, do not write focally on any text more than once.

> Your answers will be evaluated according to the following criteria: the ability to deal with a number of texts and genres that cover the full range of the period; the ability to engage critically with relevant secondary sources in the field; and the ability to provide specific and detailed answers that examine specific texts in depth.

Examiners should spell out the minimum number of primary and/or secondary sources to be cited in the answer if the number of these primary and/or secondary sources differs from the norm of FOUR primary and TWO secondary texts.

The written exam is composed on a PC laptop (not a Mac) provided by the department. Students sitting the exam are advised to preview the laptop prior to the exam to familiarize themselves with its keyboard, mouse, etc. They may contact the Graduate Administrator in advance to do so. Students may handwrite the exam or switch from the laptop to handwriting should they encounter any technical difficulties during the examination itself. Students will be provided with a clean copy of their reading list when they receive their exam questions. Upon completion of the written portion of the exam, students will be given a copy of the exam questions as well as their answers to take home. With respect to the oral exam, students should expect a discussion that both expands upon and extends aspects of the written exam. Because the comprehensive exam is designed to prepare students for the job market, students can be asked about questions that they did not answer in the written portion of the exam. Upon completion of the oral component of the exam, the Comprehensive Exam Committee will award a grade of Satisfactory or Unsatisfactory. The written and oral components of the exam will be evaluated together. Weaknesses in the written exam can be balanced by strengths in the oral and vice versa. Students who are unsuccessful in completing this examination may be granted, upon the recommendation of the Graduate Committee, one opportunity to re-write within the next four months. The final grade must be communicated by the Chair via email to the Graduate Supervisor, with a copy to other committee members and the Graduate

Administrator.

Students may bring any of the following items with them to the oral exam: a laptop, notes, their reading list, a copy of the exam questions, their exam answers.

The Comprehensive Examination Committee will meet shortly after the oral examination to compose written feedback. The Graduate Supervisor will provide the student with written feedback within two weeks of the oral examination. **Please note that you must register for the Comprehensive Exam (ENGL 6900) as you would for any other course.**

See Appendix 1 for Tips on Writing the Comprehensive Exam and Appendix 2 for the Grading Rubric for the Exam.

Comprehensive Exam: Timeline

1 February – In writing to the Graduate Supervisor, students will identify their supervisors and their fields.

Mid-February – The Graduate Supervisor in consultation with students will search for members to serve on the Comprehensive Examination Committees.

March-April – Comprehensive Examination Committees will meet to compose reading lists.

Early April – The Graduate Supervisor will discuss with the student's supervisor protocol and guidelines for the Comprehensive Exam as well as the Preparation Tips and Grading Rubric (Appendices 1 & 2 of this Handbook).

14 April – Comprehensive Examination Committee chairs will forward the reading lists to the Graduate Supervisor who will meet with the Graduate Committee to ratify the lists. Comments from the Graduate Committee will be sent back to Comprehensive Examination Committees for final revisions.

30 April – Reading lists sent to students.

30 July – A date between 24 October and 23 November will be chosen for the written comprehensive, with the oral to follow one week later.

May-October – Students study for the comprehensive examination.

Fall – Comprehensive Examination Committees will set the examination questions and criteria for the answers.

Two weeks before the written examination – Complete written examination documents will be submitted to the Graduate Supervisor.

24 October-23 November – Written examinations held; 1-30 November: oral examinations held; immediately after the oral examination the student will be given one of the following grades: 1) Satisfactory 2) Unsatisfactory.

Two weeks after completion of the oral exam – The Graduate Supervisor will receive from the chairs of the Comprehensive Examination Committees a document for each exam providing unattributed commentary.

December – The Graduate Committee will meet to discuss any failed exams, deciding whether or not the candidate(s) may have an opportunity to re-write.

DISSERTATION PROPOSAL

The dissertation proposal is a requirement with a 0.5 credit weight. The proposal should be 25-30 pages in length, or 6,250-7,500 words, plus bibliography (in MLA or Chicago format). Students will have developed considerable knowledge of the field through the experience of completing coursework in year 1 and writing the comprehensive exam in the fall of year 2. The dissertation proposal should exhibit this knowledge in the following ways:

- The proposal should refer to key debates and scholarly/critical/theoretical conversations in the broader field(s), and at the broadest level in which the dissertation is situated (approx. 10-15 pages) For example, if your topic is the relation of the novel as a form to the emergence of the carbon economy in the late eighteenth and early nineteenth centuries, you might situate the topic in the larger field of the history of the novel.
- The proposal should also refine the discussion to the specific terms of the dissertation topic itself, including its stakes, argument, and contribution to knowledge. This will require the proposal to engage in a significant way with key texts in the critical or secondary literature more immediately related to the dissertation topic.
- The proposal should answer the question "why?"—which is to say, it should offer a justification for why the project is necessary.
- It should also answer the question "so what?" which explains the significance of the argument and its contribution to knowledge.
- Finally, the proposal should address the question of "how?" This will include a discussion of method: what kind of material you will study and why; how you will gather or organize or analyze your material; do you need to travel to access library or other resources? This should also include a discussion of your theoretical approach: for example, how do you understand the category of "literature"; through what lens will you examine your topic?
- The proposal should also include a breakdown of the proposed sections or chapters (approx. 5-10 pages). The emphasis is on "proposed," because as with any large project, the dissertation will change and develop. The proposal is best understood as a roadmap or guide, and the student should not feel as though its terms are binding.

Students will be supported in the writing of the dissertation proposal in the winter term of ENGL 6002: Proseminar, which will consist of several classes devoted to writing and workshopping the dissertation proposal. Faculty members with expertise relevant to the particular students enrolled in ENGL 6002 will be invited to participate in one or more classes. The dissertation proposal should be submitted to the dissertation committee no later than April 20, and be defended no later than April 30. A student may not proceed to the writing of the dissertation until they have met with the Dissertation Supervisory Committee to discuss the proposal and all committee members agree that the project is ready to go forward. This discussion will include clear expectations and guidelines about each committee member's role with respect to reading and responding to the student's

dissertation. The student should come away from this discussion with a clear sense of what they can expect with regard to each committee member's involvement in this process.

DISSERTATION

Finding a Supervisor

It is never too early to begin thinking about a supervisor for your dissertation. It is the student's responsibility to find an appropriate person. Because this professional relationship with the faculty member is foundational to a successful dissertation, forethought should be exercised in your selection. The faculty member should be doing research directly in the field that you have chosen, and they should be enthusiastic about your topic.

Remember too that no faculty member is required to accept a student's request for supervision. You should have more than one potential supervisor in mind. Before you approach someone, it is necessary to have a field in place and to have considered thoroughly a topic, if not an argument or guiding principle to your research. Individual faculty members are valuable resources that can help a student explore possible ideas, even if they do not eventually become the student's supervisor. Please consult the faculty profiles on the department website to learn about the expertise of individual faculty members. The Graduate Committee must approve the PhD candidate's selection of a supervisor.

Dissertation Requirements

The doctoral dissertation must report, in an organized and scholarly fashion, the results of original research. The thesis must be a contribution to knowledge, and must demonstrate the ability to conceptualize, design and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems. The normal length of a PhD thesis is 200-350 pages (50,000-87,500 words). The upper end of this limit may only be exceeded with special permission from the Department.

For guidelines on the preparation of graduate theses and information on the procedures for examination of graduate theses, visit: https://gradstudents.carleton.ca/thesis-requirements/.

Thesis Submission Deadlines and Oral Examination

Once the candidate's supervisor has read and commented on a full draft of the dissertation and the required revisions have been approved by the supervisor, the candidate may begin the submission process. (Normally, committee members will also have read and approved a final draft before the submission process begins. However, committee members will be involved in this process to varying degrees, according to what was agreed upon at the Dissertation Proposal stage.)

It is recommended that thesis supervisors contact the Graduate Administrator about the defence process the term prior to the term of defence. Please review FGPA's Thesis Examination Policy for more information on doctoral thesis examinations, and contact the

Deadlines for Convocation

Ph.D. students expecting to graduate at the Spring Convocation must submit the examinable copy of their thesis to their supervisor by March 1. Ph.D. students expecting to graduate at the Fall Convocation must submit the examinable copy of their thesis by August 1. Ph.D. students expecting to graduate at the Winter Graduation must submit the examinable copy of their thesis by December 1. Students must apply to graduate, in Carleton Central. Below are the deadlines:

Spring Graduation (June)	April 1
Fall Graduation (November)	August 31
Winter Graduation (February)	November 30

For important dates and deadlines, visit: http://calendar.carleton.ca/academicyear/

TIME LIMITS AND EXTENSIONS FOR PROGRAM COMPLETION

Time Limits for Program Completion

According to regulation 13.3 in the Graduate Calendar:

All Ph.D. students admitted as full-time students and admitted on the basis of a master's degree must complete the Ph.D. degree requirements within six calendar years after the date of initial Ph.D. registration unless their specific program provides for a different time limit. Terms of non-registration are equated to full-time registration terms when calculating the overall time to program completion.

All Ph.D. students admitted as part-time students must complete the degree requirements within nine calendar years after the date of initial Ph.D. registration. Terms of non-registration are equated to part-time registration terms when calculating the overall time to program completion. A change of a student's status from part-time to full-time status will result in a pro-rated reduction in the required time to completion for each subsequent term of full-time study.

For more information on time limits for program completion, refer to regulation 13 of the Graduate Calendar.

Program Extensions

Program extension requests are subject to the FGPA's approval. According to regulation 13.5 of the Graduate Calendar:

Students will submit requests for an extension of time limits to the academic department for review. The department must then submit the request to FGPA following the specific procedures as outlined here:
https://gradstudents.carleton.ca/program-extension-policy-and-procedures/

The completed form must be submitted to the Graduate Administrator for processing.

STUDENT EXPERIENCE AND PROFESSIONALIZATION

Communication and Important Information

Please consult the departmental website for relevant news and events. Graduate Students are responsible for keeping up-to-date on information pertaining to CUPE 4600 and the GSA.

The Carleton360 portal is a one-stop shop for access to important information and multiple services that students, faculty, staff and other members of the University community use frequently. You can access Brightspace (formerly cuLearn), cmail (Carleton student email account), Carleton Central, and more.

The Department will communicate with graduate students through their cmail account. It is the responsibility of each student to check their Carleton360 and cmail accounts, and visit the departmental website, regularly.

BABEL: Graduate Student Reading Group

Organized by a faculty member from the English department, the graduate student reading group has a number of purposes. First, it is intended to expand the students' theoretical knowledge of the production of literature in directions not covered by coursework. Second, it enables graduate students from all years of the program to get to know one another. Third, it allows students to draw upon the expertise of faculty members who can suggest texts and provide guidance from time to time. During the first few weeks of classes, an assigned faculty member will arrange a meeting with the graduate students to forge a reading list, a format, and meeting times. Even though the reading group is not a formal requirement to the program, students are encouraged to attend this venue, since its exploratory scope will greatly assist them in developing the theoretical dimensions of their research projects, grant proposals, and dissertations.

Departmental Colloquium

Every year the department organizes a PhD colloquium. PhD students are encouraged to present papers at the colloquium in order to obtain feedback from a wide scholarly audience as well as hone their presentation skills. The colloquium provides students with the opportunity to deliver a working version of a paper before it is presented at a conference.

Conference and Research Travel

PhD students are encouraged to present two conference papers during their degree program, but more than that is not advisable until the dissertation is completed. Conference presentation allows scholars to promote their research, receive feedback from peers, and network toward future collaborations.

Students are encouraged to work with scholarly materials in their primary field and should thus make every effort to travel to appropriate special collections and research libraries, such as Library and Archives Canada, the British Library, the Huntington, the Folger, and the Robarts Library. Trips to research libraries enable students to familiarize themselves with specialized and rare reference works, to uncover new archival sources, and to forge partnerships with peers working in the same area. Indeed, acquainting

oneself with a variety of research libraries should be one of the goals of student experience.

Limited funding is available for research-related travel. For information on the Graduate Student Travel Research Bursary (GSTRB), visit: https://gradstudents.carleton.ca/awards-and-funding/internal-awards/. Please contact the Graduate Administrator with any questions about the GSTRB.

For information on GSA's travel grant, visit: http://gsacarleton.ca/travel-grant/.

Teaching Dossier

As soon as PhD students start their first teaching assignment, they should think about building their teaching dossier. A teaching dossier or teaching portfolio—as it is called in the US and the UK—has become a popular method of documenting performance in the area of teaching. Just as both research and service, the two other components of a professor's job description, have traditionally been evaluated through records (articles, books, policies, and reports), teaching has become over the last few decades assessed with documentation. In other words, the teaching dossier bears the same relation to pedagogy and education as the CV's list of publications bears to research and scholarship.

Although many different formats for the teaching dossier may be found on the websites of university teaching centers worldwide, the dossier consists of two essential parts: evidence and reflections on that evidence (Sheridan Center, Brown University). Because this evidence and its significance develop from course to course, the teaching dossier is always a work in progress: "The Dossier is a map or template, helping you to organize, articulate and support your teaching contributions and documentation. It is a cumulative document, updated at least yearly, and parts of it can form the teaching component of your curriculum vitae" (TAG at UBC). Over the course of a professor's career, then, the teaching dossier serves a number of distinct functions:

1. it supplies evidence of a job applicant's experience and success in teaching certain types of courses
2. it supplies evidence of performance in the classroom in order to make a case for tenure and promotion
3. it enables the individual to consider ways of improving their pedagogy
4. it enables the individual to mentor young faculty and thereby strengthen the department.

The continued collection and reflection upon evidence for the teaching dossier are marks of an engaged university professor.

With respect to teaching assistantships, in the first two years of the program, whether marking assignments or leading a tutorial, one should seek permission to lecture once a term and to receive written feedback.

From third year onwards, ABD students may have the opportunity to teach a course. One can invite a seasoned professor to one's class to provide feedback and to write a letter of reference for the dossier. Such letters are important for future job applications. One should explain to one's letter writer the thinking behind the course, the design of the

assignments, and any other evidence of engaged pedagogy. As you build your teaching experience, it is strongly recommended that you peruse syllabi, assignment sheets, and student evaluations in order to create a statement of teaching philosophy. This reflective statement, of one to two pages, clearly summarizes one's personal stance on classroom pedagogy and learning.

In the fall term the Chair of the Department will invite eligible students to submit their expression of interest in teaching their own course, by completing the appropriate form. Please note that this is not an application process but simply an expression of interest.

Teaching and Learning Services (TLS)

Teaching and Learning Services (TLS) is dedicated to the support of teaching excellence at Carleton University. TLS "supports Carleton University's faculty members, contract instructors, teaching assistants and educational support staff in all facets of teaching and learning as we aim to empower students to succeed in the classroom and beyond." As a TA, you can attend seminars and workshops on both classroom technology (Brightspace, PowerPoint, and web design) and teaching practice (marking essays, teaching critical writing skills, office hours, teaching to a global classroom, discouraging plagiarism, grading and feedback). For more information, visit https://carleton.ca/tls/teaching-assistants/.

TLS also assists you with starting a curriculum vitae and a teaching dossier. Be sure to check out their Certificate in University Teaching, which would be a fine addition to a dossier.

FINANCIAL ASSISTANCE

Internal Funding

The Departmental Scholarship and the Entrance Scholarship are the two most common scholarships, each based on academic merit, for which incoming students do not need to submit an application. These scholarships may be held concurrently with a Teaching Assistantship and with external sources of funding, although some restrictions may apply to the level of internal funding that may be held in conjunction with some external awards. Please consult the Graduate Supervisor for details. Please note that **only continuous full-time students** are eligible for financial assistance.

Entrance Scholarship

On the recommendation of the department and approval by the Dean of the FGPA, students with a 10.5 GPA and above may receive an Entrance Scholarship. The duration of this scholarship is one year.

Donor-Funded Awards

These financial awards are valued from several hundred dollars to a maximum of $20,000 and are provided by an individual or organization to Carleton. They are administered by Carleton and are awarded based on academic merit, financial need and/or specific research areas. Graduate students in English are strongly encouraged to apply for these awards. Unless stated otherwise, students must be registered full-time in the term in which the award is to be held in order to be eligible.

For information on applying and eligibility, please consult FGPA's webpage on awards and funding: https://gradstudents.carleton.ca/awards-and-funding/

Additional information about Donor-Funded Awards is available on the FGPA's website: https://gradstudents.carleton.ca/awards-and-funding/internal-awards/

External Funding

When first admitted to the program, students who hold external funding are eligible for internal funding as well. Those who enter the program without external funding are encouraged to apply for relevant awards. The department is committed to working with students as they apply for scholarships and fellowships, particularly OGS and SSHRC. Every summer, the Graduate Supervisor will ask each student to begin to draft an application so that at least one expert in the field can review it and provide any feedback. The application process is an important dimension of scholarly life. Applying for an OGS and SSHRC fellowship should be regarded not as an optional activity but as an integral academic practice by which a student's research is validated on a provincial or a national level and their career is advanced through the professoriate.

OGS

The Ontario Graduate Scholarship (OGS) program makes available an award designed to encourage excellence in graduate studies at the doctoral level. The scholarship is awarded for one academic year, consisting of either two or three consecutive terms. An award is not granted for one term. Applications must be submitted through Carleton Central. For more information visit: https://gradstudents.carleton.ca/ogs/

SSHRC

SSHRC makes available two types of awards to students registered in a doctoral program in the social sciences or humanities. The first is the SSHRC Doctoral Fellowship and the second is the Canada Graduate Scholarship (CGS). A student applies for both awards by completing one application form. If you are eligible for both awards, SSHRC will automatically consider you for both. For more information on the application process, including qualifications and requirements, visit: https://gradstudents.carleton.ca/sshrc/

Applications should be submitted through the SSHRC online portal.

Teaching Assistantships

All successful applicants will be considered for teaching assistantships. A Teaching Assistantship provides part-time employment for two terms each year for up to five years. Pay and working conditions for these unionized positions are governed by a collective agreement between CUPE 4600 and Carleton University.

Research Assistantships

PhD students may also work as Research Assistants (RAs) within the University, depending upon the research needs of faculty members inside or outside the department. These positions, if available, are advertised by faculty members, usually by word of mouth.

Please contact the Graduate Supervisor to see which faculty members you can approach.

Graduate Student Travel Grants

Each year graduate students apply to the English department for conference travel funding. The application for the Graduate Student Travel/Research Bursary (GSTRB) is available in Carleton Central. Applications must be submitted at least a month in advance. Please contact the Graduate Administrator, via email, when you have applied and/or if you have any questions.

For information on the Graduate Student Travel Research Bursary (GSTRB), visit https://gradstudents.carleton.ca/awards-and-funding/internal-awards/.

For information on GSA's travel grant, visit http://gsacarleton.ca/travel-grant/

LIBRARY AND COMPUTER RESOURCES

Computer Facilities

All graduate students at Carleton are provided with email accounts (cmail) and access to a variety of online services and licensed software packages (including library databases, Brightspace course management software, web-based course calendars, scheduling software, and class discussion lists) through the University's Carleton360 portal. Carleton360 also provides the main channel through which students receive departmental, faculty or University-wide announcements.

The Department's e-Lab (DT 1805) was created for the exclusive use of our graduate students. This facility has Apple desktops, internet access, large flat screens, a whiteboard, and comfortable, moveable furniture to facilitate group work.

Ottawa's Libraries

Carleton's main library, the MacOdrum Library, has significant holdings in the major subject areas related to the MA program in English literature. Students also have borrowing privileges at the University of Ottawa's Morisset Library, whose holdings complement those at Carleton's MacOdrum Library. Students have access to the public library system too. Students also benefit from the fact that Ottawa is home to various public and private sector research institutes, media outlets, and cultural agencies, including the National Library and the Jean-Léon Allie Library at St. Paul's University.

MacOdrum Library

MacOdrum Library serves all disciplines at Carleton University. Its services include:

- borrowing of physical resources
- electronic access to digital resources
- graduate study area with assigned carrels or desks
- printing on each floor
- specialized in-library resource collections such as Archives and Research Resources, Maps, GIS and Data sources
- resources for students with disabilities in the New Sun Joy Maclaren Adaptive Technology Centre

- fully-appointed workstations
- wireless access on all floors
- IT support
- in-person, telephone, chat, or email research help
- writing help from the [Centre for Student Academic Support](#)

Not all resources desired by students may be found in Carleton's library. In this case, students may borrow from other local libraries or from other Canadian university libraries. As well, students may request materials via Interlibrary Loan, using RACER. More about these and other services can be found on the Library's web site: https://library.carleton.ca

Please note the services for graduate students as described here: https://library.carleton.ca/services/services-graduate-students

The subject guide for English Language and Literature highlights resources of interest to English students. In particular, consult the section entitled Databases, for subject-specific journal articles search engines and repositories.

A list of relevant specialists can be found by scrolling down on this page: https://library.carleton.ca/services/research-help

Students are encouraged to contact the subject for an appointment to develop search skills, to request the purchase of materials, or to receive advice on appropriate resources to choose.

APPENDICES

Appendix 1

Tips for Students Preparing for the Comprehensive Exam:

- read the policies of the exam in the Handbook and discuss anything that is unclear with your supervisor.
- tell your supervisor if there are any texts that you would especially like to appear on your list so that your committee can take these into account when composing your list.
- work with the supervisor to identify deficits in your knowledge so the reading list can help to address them.
- discuss the purpose of the exam with your supervisor; ensure that you understand the expectations for the exam so that you can plan accordingly.
- ask other students for advice about how to approach the comprehensive exam process and to tell you about their experiences.
- consult previous comprehensive exams (available upon request from the graduate   administrator).
- shortly before the exam itself, you may want to write a practice exam on your own; writing a few practice questions (or, better, an entire exam) will help you to learn how to shape a response quickly and effectively given the time limitations.
- before the oral exam, it is a good idea to try to imagine four or five questions you may be asked and prepare answers for these questions; this preparation can often be helpful for a range of questions, even those that do not exactly conform to your imagined questions (at the same time, it is always important to answer the question that is asked; if you don't understand the question, don't hesitate to ask the examiner to repeat it).

Appendix 2

<u>*Comprehensive Exams: A Grading Rubric*</u>

This rubric offers guidelines for students but it does not necessarily capture every aspect of the grade categories outlined below. Further, these criteria are meant to indicate, for the most part, a combination of factors that contribute to a grade of SAT/UNSAT; for the most part, no one criterion can stand on its own.

Satisfactory

The answers to the questions engage specifically and critically with the texts on the reading list. That is, concrete examples from the texts are used to support the student's claims. The breadth of the student's reading and knowledge of their field is everywhere apparent in the written and oral exam.

It is clear that the student has read the texts thoroughly and has done some of their own independent thinking about them.

The answers skillfully incorporate both the standard and/or recent critical debate on the text in the answer, giving the evaluators a sense of the student's awareness—and engagement with—the ongoing scholarly conversation about the texts. The student does a good or excellent job of synthesizing the critical debate in their argument and does not refer to only one or two critics but rather exhibits a breadth of knowledge in the comprehensive field.

The answers to the questions on the written exam have some sense of structure. Exam answers are not formal essays, but if the writer can organize their ideas coherently, and has some kind of general thesis or overall organizing idea uniting the various points of discussion, so much the better.

All three written answers are fairly equal in terms of length and presentation. Within each answer, the space devoted to each text is roughly equivalent.

The answers to the questions on the oral exam are articulate, engaged, thoughtful, and tightly related to the questions posed. They demonstrate the student's ability to respond on the spot with grace and composure.

The answers contain few or no factual errors.

The exam is treated as more than an attempt to answer the questions in some kind of mechanical sense. The student actually treats the questions as an opportunity to do some thinking, summarizing, and speculating, and ends up surprising and delighting the reader of the written exam and the participants in the oral defence.

Unsatisfactory

The student has prepared for the exams, but not very carefully. Little supporting evidence is provided to support their claims. The committee doesn't feel confident that the candidate has read widely enough in their field.

The student doesn't engage with the terms of the question, but spins off into unrelated areas of analysis.

There is little attempt to engage with the critical analysis on the texts, or the student engages only with the criticism but doesn't seem to have read the primary texts very thoroughly.

There is little evidence of independent thinking about the texts.

The answers seem to settle too quickly, and there is little nuance or complexity in the analysis. The answer relies too heavily on plot description, and offers few critical insights, for example.

One question or text in the written exam has barely been touched on, while the other has received only fair treatment.

Some attention to structure within the answer to the written exam is evident, but overall the answers seem either thin or unorganized.

The answers to the questions on the oral exam are incomplete, unclear, or poorly expressed. They do not offer full responses to the questions posed.

Lapses in accuracy are frequent and serious.

PROGRAM TIMELINE

Year One: Fall
- Register for doctoral seminar ENGL 6003 (0.5 cr) and two other courses (0.5 credit each) by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Begin actively looking for a Supervisor

Year One: Winter
- Register doctoral seminar ENGL 6004 (0.5 cr) and for two other courses (0.5 credits each) by January
- Declaration of primary field and Supervisor made to Graduate Supervisor by February
- Comprehensive Examination Committee compiles comprehensive examination reading list
- Course work done in April
- Register for ENGL 6900 Comprehensive Examination by May

Year One: Summer
- Study for Comprehensive Examination

Year Two: Fall
- Register for ENGL 6002 Proseminar (.5 credits) by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Prepare for Comprehensive Examination
- If necessary, register for language course to help fulfill language requirement
- Write Comprehensive Examination in November

Year Two: Winter
- Register for ENGL 6902 Dissertation Proposal by January
- ENGL 6002 Proseminar finished in April
- Submit Dissertation Proposal by mid-April; defend by end of April
- Language requirement fulfilled

Year Two: Summer
- Register for ENGL 6909 Dissertation by May

Year Three: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications

Year Three: Winter
- Register for ENGL 6909 Dissertation by January
- Start assembling teaching dossier
- Continue working on Dissertation

Year Three: Summer
- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation

Year Four: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Four: Winter
- Register for ENGL 6909 Dissertation by January
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Four: Summer
- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation

Year Five: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS Application
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Five: Winter
- Register for ENGL 6909 Dissertation by January
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Five: Summer
- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation
- Begin to think about postdoctoral applications
- Prepare to go on job market

FACULTY RESEARCH PROFILES

Faculty Member	Historical Period	Culture and Geography	Theory and Critical Approach
Adam Barrows	20th Century	Britain	Modernism, Postcolonialism
Siobhain Bly Calkin	Medieval	England	New Philology; New Historicism; Postcolonialism
Sarah Brouillette	20th-21st Century	Global Anglophone	Postcolonialism; Book History; Literary and Cultural Theory
Sarah Casteel	20th-21st Century	The Americas	Transnationalism; Hemispheric American Studies
Mayurika Chakravorty	19th-21st Century	South Asia	Postcolonialism; Critical Childhood Studies; Fantasy and SciFi Criticism; Non-western (Indian) epistemologies.
Travis DeCook	Renaissance	England	Intellectual History; Cultural Theory
Dana Dragunoiu	20th-21st Century	United States, Britain, Europe, and Russia	Intellectual History
Brian Greenspan	20th-21st Century	United States, Australia	Digital Humanities; Utopia Studies; Subcultural Theory;
Jennifer Henderson	19th-20th Century	Canada	Cultural Theory; Gender Studies
Sara Jamieson	19th-20th Century	Canada	Aging Theory
Brian Johnson	20th-21st Century	Canada	Literary Theory; Cultural Theory
Paul Keen	18th Century, Romanticism	Britain	Literary Theory; Cultural History
Barbara Leckie	19th-Century	Britain	Cultural Theory; Architecture and Print Culture
Jody Mason	20th-21st Century	Canada	Cultural Theory; Neo-Marxism; Postcolonialism
Jodie Medd	20th Century	Britain	Lesbian and Gay Studies
Julie Murray	18th Century	Britain	Cultural Theory
Stuart Murray	20th-21st Century	Western Europe and North America	Rhetorical Theory and Criticism; Cultural Theory
Franny Nudelman	19th-20th Century	United States	Cultural Studies
Robin Norris	Anglo-Saxon, Early Medieval	Anglo-Saxon England	Gender; Subjectivity; Genre and Translation; Historical Linguistics; Philology

Faculty Member	Historical Period	Culture and Geography	Theory and Critical Approach
Janice Schroeder	Victorian	Britain	Gender Studies; Historicism; Cultural Materialism
Brenda Vellino	20th Century	Canada	Postcolonialism; Feminism
Andrew Wallace	Renaissance	England	Literature and Philosophy
Priscilla Walton	19th-21st Century	United States, England	Popular Culture; Media Studies
Micheline White	Renaissance	England	Feminism; Historicism
Grant Williams	Renaissance	England	Literary Theory; Cultural Theory