GW English Graduate Program

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Note to students

You are responsible for abiding by the information in this handbook, as well as all pertinent information about graduate study at George Washington University and the Department of English contained in these two online sources:


2. The Columbian College of Arts and Sciences graduate handbook: [http://columbian.gwu.edu/graduate/graduatestudenthandbook](http://columbian.gwu.edu/graduate/graduatestudenthandbook)
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PROGRAM OF STUDY

Master of Arts
Doctor of Philosophy

DEGREE TIMELINES

BA / MA

MA

PhD

GRADUATE PROGRAM CONCENTRATIONS

MEM (Medieval and Early Modern Studies)

ALC (American Literature and Culture, 1700 to the present)

BPC (British and Postcolonial Studies 1700 to the present)

EXAMINATIONS & EVALUATIONS

Masters Portfolio

Masters Thesis

Language Exam

PhD Qualifying Exam

PhD Field Exam

Dissertation Prospectus
Dissertation Defense

COMMUNITY OUTSIDE THE CLASSROOM

The English Graduate Student Association

CONTACTS

FORMS

Faculty Advisor

Qualifying Exam Committee

Field Exam Committee

Dissertation Prospectus Committee

Dissertation Committee
General University/Area Information

The George Washington University offers several important services and resources for its students, in addition to resources available in the general DC area.

English Department Office

The Department of English is located at 801 22nd St., NW Suite 760, Washington, DC 20052, in Rome Hall room 763. The English Department website can be found at http://columbian.gwu.edu/departmentsprograms/english/ or http://columbian.gwu.edu/english.

The Columbian College of Arts and Sciences (CCAS)

The Columbian College of Arts and Sciences (CCAS) website can be found at http://columbian.gwu.edu/. Address: 801 22nd St NW, Suite 107, Washington DC 20051 (Phillips Hall); telephone: 202-994-6210

Student Technology Services (STS)

The Student Technology Services (STS) (http://gwired.gwu.edu/sts/?url=sts) provides technical support to students, including wireless access, ResNet, software instillation, and Dell and Apple warranty repairs.

Estelle and Melvin Gelman Library

The Estelle and Melvin Gelman Library offers resources and services for GW students, including computers and printing, specialized research guides, databases, and loan services.

The Library can be found at 2130 H st. NW, Washington, DC 20052 and the Gelman Library System website can be found at http://www.gelman.gwu.edu/.

In addition, GW offers library services on the Mount Vernon campus through the Eckles Library (http://www.gelman.gwu.edu/eckles-library), which can be found at 2100 Foxhall Rd NW, Washington DC, 20007, and at the Virginia Science and Technology campus library (http://www.gelman.gwu.edu/virginia), which can be found in room 179 in Building 2 at 44983 Knoll Square, Ashburn, VA 20147.
Consortium Libraries

The Consortium of Universities of the Washington Metropolitan Area provides unique opportunities for students in the DC area. As part of this program, students of GW have access to the other Consortium university libraries. The following fourteen universities are members of the Consortium and allow library access: American University, Catholic University of America, Corcoran College of Art and Design, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University, Marymount University, National Defense Intelligence College, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland.

In addition to allowing library access, the Consortium allows students to request books from other Consortium libraries through the GW Gelman library website, http://www.gelman.gwu.edu/services/consortium-loan, or through the Washington Research Library Consortium website, http://www.wrlc.org/. This process is similar to interlibrary loan services, also offered at Gelman Library, but books requested through the Consortium loan arrive in two to five business days, while interlibrary loan books arrive in five to fourteen business days.

Area Libraries

Other libraries in the DC area that GW students may find useful include the DC public library system, http://www.dclibrary.org/, and the Library of Congress, http://www.loc.gov/index.html. The Library of Congress contains over 33 million books and provides valuable services to research students.

Writing Center

The George Washington University Writing Center offers free, one-on-one sessions with undergraduate and graduate student peer tutors, trained to help GW students “develop and focus their ideas, implement an organizational strategy, utilize evidence proficiently, and clarify their syntax and diction.” Students can make appointments through the Writing Center website (recommended), by phone, or in person at the Center.

The George Washington University Writing center is located in the Gelman Library, suit 103 (first floor, back left), 2130 H Street NW. The phone number for the center is (202) 994-3765 and the website is http://www.gwu.edu/~gwriter/.

GW Bookstore

The George Washington University Bookstore is located on the ground floor of the Marvin Center at 800 21st, NW. The bookstore’s website can be accessed at http://www.gwu.bkstr.com.
**GW Police Department**

The University Police Department offers a number of services for George Washington students, including a free 12 hour self-defense course for female students and an escort service. The UPD encourages all students to be aware of their surroundings, never walk alone at night, and program the UPD phone number as a speed dial.

The Police department is located at Woodall House, 1033 G. St., NW and can be reached on the Foggy Bottom campus at 202.994.6110 and on the Mount Vernon campus at 202.242.6110. In case of emergency, please call 202.994.6111 or 911. For non-emergency situations, the University Police can be reached by email at upd@upd.gwu.edu. More information about the University Police department website can be found at http://gwired.gwu.edu/upd.

**Campus Safety**

The University Police Department encourages all George Washington University students to be alert, aware of their surroundings, and conscious of their behavior in order to remain safe while on campus. While the University’s urban location offers many benefits and opportunities for GW students, it likewise necessitates higher awareness. The UPD suggests that students follow the following tips, among others:

- Always carry a form of personal identification with you. This is particularly important in Washington, DC because of the amount of federal and local security that is utilized in the District.

- Be wary of isolated spots—apartment laundry rooms, underground garages, parking lots, offices after business hours. Walk with a friend, co-worker, or security guard, particularly at night.

- Always keep jewelry and other valuables out of sight.

- Keep a firm grip on your purse. Use a purse with a secure clasp, and keep the purse close to your body with a hand on the clasp.

- Carry your wallet inside your coat or side pants pocket, never in your rear pants pocket.

- Park your car in busy, lighted areas.

- Always lock your car and take the key with you. Consider using an anti-theft device for your car.

- Be aware of your surroundings when using the ATM. Look around before conducting a transaction. If you see anyone or anything suspicious, cancel your transaction and go to another ATM. If you must use an ATM after hours, make sure it's well lighted.

- Wherever you are—on the street, in an office building or shopping mall, driving, waiting for a bus or subway—stay alert and tuned in to your surroundings.

- Trust your instincts. If something or someone makes you uneasy, avoid the person or leave.
• Know the neighborhoods where you live and work. Check out the locations of police and fire stations, public telephones, hospitals, and restaurants, or stores that are open late.

• Never open your door to strangers. Offer to make an emergency call while someone waits outside. Check the identification of sales or service people before letting them in. Don’t be embarrassed to phone for verification.

• Know your neighbors, so you have someone to call or go to if you’re uncomfortable or frightened.

• If you come home and see a door or window open, or broken, don’t go in. Call the police from a cell phone.”

Transportation

The District of Columbia offers public transportation in the form of bus and metro services, which make campus access easy for students living off campus. The Foggy Bottom metro rail stop (orange and blue line) is located at 2301 I St. NW, on the GW campus. In addition to subway trains, the metro provides bus service with numerous lines on or near the GWU campus. Metro rail and bus routes, maps, and information can be found at http://www.wmata.com. Finally, for students living in Maryland, the Maryland Transportation Authority provides commuter train services (the MARC train) from Brunswick, Baltimore, and Camden Park to Union Station in DC, with station stops between (http://mta.maryland.gov/services/marc/).

In addition to public transportation, the George Washington University offers a number of transportation options for its students. The Mount Vernon Shuttle (or the Vern Express http://gwired.gwu.edu/mvcl/Express/) provides free transportation between the Foggy Bottom campus and the Mount Vernon campus. The Colonial Express Shuttle provides free transportation around the GWU campus from 7 pm to 3 am (http://gwired.gwu.edu/upd/Transportation/ColonialExpressShuttleBuscopy/). Finally, GW offers 4-RIDE, a free escort service which runs from 7 pm to 5:30 am every day. This service is "designed to enhance safety and peace of mind for members of the GW community when they must walk alone after dark and are not near a Colonial Express shuttle bus stop. In addition, one of the Escort Vans is equipped to provide access for persons using a wheelchair (http://gwired.gwu.edu/upd/Transportation/4RIDEcopy/)” To request a van, “Call 202-994-RIDE and give your name, current location, and destination to the GWPD dispatcher. Be sure to wait inside the lobby of your building while watching for the Escort Van to arrive, and have your GWorld card ready to show the driver. If you are in a wheelchair, please notify the dispatcher when you call to request a ride so the correct van is sent.”

Student Health Services

The George Washington University offers health services for its students, including a health clinic, student health insurance, LGBTQ services, and women’s health. More information about Student Health Services can be found at http://gwired.gwu.edu/shs.
Lerner Health and Wellness Center (Gym)

The Lerner Health and Wellness Center (http://gwired.gwu.edu/gwellness/) is located at the corner of 23rd and G Streets and provides fitness equipment, exercise courses, sport courts, and a pool, among other services and facilities, for GW students and faculty.

Dining Information

The George Washington University and surrounding area offer a large variety of dining options for GW students. Information about campus dining and meal plans can be found at http://www.gwu.edu/explore/campuslife/livingoncampus/dining. A list of area restaurants can be found at http://www.gwu.edu/explore/visitingcampus/lodgingdining.

Student Services

GWired, http://gwired.gwu.edu, is a student network created by Student and Academic Support Services, which provides a comprehensive list of student services and provides information on events and opportunities for GW students.

GW Information System (GWeb)

The Gweb information system (http://my.gwu.edu or https://banweb.gwu.edu/PRODCartridge/twbkwbis.P_WWWLogin ) provides GW students with access to student records and registration, financial aid information, employee information (when applicable), and personal information. In addition, students register for classes through the Gweb system.
Academic Policies

More detail information about the George Washington University’s academic policies can be found in the Graduate Bulletin (http://www.gwu.edu/~bulletin/grad/csas.html#regulations) and the Graduate Student Handbook (http://columbian.gwu.edu/graduate/graduatesstudenthandbook).

Course Registration

Students may register for class and change their schedule through the Gweb system (http://my.gwu.edu or https://banweb.gwu.edu/PRODCartridge/twbkwbis.P_WWWLogin), where they can likewise view student holds, which might prevent registration.

Consortium Course Registration

George Washington University is a member of the Consortium of Universities of the Washington Metropolitan Area. Fourteen universities – American University, Catholic University of America, Corcoran College of Art and Design, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University, Marymount University, National Defense Intelligence College, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland – are affiliated with the Consortium. Students in our program have the opportunity to take courses at other Consortium member universities, although departmental policy is that graduate students can take no more than two courses for credit outside of the GWU English department, whether at one of the consortium schools or not.

For Consortium courses, registration forms and instructions are available here: https://registrar.gwu.edu/sites/registrar.gwu.edu/files/downloads/consortium-form.pdf. Usually, permission of the instructor is required for all courses students take at other Consortium universities. Students register and pay tuition at their own institution for all Consortium courses.

Transfer of Credits

An entering student who has a Master’s degree relevant to the proposed doctoral field of study may be awarded up to 24 hours of coursework credits. Entering students who do not hold a Master’s degree may request up to 24 semester hours of credit toward a doctoral degree for acceptable post-baccalaureate, graduate-level course work that meets the criteria cited above in the section on Transfer of Credits into Master’s programs. Students who wish to transfer credit into their program should consult their Director of Graduate Studies as early as possible and arrange for the department to petition CCAS via the appropriate form. Only rarely and with good reason will more than 24 semester hours be transferred. (One such reason is if the courses were taken as part of a GW Master’s degree within the same discipline.) This request should be
submitted within the student’s first year in the program. To begin the process of applying for transfer credit, the student should write to his/her previous graduate institution, requesting an official transcript. Then s/he should make an appointment with the DGS to fill out the transfer credit form and, if need be, a CCAS petition form. Once transfer credits have been approved by the Columbian College of Arts and Sciences, notification will appear on the student’s official record.

**Advising**

Students should meet with their Director of Graduate Studies in their first semester in order to draw up a Program of Studies. This should be a detailed statement of the individual requirements of each degree program and the dates by which each requirement should be completed. It should include a list of all courses that the student will take each semester and a list of all exams that the student must pass, with dates by which the student intends to pass them. The student and department should keep copies of this Program of Studies and consult it regularly as the student progresses through the program.

After the first semester, all students must contact their Director of Graduate Studies (DGS) and/or assigned faculty mentor before registering for courses.

**English Language Requirements for International Students**

Students who are citizens of countries in which English is not an official language are required to take the English for Academic Purposes Placement Test prior to registration for their first semester. The placement test is offered by the Language Center (http://gwired.gwu.edu/language). Those with TOEFL scores of at least 600 (paper-based) or 250 (computer-based) or 100 (Internet-based) or an overall hard score of 7.0 on the academic IELTS with no individual hard score below 6.0 are exempted. Based on the result of the Placement Test, students may be required to take one or more EFL courses. Students placed in EAP 109, 110 or 111 must register for these courses in their first semester. For more information, please refer to the section on University Regulations in the University Bulletin (http://www.gwu.edu/~bulletin/) for Graduate Programs.

**Maintaining Good Standing**

**Grades and Curricular Requirements**

CCAS policies regarding grades and scholarship requirements are outlined in the Graduate Bulletin: http://www.gwu.edu/~bulletin/grad/csas.html#regulations

No CCAS degree candidates will be permitted to graduate with a GPA (grade-point average) of less than 3.0. In the English Department, MA students are required to maintain a 3.25 GPA and Ph.D students a 3.5 GPA. If a course is repeated for credit, all grades received for the course remain on the record and are included in the GPA. Students are advised that courses numbered less than 100 may
never be taken for graduate credit. With the permission of the department and the instructor, courses numbered between 100 and 200 may be taken for graduate credit (it is expected that the instructor will provide additional work to make it a graduate level course). Course descriptions for 100 level coursework can be found in the University Bulletin (http://www.gwu.edu/~bulletin/) for Undergraduate Programs.

Registration and Work Load

Students are required to register each fall and spring semester. Failure to register requires that a student apply for readmission.

Students who are temporarily unable to continue their program may request a Leave of Absence (LOA). The student should submit a petition form to their department. If the request is approved, CCAS will inform the student and submit the required registration paper work to the Office of the Registrar. Students on LOA do not have access to University facilities including the library and the faculty. No more than two semesters LOA is allowed over the total period of enrollment in the program.

Students who have not yet completed all their required coursework (and are not on LOA) must register for at least three credit hours per semester. Note that this applies also to those registering for Thesis/Dissertation Research. Students must register for at least five hours per semester to be considered a half-time student, and at least nine hours to be considered full-time. Failure to register for the minimum number of courses may lead to problems with student loans or (for international students) student visas. Special permission is required for a student to register for more than fifteen hours in the fall or spring semesters or more than six hours in a single summer session. Students who are employed for more than 20 hours per week should register for no more than six credit hours per semester.

Students who have completed all required course work, all special departmental requirements, and all Thesis/Dissertation Research registration requirements and are within their CCAS program deadline (4 years for Master’s and 8 years for PhD) must register for one credit of Continuing Research (CR) each semester until completion of degree. Continuing Research is listed in the Schedule of Classes under Columbian College as CCAS 0940 for doctoral students and CCAS 0920 for Master’s. Students who have exceeded their CCAS program deadline must petition to continue a further semester and, if approved by the Associate Dean, may be required to register for up to six credit hours of Reading and Research for audit.

Dropping, Adding, Withdrawing from Courses

Students dropping and adding coursework should do so using the same method (online or on paper) and within the same week. Any changes in course enrollment made after the end of the registration period must have the approval of the instructor involved, the Director of Graduate Studies, and the CCAS Graduate Office, and must be made by the stated deadline (see below). Registration transaction forms (RTF and RTF-EZ) are available on the Office of the Registrar's web page: http://www.gwu.edu/~regweb/web-content/index.html
Tuition will be adjusted according to the schedule of refunds in the GW Graduate Bulletin: http://www.gwu.edu/~bulletin/grad/febr.html

Refund request forms are available through the Student Accounts Office: http://colonialcentral.gwu.edu/

During the Fall and Spring semesters the deadline for dropping a course without academic penalty is the end of the eighth week of classes. A course dropped during the first four weeks of classes will not appear on a student’s transcript. A course dropped after the fourth week but before the end of the eighth week will appear on the transcript with a grade of "W". Students who wish to drop a course after that deadline must work with their Director of Graduate Studies to petition the CCAS Graduate Office. Please note that the dates relevant to academic status have no bearing on refund policies.

Students who find it necessary to withdraw completely from the University must notify the CCAS Graduate Office in writing. If notification is not given, and the student fails to register for the next Fall or Spring semester, action will be taken to terminate the student's degree candidacy. If it is necessary to withdraw from the University during the semester, the student must withdraw from all courses according to the procedures and policies stated in the previous paragraphs.

Fulltime, Halftime, and Part Time Status

- **Fulltime status:** no less than 9 credits and no more than 12 credits per semester. All International Students must be registered fulltime, or certified for a lower number of credits and fulltime status. PhD students who are preparing for their field exam or writing their dissertation can request certification as fulltime students with a course load of 6 credits; they will have to complete a form, available from the Graduate Office or from the Registrar’s Office webpage.
- **Halftime status:** between 5 and 8 credits per semester.
- **Part Time status:** less than 5 credits per semester.

Deadlines for Degrees

Masters degrees students must finish within 4 years; PhD students must finish within 8 years. Students who do not finish within that time may be dismissed from the program.

Non-Seminar Credits

There are six types of non-seminar credit for which students register:

1. **Graduate Teaching Certification (UNIV 0250):** All funded PhD Graduate Teaching Assistants (GTAs) and unfunded Instructional Assistants (IAs) are required to sign up for the GTAP orientation program offered a few days before the beginning of their first semester. This course, which is listed as UNIV 0250, counts for 1 credit.
2. **Independent Study (ENGL 6720):** BA/MA, MA and PhD students can count toward their credits of coursework up to 9 credits of Independent Study (ENGL 6720). An Independent Study is usually 3 credits; to sign up for it, the student must first find a faculty mentor willing to supervise him/her, and draw up a contract that consists of a reading list as well as a timeline for meetings and submission of required written work. The contract should then be emailed to the Director of Graduate Studies for approval. Only then will the student be able to register electronically for the Independent Study.

3. **Undergraduate Course for Graduate Credit:** Graduate students may take up to two undergraduate courses for graduate credit. Receiving graduate credit for an undergraduate course requires additional reading and coursework, and all necessary arrangements will be made in advance between the student and his or her professor. Students should discuss plans to take undergraduate courses for graduate credit with the DGS as well as with their departmental advisor.

4. **Advanced Reading and Research (ENGL 8998):** When a PhD student has finished his/her 48 credits of coursework, but has not yet been advanced to candidacy (i.e. passed the Field Exam and successfully defended his/her Dissertation Prospectus), s/he stays enrolled by signing up for credits of ENGL 8998, Advanced Reading and Research.

5. **Dissertation Research (ENGL 8999):** When a PhD student has been advanced to candidacy (i.e. passed the Field Exam and successfully defended his/her Dissertation prospectus, as well as fulfilling all other obligations including the Language and Qualifying Exams), s/he stays enrolled by signing up for credits of ENGL 8999, Dissertation Research. A student should not exceed a total of 72 credits, so if s/he has to sign up for less than the required fulltime credit load, s/he must fill out a form (signed by the Director of Graduate Studies) certifying his/her fulltime status and submit it to the CCAS Graduate Office, Phillips 107.

6. **Continuing Research (CCAS 0940):** When a PhD student has reached the required total of 72 credits and is within deadline but has not yet finished his/her dissertation, s/he signs up for Continuing Research (CCAS 0940). There is also a Continuing Education option available for students who need to remain registered over the summer, e.g. in cases where a PhD student defends his/her dissertation in the summer (which we do not allow in our program).

**Incomplete Grades**

A student can receive a grade of incomplete for a graduate seminar only with the permission of the instructor. A form needs to be filled out; it is available from the Connie Kibler, the Office Manager (ckibler@gwu.edu). Usually, all coursework must be submitted within 6 months of the end of the course; if the student does not submit all coursework within a year, the grade automatically becomes an “F.” The final grade will appear on the student's transcript along with an “I.”
Procedure for Awarding Degrees

BA/MA, MA, MPhil, and PhD students must apply to graduate; the form is available from the Graduate Office; it is also available online on the Registrar's website (www.gwu.edu/~regweb). The deadlines are as follows:

- for Fall graduation: October 1
- for Spring graduation: February 1
- for Summer graduation: July 1

If a student misses the application-to-graduate deadline, s/he can still apply to graduate that semester, but s/he will have to pay a late fee. If for some reason the student does not graduate in the semester s/he had applied to do so, s/he will need to submit a new application for graduation. Any graduation fees paid previously will transfer to the new application.

In order to graduate, the student must be cleared to do so by the Director of Graduate Studies.

The final date of clearance for MA students in the spring semester is May 15; hence the Portfolio interview must be scheduled for no later than the first week of May.

Funding Opportunities

We do not fund our MA students; Graduate Teaching Assistantship (GTA) packages are available only for a limited number of PhD students each year.

There are other sources of income – fellowships and grants – but these are far and few between, especially in times of economic recession. Many fellowships are listed in the databases that the Office of Graduate Student Assistantships and Fellowships (http://www.gwu.edu/~fellows/) subscribes to. You can find those databases at http://www.gwu.edu/~fellows/databases.html

Contact the Director of Graduate Studies if you want information and/or brochures about other possible funding sources.

Teaching Opportunities

When possible, advanced doctoral students in good standing in the GW English Department will be invited to submit proposals for independently designed and taught undergraduate courses. Minimum requirements for participation in the competition include evidence of teaching effectiveness as a GTA in previous semesters and satisfactory progress toward your degree (i.e. having passed all exams).

Doctoral students in their third year and in good standing are eligible to propose an introductory level undergraduate course to be taught in the doctoral student's fourth year.
Advanced doctoral students who have already independently taught a survey course may submit a proposal for an upper-level themed undergraduate course in their specialty.

While it is helpful to design your course with a particular course number in mind, graduate students are encouraged to be flexible. A specific course number will be assigned if and when your proposal is successful.

**Travel and Conference Funding**

Graduate students can receive up to $600 support per year ($500 from CCAS, $100 from the department) for study-related travel expenses (attending conferences, visiting archives, etc.). Procedures for applying for support can be found at [http://columbian.gwu.edu/staticfile/CCAS/About%20Us/travel_guideline-r.pdf](http://columbian.gwu.edu/staticfile/CCAS/About%20Us/travel_guideline-r.pdf)

To apply for the support, you must fill out an E-travel form request; it can be obtained from the department chair, Professor Gayle Wald ([gwald@gwu.edu](mailto:gwald@gwu.edu)).
Program of Study

The English Department at The George Washington University offers Master of Arts and Doctor of Philosophy degrees.

Master of Arts

The MA Program (30 credit hours) is normally completed in about two academic years of full-time study; BA/MA students finish their masters degree in one year after successfully completing their BA. Students must maintain a minimum grade-point average of 3.25. With the permission of the Director of Graduate Studies (DGS), a student may take up to two graduate courses in another Department or a Consortium University.

Credits toward the MA degree can be earned by taking 10 graduate seminars (usually 6 in the first year and 4 in the second) and completing the Masters Portfolio -OR- by taking 8 graduate seminars during the first three semesters and writing a 6-credit thesis in the fourth semester. The thesis (60-80 pages) should demonstrate scholarly research, revision, and a strong original argument, and it should be presented in an approved format. The thesis will be supervised by two faculty members (a director and a reader) in the field.

All students are required to take ENGL 6100, Introduction to Literary Theory.

MA students who choose the Masters Portfolio option in their final semester must submit the Portfolio on or before March 15th. If a student is graduating with an MA in during the Fall semester, the student must submit the portfolio before Nov. 1st.

MA students who choose to write the Masters Thesis will submit the final thesis no later than the last day of courses during the semester in which the student plans to graduate.

Doctor of Philosophy

The PhD program (72 credit hours) normally takes four to five years of full-time study. We expect students to adhere to this timetable and therefore fund them for this length of time, designing a program that will enable them to progress quickly from coursework to dissertation and defense. In order to facilitate the shift from ‘student’ to ‘colleague,’ we match students to appropriate faculty mentors early in the student’s career, and we urge students to develop a dissertation research agenda by the end of the first year of graduate work.

A student entering with an MA in an approved field may be awarded up to 24 credits of advanced standing toward doctoral coursework. PhD students must maintain a minimum grade-point average of 3.5 in order to remain in the program.

1. Course work

Students must have 48 hours (16 seminars) of course work; this includes Independent Study (ENGL 6720) and Advanced Research and Reading (ENGL 8998) courses, which may be repeated for credit with the approval of the DGS.

Students may take up to two courses outside the English Department, in other GW graduate programs, in Consortium Universities with English graduate programs (Georgetown University, American University, the University of Maryland-College Park, and George Mason University), or at the Folger Shakespeare Library.
Our seminars are small, thereby encouraging discussion and equal participation. While requirements vary according to topic and faculty member, typically they culminate in an essay which should meet the standards of publication in a scholarly journal. Similarly, seminar presentations are modeled on conference papers, and many of our students have turned their coursework into conference presentations and articles.

2. Language Exam

Students must pass a comprehension exam in a language other than English; the language is selected with the approval of the student’s faculty advisor and/or DGS. In some cases, faculty advisors may conclude that the student’s research requires two languages. Most language exams are administered by the George Washington University Language Center, which schedules and grades them. In some cases, the English Department arranges for other evaluators of language proficiency. More information about the exam can be found here: http://gwired.gwu.edu/language/testing/toolexamsfall

Normally, students complete their language requirement before taking the Qualifying Exam. In any case, students must complete the requirement before being allowed to proceed to the Field Exam.

3. Qualifying Exam

The Qualifying Exam - an oral examination - is normally taken just before the beginning of the second year (ie at the end of August). All students must identify and approach a faculty advisor before the last day of classes during their first semester in the program in order to sign off on the Faculty Advisor Form. Preparation will follow over the course of the spring and the student will submit the list and rationale along with the Qualifying Exam Form before the beginning of summer (dates vary each year; see GW academic calendar). The exam itself is designed to test a student’s competence as a scholar and a potential teacher within his/her declared concentration (either Medieval and Early Modern Studies, British/Postcolonial, or American Literature and Culture), as well as his/her readiness to continue in the PhD program. Except in the case of extreme hardship, we cannot allow postponement of exams. Students who fail the exam can take it once more the next time it is offered; students who fail the exam twice are dismissed from the program.

4. Field Exam

The Field Exam prepares students for advanced scholarship in their chosen area of specialization, with an eye to their possible dissertation topic. It is taken when students have completed course work. Students must inform the English office and the DGS of their intention to take the exam at least three months in advance. All students must also identify and approach a faculty advisor before this date in order to sign off on the Field Exam form. Students who fail the exam can take it once more the next time it is offered; students who fail the exam twice are dismissed from the program.

5. Dissertation Prospectus

The dissertation prospectus follows naturally from the Field Exam, and is produced in consultation with the student’s dissertation committee consisting of a Director and two readers. Students must identify and approach faculty members who will serve in these capacities in order to sign off on the relevant Dissertation Prospectus Form. Students normally submit the prospectus, signed by the committee, to the DGS during the same semester as the Field Exam. Submission is followed by a defense, which consists of an oral discussion of the prospectus by the dissertation committee, as well as the other faculty and graduate students in the concentration.
6. Dissertation

The dissertation is normally written in two years. All students, having successfully defended the Dissertation Prospectus, must secure the continued advising agreement of faculty advisors by having them sign off on the Dissertation Committee Form. We expect that dissertation-writing students will meet regularly with their Director and Readers. A schedule of meetings should be set up early in the dissertation stage, as should a schedule outlining when portions will be submitted and returned with comments. In the event that a student’s dissertation is co-directed by multiple faculty members, there must still be two readers in addition to the directors.

7. Defense

In order to graduate in May, students must defend by end of March; to graduate in August, students must defend by the end of May; to graduate in December, students must defend by the end of October. This means that a final draft of the dissertation must be submitted to the examining committee at least six weeks before the defense, with the approval of the dissertation committee. The defense is conducted by the three faculty members on the student’s dissertation committee, joined by one other member of the English Department and an evaluator outside the Department. The final, revised draft of the thesis is submitted electronically: please check www.gwu.edu/~etds for more details.
**Degree Timelines**

**BA / MA**

The BA/MA degree is completed during an additional fifth year following a GW English student’s four years of undergraduate coursework (and after award of the bachelor’s degree).

BA/MA students complete the MA portion of their dual degree during their fourth and fifth years at GW. 30 credits of coursework are required; 6 of these are completed in one’s undergraduate senior year, and these count toward both the BA and the MA. The student must fill out a combined degree credit form to have these courses “double” count toward both degrees; s/he must obtain a B or better in all double-counted coursework.

BA/MA students admitted to the English Honors Program must take the undergraduate Honors Seminar (ENGL 4040) in their senior year. Students who take ENGL 4040 will not be required to take ENGL 6100 in their fifth year. Those BA/MA students who do not take ENGL 4040 will be required to take ENGL 6100.

BA/MA students are strongly encouraged to take at least one independent study (3 credits) during the summer before their MA year, thus lightening his or her load. If the student does this, the remaining 21 credits are taken over the course of the remaining two semesters.

**Scenario 1** (Student takes Honors Seminar [ENGL 4040]):

- **Senior year as undergraduate**: ENGL 4040 Honors Seminar (3 credits); 1 English graduate seminar (3 credits);

- **Summer session before academic year**: recommended 3 credits of ENGL 6720 (Independent Study)

- **Fall semester**: 4 courses (12 credits)

- **Spring semester**: 3 courses (9 credits), and submit Masters Portfolio by March 15th
  - **OR** - 1 course (3 credits), and submit Masters Thesis (6 credits) by March 15th.

**Scenario 2** (Student does not take Honors Seminar [ENGL 4040]):

- **Senior year as undergraduate**: 2 English graduate seminars (6 credits)

- **Summer session before academic year**: recommended 3 credits of ENGL 6720 (Independent Study)

- **Fall semester**: ENGL 6100 (3 credits); 3 additional courses (9 credits)

- **Spring semester**: 3 courses (9 credits), and submit Masters Portfolio by March 15th
  - **OR** - 1 course (3 credits), and submit Masters Thesis (6 credits) by March 15th.
MA

Fulltime MA students complete their degrees in two years; they are required to take 30 credits before graduation.

MA students usually take 3 courses per semester in their first year (i.e. 9 credits per semester, for an annual total of 18), and 2 courses per semester in their second year; however, if your loan package mandates fulltime study, you will need to do your MA in a year and a half, taking 3 courses in two of the three semesters and 4 courses in one of the three semesters.

If a student opts to write a Masters Thesis, this counts for 6 credits; it is written in the final semester of the degree.

Year 1

Fall semester: 3 or 4 courses (9 or 12 credits), including ENGL 6100 – Introduction to Literary Theory (the only required course for the MA)

Spring semester: 3 or 4 courses (9 or 12 credits)

Year 2

Fall semester: 2 courses (6 credits), or 3 courses (9 credits) if loan package mandates fulltime study

Spring semester: 2 courses (6 credits) OR a thesis (6 credits); submit Masters Portfolio by March 15th

- OR - submit Masters Thesis no later than the last day of courses.

PhD

We expect our PhD students to finish their degrees in five years (which is the duration of tenure of a PhD funding package from the university).

48 credits of coursework and 24 additional credits of research (to accompany preparation for and writing of a PhD dissertation) are required for graduation.

Students admitted into the PhD program who have already completed an MA can transfer up to 24 credits of coursework toward their degree; they should meet with the DGS as soon as possible to petition for transfer.

Scenario 1 (for PhD students who have not completed an MA):

Year 1

Fall semester: 3 courses (9 credits), including ENGL 6100 – Introduction to Literary Theory (the only required course for the PhD); take the Language Exam

Spring semester: 3 courses (9 credits)

Summer: Study for PhD Qualifying Exam; take PhD Qualifying Exam at the end of August

Year 2
Fall semester: 3 courses (9 credits)

Spring semester: 3 courses (9 credits); **submit Masters Portfolio - OR - Masters Thesis**

**Year 3**

Fall semester: 3 courses (9 credits)

Spring semester: 1 course (usually Independent Study, ENGL 6720, 3 credits) plus 6 credits of Advanced Research (ENGL 8998); submit Field Exam reading list of 50 and rationale by the end of February; **take Field Exam by the end of May**

Summer: write Dissertation Prospectus; **defend Dissertation Prospectus at end of August**

**Year 4**

Fall semester: 9 credits of Dissertation Research (ENGL 8999)

Spring semester: 9 credits of Dissertation Research (ENGL 8999)

**Year 5**

Fall semester: register for Continuing Research (CCAS 0940)

Spring semester: register for Continuing Research (CCAS 0940); submit dissertation in March; **Dissertation Defense** in early May, receive degree in Summer graduation (August)

**Scenario 2** (for PhD students who have completed an MA, and successfully petition to transfer 24 credits of coursework toward their degree):

**Year 1**

Fall semester: 3 courses (9 credits), including ENGL 6100 – Introduction to Literary Theory (the only required course for the PhD); **take the Language Exam**

Spring semester: 3 courses (9 credits); submit PhD Qualifying Exam reading list of 50 and rationale. Submit either Masters Portfolio - OR - Masters Thesis.

Summer: Study for PhD Qualifying Exam; **take PhD Qualifying Exam at the end of August**

**Year 2**

Fall semester: 2 courses (6 credits) plus 3 credits Advanced Research (ENGL 8998)

Spring semester: 9 credits of Advanced Research (ENGL 8998); submit Field Exam reading list of 50 and rationale

Summer: **take Field Exam by the end of summer**

**Year 3**

Fall semester: 9 credits of Advanced Research (ENGL 8998); write Dissertation Prospectus; **defend Dissertation Prospectus at end of October**
Spring semester: 3 credits of Dissertation Research (ENGL 8999, counted as 3 to hit total of 72; make sure to fill out form authorizing you as a fulltime student despite your 3-credit load)

Year 4

Fall semester: register for Continuing Research (CCAS 0940)

Spring semester: register for Continuing Research (CCAS 0940)

Year 5

Fall semester: register for Continuing Research (CCAS 0940)

Spring semester: register for Continuing Research (CCAS 0940); submit dissertation in late January; Dissertation Defense by early March; receive degree in Spring graduation (May)
Graduate Program Concentrations

MEM (Medieval and Early Modern Studies)

Cohen, Cook, Dugan, Harris, Hsy, Huang, Thompson

The graduate concentration in medieval and early modern studies takes advantage of university-wide faculty strengths in these areas and the rich resources for research in Washington DC: e.g., the Folger Shakespeare Library, the Dumbarton Oaks Research Library, and the Library of Congress. Seminars focus on transnational and postcolonial aspects of England and Europe. Special topics courses and surveys of literary and cultural themes are also offered, and graduate seminars examine both canonical and non-canonical materials. Students often take some coursework through the Folger seminar series. The English Department houses the GW Medieval and Early Modern Studies Institute (www.gwmemsi.com), which sponsors frequent events focusing on early Europe in a transnational, theory-savvy frame. Profiles of MEMS faculty:

- **Jeffrey Jerome Cohen** is the author of *Hybridity, Identity and Monstrosity in Medieval Britain: On Difficult Middles, Medieval Identity Machines*, and *Of Giants: Sex, Monsters, and the Middle Ages*. He is the editor of *Thinking the Limits of the Body* (with Gail Weiss); *The Postcolonial Middle Ages: Becoming Male in the Middle Ages* (with Bonnie Wheeler); and *Monster Theory: Reading Culture*. He blogs at *In the Middle*. His research interests include postcolonial approaches to the past; identity, corporeality and subjectivity; the posthuman; temporality; and ecological criticism, and object theory.

- **Patrick Cook**'s research and teaching interests include Milton, early modern European literature, classical and biblical humanities, literary theory, and film adaptation. His current projects include the neuroscience of cinema and applying the psychoanalysis of Melanie Klein to the study of literature. Professor Cook is the author of *Cinematic Hamlet: the films of Laurence Olivier, Franco Zeffirelli, Kenneth Branagh, and Michael Almereyda* (2011) and *Milton, Spenser, and the Epic Tradition* (1996).

- **Holly Dugan**'s research and teaching interests explore relationship between history, literature and material culture. Her scholarship focuses on questions of gender, sexuality, and the boundaries of the body in late medieval and early modern England. She is the author of *The Ephemeral History of Perfume: Scent and Sense in Early Modern England*. Her current book project, co-authored with Scott Maisano, examines the pre-modern history of primatology through the lens of Shakespeare.

- **Jonathan Gil Harris** (director, Medieval and Early Modern Studies Institute) is the author of five books: *Marvellous Repossessions: The Tempest, Globalization, and the Waking Dream of Paradise, Shakespeare and Literary Theory, Untimely Matter in the Time of Shakespeare, Sick Economies: Drama, Mercantilism and Disease in Shakespeare’s England*, and *Foreign Bodies and The Body Politic: Discourses of Social Pathology in Early Modern England*. He is the editor of Thomas Dekker’s *The Shoemaker's Holiday* (New Mermaids); *Indography: Writing the “Indian” in Early Modern England, Placing Michael Neill: Issues of Place in Shakespeare and Early Modern Culture*, and (with Natasha Korda) *Staged Properties in Early Modern English Drama*. He is the associate editor of *Shakespeare Quarterly*. His current book project, *The First Firangis: How to Be Authentically Indian*, examines early modern migrants’ embodied experiences in India. His research interests include early English drama; the body; temporality; transnationalism; economic history; and critical theory.

- **Jonathan Hsy** (co-director, Digital Humanities Institute) focuses on medieval literature with interests in trade, travel, and translation; he also works in disability studies. His first book, *Trading Tongues: Merchants, Multilingualism, and Medieval Literature* (2013), explores Anglo-French exchange and polyglot writing practices in late-medieval and early Tudor urban centers. His other interests include sociolinguistics; material culture; and postcolonial theory. His current book project, *Translating Disability: Authorship and Advocacy in the
Middle Ages, examines collective identity and agency in texts by medieval writers who self-identified as blind or deaf. He also blogs at In the Middle.


- **Ayanna Thompson** specializes in Renaissance drama and focuses on issues of race in/as performance. She is the author of *Passing Strange: Shakespeare, Race, and Contemporary America* and *Performing Race and Torture on the Early Modern Stage*. She is the editor of *Weyward Macbeth: Intersections of Race and Performance* (with Scott Newstok) and *Colorblind Shakespeare: New Perspectives on Race and Performance*. She is currently working on a new book project called, *Shakespeare on Purpose: Learning to Teach in the 21st Century* (with Laura Turchi), as well as book on Shakespeare and revenge.

- Other pre-modern scholars at GW include Suzanne Miller, Marcy Norton, and Linda Peck (History); Leah Chang (French); Jaime Marroquin (Spanish); Lynn Westwater (Italian); and Ingrid Creppell (Political Science).
ALC (American Literature and Culture, 1700 to the present)

Alcorn, Chu, Daiya, James, López, McRuer, Miller, Mitchell, Romines, Seavey, Sten, Wald

This special concentration is our largest, with PhD candidates working in many fields and an increasing number of PhD graduates now tenured or in tenure lines at colleges and universities around the country. The Americanist faculty is particularly strong in African American studies, with Jennifer James (Director of Africana Studies), James A. Miller, and Gayle Wald directly focused on African American literature and culture, with Antonio López and Robert McRuer sustaining important connections to the field. The program has additional strengths in other fields concerned with the construction of subjectivities and identities in modernity and postmodernity; these include Asian and Asian American studies, postcolonial theory (particularly postcolonial studies of India), women’s studies, gender studies, feminist theory, Latina/o studies, lesbian and gay/queer studies, disability studies, popular culture studies (especially music and American culture), and composition theory.

Doctoral candidates in these fields are completing dissertations on discourses of addiction in twentieth-century cultures, the intersections of Asian American studies and disability studies, the ethics of “standard English” in the composition classroom, and many other topics.

Publications by faculty interested in postcolonial studies, American literary and cultural studies, and theoretical considerations of subjectivity address a wide range of issues. Recent important book publications include:

- **Marshall Alcorn**, *Changing the Subject in English Class: Discourse and the Constructions of Desire*
- **Patricia Chu**, *Assimilating Asians: Gendered Strategies of Authorship in Asian America*
- **Kavita Daiya**, *Violent Belongings: Partition, Gender and National Culture in Postcolonial India*
- **Jennifer James**, *A Freedom Bought with Blood: African American War Literature, the Civil War-World War II*
- **Antonio López**, *Unbecoming Blackness: The Diaspora Cultures of Afro-Cuban America*
- **Robert McRuer**, *Crip Theory: Cultural Signs of Queerness and Disability and The Queer Renaissance: Contemporary Literature and the Reinvention of Lesbian and Gay Identities*
- **James A. Miller**, *Moments of Scottsboro: The Scottsboro Case and American Culture, 1931-2001*
- **David Mitchell**, *The Cultural Locations of Disability*
- **Ann Romines**, *Constructing the Little House: Gender, Culture, and Laura Ingalls Wilder*
- **Gayle Wald**, *Shout, Sister, Shout!: The Untold Story of Rock-and-Roll Trailblazer Sister Rosetta Tharpe and Crossing the Line: Racial Passing in Twentieth-Century U.S. Literature and Culture*
BPC (British and Postcolonial Studies 1700 to the present)

Daiya, DeWispelare, Frawley (Director of University Honors), Green-Lewis, Wallace (Associate Dean of Graduate Studies)

The graduate concentration in British and Postcolonial Studies spans the field of modern British literature and culture post 1700, often attending to questions of Empire and its aftermath. Strengths include gender in British Literature, eighteenth century literature of the British Empire, social history, aesthetics and photography, nineteenth and early twentieth-century British literature and the visual arts, and colonial and postcolonial literature and cinema. Seminars often complement and connect with those offered in the MEM and ALC concentrations through theoretical intersections around transnational and global approaches, and the analysis of gender and race. BPC Faculty:

- **Kavita Daiya** is the author of *Violent Belongings: Partition, Gender and National Culture in Postcolonial India* (Temple UP, 2008). Her research engages the field of feminist colonial and postcolonial studies with American studies. Her specializations include imperialism, nationalism, gender and sexuality, public culture, postcolonial cinema and narratives of migration. She has authored several articles on Salman Rushdie, Amitav Ghosh, Nadine Gordimer, Bapsi Sidhwa, among others, and is currently working on a book about oral histories of postcolonial migrations in South Asia, and a related online archive at www.1947Partition.org.

- **Daniel DeWispelare** studies and teaches the politics of language, literacy, and translation in English-speaking world during the eighteenth and nineteenth centuries. He has published articles on these topics in *Literature and Theology* and the *Journal of British Studies*, and he is currently working on a book about anglophone dialect writing during the Romantic period.


- **Jennifer Green-Lewis** teaches courses on British fiction (approx.1840-1930), and its relationship to the visual arts. She is the author of *Framing the Victorians: Photography and the Culture of Realism* (Cornell, 1996), *Teaching Beauty in Delillo, Woolf, and Merrill* (with Margaret Soltan; Palgrave, 2008), and reviews and essays on nineteenth and early twentieth-century British literature and photography. She has authored the chapter on photography in the forthcoming Oxford handbook on Victorian Literature. She is completing a book on Victorian photography and the invention of postmodern memory.

- **Tara Ghoshal Wallace**'s books include an edition of Frances Burney's *A Busy Day, Jane Austen and Narrative Authority*, and *Imperial Characters: Home and Periphery in Eighteenth-Century Literature*. She is co-editor of *Women Critics, 1680-1820*, and has published articles on Austen, Burney, Dr. Johnson, Tobias Smollett, Elizabeth Hamilton, and Walter Scott. Her research interests include British imperialism and national identity, literature and public history, and gender studies.

Other British and Postcolonial Cultures scholars at GW include Jeffrey Cohen, Jonathan Gil Harris and Antonio Lopez (English)—all of whom work with postcolonial perspectives—historians of empire like Dane Kennedy and Benjamin Hopkins (History), African studies scholar Dan Moshenberg (Women's Studies), and Latin America specialist Sergio Waisman (International Affairs).
BPC faculty teach graduate seminars, direct theses, and supervise dissertations. BPC faculty and graduate students also take part in a lively 19th-century studies colloquium, as well as a University Seminar on Diaspora Studies that provides a rich interdisciplinary forum for scholars of colonial and postcolonial migration. In recent years, collaboration with the British Council has facilitated visiting residencies for British writers here at GW. The Library of Congress and Washington DC’s international character offer wonderful intellectual and cultural resources for scholars of modern British and Postcolonial Literature and Culture.
Examinations & Evaluations

Masters Portfolio

A. Procedures for Preparing a Masters Portfolio

1. By March 15th in his or her final spring semester, any student hoping to be awarded an MA degree and who has chosen the Masters Portfolio option – whether s/he is in the BA/MA program, the MA program, or the PhD program – must submit to the graduate studies committee a final portfolio. Please note: to graduate with the degree, BA/MA and MA students need to have completed 30 credits of approved graduate coursework; PhD students need to have completed 36 credits.

2. The Masters Portfolio will consist of the following documents:
   - three essays written for English graduate seminars at GW that the student considers to be his or her best work (these can be rewritten for inclusion in the portfolio); and
   - an overview (approx. 6-8 pages) that places the written work included in the portfolio and the student’s development as a scholar and critic in perspective. The overview may tease out points of theoretical and/or thematic convergence between the essays; recognize points of tension between them; revisit and reformulate points that the student might now approach differently; suggest new directions that the student is likely to follow in future work (including as yet unfinished work for courses in the spring semester).

3. After reading the portfolio materials, two members of the graduate studies committee will meet with the student for a 30-45 minute interview. The two committee members will talk with the student about the contents of his or her portfolio; they will provide feedback about its quality, paying particular attention to the overview in relation to the three essays.

4. The student will then be awarded a grade of distinction, pass or fail; the grade will be accompanied by a written evaluation of the portfolio, written by the two committee members. Students who fail their portfolio assessment will be expected to revise and resubmit their portfolio by the end of the summer. If they fail a second time, they will not receive the MA.

B. Rubric for Evaluating the Masters Portfolio:

DISTINCTION: Student’s papers are of an outstanding (and even publishable) quality; overview and interview indicate that student has a strong sense of him/herself as a critic, is capable of thoughtful self-reflection about the theoretical and methodological assumptions s/he brings to bear on his/her reading, and is asking provocative and even innovative questions about his/her field(s) of study.

PASS: Student’s papers are of good quality; overview and interview offer a thoughtful distillation of student’s assumptions as a scholar and critic, and suggest competence within his/her field(s) of study.

FAIL: Student’s papers are of indifferent quality; overview and interview do not indicate sufficient critical self-awareness or competence within his/her field(s) of study.
Masters Thesis

Students who opt to write a Masters Thesis will submit the thesis no later than the last day of courses in the semester in which the student plans to graduate. The thesis counts for 6 credits. The thesis (60-80 pages) should demonstrate scholarly research and a strong original argument, and should be presented in an approved format. It will be supervised by two faculty members (a director and a reader) in the field.

Language Exam

The Language Exam is required of PhD students only. It tests only comprehension skills in reading another language (ie not verbal or speaking skills). We strongly advise that PhD students take care of this requirement as soon as possible, and preferably in their first semester. Please go to the following website to learn more about the GW Language Center and the “Tool Exams” that our PhD students take:

http://gwired.gwu.edu/language/testing/toolexamsfall

PhD Qualifying Exam

The Qualifying Exam tests a student’s ability to think critically, and in conversation, about literature in his or her declared concentration. The preparation process for the Qualifying Exam offers the student a closely mentored experience of thinking through points of connection between diverse literary texts across genres and periods, reflecting on critical methods and theories that speak to these texts, and formulating a syllabus for a hypothetical freshman survey course in the concentration.

A. Preparing for the Qualifying Exam

1. At the beginning of the spring semester in his or her first year, the PhD student will declare a primary concentration. This is most likely to be the concentration into which the student was admitted. Having declared his/her primary concentration, the PhD student will meet with the DGS, and will be assigned a mentor within that concentration.

2. By the end of April in the spring semester, the PhD student and his/her mentor will have finalized the list of fifty books that the student will cover in their oral Qualifying Exam. The list is expected to represent comprehensive coverage of literature in their chosen concentration, but it should also include relevant critical as well as theoretical writings. The recommended breakdown of the books is 30-40 primary texts; 5-10 theoretical texts; and 5-10 works of major criticism. The primary texts may include one or two texts from outside the concentration that are deemed relevant to the larger conversations generated by the list. From the longlist of primary texts, the student should make a shortlist of 10 texts. A passage from this list of 10 will be selected by the mentor for close reading by the student at the exam (see below).

3. At the beginning of May, the student will submit his/her longlist of 50 texts and shortlist of 10 texts. S/he will also submit a 1-2 page rationale for the list to the DGS; the rationale and the list will be reviewed for approval by the graduate studies committee. The rationale is designed to lay out the student’s major points of interest across the periods and genres within the concentration; it should also justify the inclusion of any texts from outside the concentration.

4. The student will be expected to study the 50 books closely over the summer, teasing out points of conversation between them.
5. Just before or at the beginning of the fall semester (preferably by the end of August, depending on faculty availability; but no later than the first week of September), the student will take the Qualifying Exam. This will be an oral examination of 90 minutes duration. The examination committee will consist of the mentor plus two other English faculty members (one specializing in the student’s concentration, the other representing the graduate studies committee; the student will notified of the composition of his/her examination committee by the end of May).

6. At least one week before the exam, the student must send the three examiners a copy of his/her sample syllabus for a hypothetical freshman survey course in his/her concentration. The texts to be taught will come from the student’s long list; s/he should confer with his/her mentor about the syllabus in advance of submitting it.

7. The student should remember to bring to the exam print-outs of his/her longlist, shortlist, rationale, and syllabus, as well as a pen.

8. In the first minutes of the exam, the student will offer a general opening statement about his or her list and rationale. The remainder of the exam will consist of questions from the three examiners. While the exam is expected to be a conversation between faculty and student, the questions will also be carefully structured to test the comprehensiveness of the student’s knowledge of the fifty books. The examiners will collaborate in advance of the exam to produce questions that will test in the following four areas:

   • identification and close reading of one short excerpt (e.g. a poem, dramatic speech, or prose extract) chosen by the examiners from the student’s shortlist of 10 books;

   • comprehensive coverage of the full list of 50 books;

   • the ability to tease out thematic points of connection between texts across genres and historical periods;

   • facility with different theoretical perspectives in response to diverse texts.

The student should consider the list of 50 as the pool from which s/he will select texts to teach in a possible survey of literature in his/her concentration. So at the qualifying exam, s/he will be asked about what the syllabus of such a survey course might be – which texts s/he would include, and why, with reference to an overarching rubric or organizing principle.

9. The student will be graded on a scale of distinction, pass, and fail. S/he will also receive a written evaluation from the examination committee. Students who fail their exam the first time will have one more opportunity to take it the following year. Students who fail the exam twice will not be allowed to continue in the program. However, they will then be encouraged to assemble and submit a Masters Final Portfolio for evaluation which, if approved, will entitle them to an MA.

B. Duties of Qualifying Exam Committee Members

1. A GRADUATE STUDIES COMMITTEE MEMBER runs the exam as a kind of referee, making sure that procedures are followed and serving as timekeeper. S/he calls the exam into “session,” outlines its format, invites the student to offer his/her opening remarks about the making of the list, and makes sure that the conversation doesn’t stray from the explicit brief. Although the grad studies committee member is a referee, s/he can also ask questions as the conversation unfolds, though s/he will probably take a less active role in the conversation.

2. The STUDENT’S MENTOR selects the passage for close reading from the shortlist of 10. S/he is also actively involved in the subsequent conversation, which should be relatively spontaneous, even as it ought to test the student’s depth of coverage of the longlist, ability to make thematic points of connection between texts across genres and historical periods, and facility with different theoretical perspectives in response to
diverse texts. The mentor confers in advance with the second examiner about possible lines of questioning, but his/her questions “go with the flow” of the conversation as it develops. Despite having worked with the student over the spring and summer in an advisory capacity, the mentor is a full examiner: s/he can ask tough questions if warranted.

3. The SECOND EXAMINER, who is nominally a specialist in the student’s declared concentration, is expected to take an active, co-leading role (with the mentor) in the questioning. S/he confers in advance with the mentor about possible lines of questioning (see above), but also asks follow-up questions based on what the student says during the exam, including the student's close reading and proposed syllabus.

C. Procedures for the Qualifying Exam

The exam will last for 90 minutes, subdivided approximately as follows:

1. The grad studies committee member calls the exam into session, explaining the format (student’s general statement, close reading of excerpt from list of 10, Q and A about the list of 50, student syllabus for a freshman survey course in the concentration). Then s/he asks the student to make his/her general statement. The student should remember to bring his/her longlist, shortlist, and rationale to the exam. (5 mins)

2. The student makes a brief general statement about the list of 50. This is in some ways a reprise of the written rationale submitted in May; the difference is that, having studied the list over the summer, the student may now see new points of connection between the texts on the list, and understand his/her relation to the concentration in a new light. (5 mins)

3. The grad studies committee member asks the mentor to distribute copies of the chosen passage from the shortlist. The student reads the passage, then offers a close reading of it. The mentor and the second examiner might give the student some initial guidelines for directions the reading might take, but should allow the student to develop a reading before pressing him/her with more detailed questions. (20 mins)

4. The grad studies committee member invites the mentor and the second examiner to ask questions of the student, testing the student’s depth of coverage of the list of 50, ability to make thematic points of connection between texts across genres and historical periods, and facility with different theoretical perspectives in response to diverse texts. This question time is not as formal as the structured Q and A of the dissertation defense – instead, it should be a conversation between the student and the examiners, with examiners feeling free to ask follow-up questions on the spot. That said, it might make some sense for each examiner to take a turn “leading” the Q and A. The majority of the questioning should be done by the second examiner and the mentor; the graduate studies committee member can ask questions too, but is expected to take a less active role in the Q and A. (40 mins)

5. The grad studies committee member invites the student to distribute copies of a syllabus, devised from the list of 50, for a potential freshman survey course in his/her concentration. (Note that this syllabus should go beyond the student's nominal field; i.e. a student specializing in 18th-century British literature will still be expected to devise a syllabus for a survey in British and Postcolonial literature from 1700 to the present, just as a student specializing in Latino/a studies will be asked to devise a syllabus for a survey in American Literature and Culture from 1700 to the present, or a student specializing in Shakespeare will be asked to devise a syllabus in Medieval and Early Modern Studies from 800 to 1700.) The second examiner and mentor will ask questions about the syllabus. (20 mins)

6. The graduate studies committee member will call the exam to a close after 90 minutes have elapsed.

7. The student will be asked to leave the room; the committee should confer for 10 minutes about the student's performance, and decide on a grade of distinction, pass, and fail, based on the evaluation rubric (see
The student is then called back into the room and informed of the result. The mentor will write a paragraph reviewing the student’s performance, making recommendations for areas that the student might need to address. The paragraph should be emailed to the student within a day of the exam; it should cc’ed to the examining committee and the director of graduate studies. If the student has failed, s/he could consult with the DGS immediately to discuss scheduling when s/he will retake exam.

D. Rubric for Evaluating the Qualifying Exam

DISTINCTION: Student can correctly identify, and offer a sophisticated close reading of, a short excerpt chosen by the examiners from his/her shortlist of 10 books. S/he demonstrates a scholarly depth and breadth of reading in her concentration as evidenced by his/her intimate familiarity with the longlist of 50 books. S/he is able to tease out thoughtful and even unexpected points of connection between numerous texts across genres and historical periods, all the while displaying sensitivity to the specificity of historical and cultural context. S/he already displays a literary critic’s facility with different theoretical and critical perspectives. His/her conception of a survey course not only foregrounds depth and breadth in the concentration’s literature, culture, and history, but is also already teachable – a well integrated yet capacious syllabus with a thoughtful overarching rubric or organizing principle.

PASS: Student can offer a coherent close reading of (but not necessarily identify) a short excerpt chosen by the examiners from his/her shortlist of 10 books. S/he demonstrates a workable familiarity with his/her longlist of 50 books. S/he is able to recognize significant points of connection between texts across genres and historical periods. S/he shows a fundamental understanding of different theoretical and critical perspectives. His/her conception of a survey course suggests solid coverage of the literature and history of the concentration, as well as a sense of an organizing principle.

FAIL (if student makes at least two of the five following errors): 1. Either the student is unable to identify the short excerpt from their shortlist of 10 books OR the student’s close reading of the passage lacks coherence. 2. His/her coverage of the longlist of 50 books is clearly wanting. 3. His/her comparative analysis of texts suggests an inadequate understanding of points of dialogue between them. 4. His/her grasp of theoretical and critical perspectives is tenuous. 5. His/her conception of a survey course demonstrates insufficient historical coverage of the concentration and/or lacks coherence.

PhD Field Exam

The Field Exam is normally taken in the semester after the student finishes their coursework. It is an eight-hour written exam on the student’s proposed field of study for their dissertation and, as such, is a much more focused area than the concentration covered in the PhD Qualifying Exam. Study for the Field Exam is intended to be an exciting and in many ways a liberating time. The exam plays a crucial role in preparing the student for advanced dissertation research and also provides a gateway into the professional world of scholarship and teaching. The process will be much more efficient and enjoyable if students follow procedures, keep to deadlines, and consult frequently with faculty and peers.

A. Preparing for the Field Exam

1. After completing his/her coursework, the student will select – in consultation with the DGS – a faculty advisor, together with a second reader, both of whom are expected to be experts within the field. The student should initially consult with, and subsequently receive written agreement from, both faculty members,
stating that each is willing to direct and administer the list and the exam. This agreement should be indicated on the PhD Field Approval Form.

2. The student will then set up a schedule for meeting with the advisor and the second reader. This may be done once a month or bi-weekly, but the student should meet with advisors at least three times during the semester preceding the exam. Students are expected to read on their own (with guidance from faculty); however, should they wish to sit in on specific classes (graduate and/or undergraduate) in order to supplement their readings, they are encouraged to contact the appropriate professors. While it is probable that at least one of the exam advisors will subsequently direct the student’s dissertation, no such linkage is required.

3. At least three months before taking the Field Exam, the student is required to write and submit to the graduate studies committee for approval a list of 50 books, together with a rationale for the list, consisting of one to two pages of explanation of the list and the parameters of the reading project. Examples of previous rationales and reading lists will be available from the DGS, but students should note that while Field lists are likely to have much overlap, rationales are likely to be distinctive. Both list and rationale must have written approval of both advisors before the student may proceed with preparation.

4. The purpose of the list, and of the exam itself, is to encourage the student to read as widely as possible in the chosen field. The field covers a more circumscribed area than the concentration in which the student took his/her Qualifying Exam; it tends to be delimited by period and by topic. The student may include ten to fifteen works of criticism, theory, and any other material germane to his or her interests; the remaining thirty-five to forty items on the list should be primary texts that reflect the general aims of the field exam.

Note: It is crucial to keep in mind that this list reflects a project to master a field. It is not an exhaustive bibliography for dissertation research, although there will almost certainly be a substantial overlap.

5. The rationale is intended to give both students and faculty a sense of what might motivate the student’s readings. Any particular interests of the student, as reflected in the list, are explained in the rationale. The rationale is intended to assist, rather than confine, the reader. It rationale will provide a starting point for both discussions between faculty advisors and student and for writing the exam itself. However, since the exam considers a field, students should be prepared to discuss issues not articulated in the rationale.

6. The preparation for the exam varies between different concentrations. Students will develop an individualized exam preparation plan with his or her advisors.

7. At least a month before the scheduled day of the exam, the student must send a list of eight possible Field Exam questions to the advisor and second reader. The advisor and second reader reserve the right to edit these questions, but will notify the student of the emendations. They will select four of these eight questions (whether in their original or in revised form) to appear in the exam; the other four questions will be devised by the advisor and the second reader.

B. Duties of the Field Examiners

1. The ADVISOR meets regularly with the student in the semester prior to the exam, usually once a month or (at most) every two weeks. The advisor is the student’s primary consultant on his/her reading list and rationale, and must sign off on these before they are submitted with the Field Approval form to the DGS and the graduate studies committee. If the examination is taken in August and the advisor is away for the summer, s/he undertakes to be accessible by email. The advisor solicits eight possible Field Examination questions from the student at least a month before the scheduled exam; together with the second reader, s/he reviews the questions, and notifies the student of any emendations. The advisor also confers with the second reader on the composition of four new questions. The advisor emails the exam to the student on the scheduled day; once the exam is completed, the advisor is responsible for 1. collating his/her feedback and that of the second reader into a consolidated written report, to be sent within a week of the exam; and 2.
scheduling a face-to-face meeting to discuss the student’s performance after the submission of the examiners’ written report.

2. The SECOND READER tends to meet less regularly with the student in the semester prior to the exam than the advisor does. But the reader is also required to sign off on the reading list and rationale. If the examination is taken in August, the reader, like the advisor, undertakes to be available by email. S/he confers with the advisor on reviewing and (if necessary) emending the students’ proposed eight questions as well as on the composition of the four examiners’ questions. The reader sends the advisor his/her written feedback about the exam within a week, and meets the student together with the advisor after the student has received the examiners’ written report.

C. Procedures for the Field Exam

1. The Field Exam itself consists of eight questions; four are from the student’s list, and the other four are written by the examiners (see above). During the exam, the student answers four of the eight questions, including at least two written by the examiners.

2. The exam takes eight hours, usually starting at 8 am or 9 am and finishing at 5 pm or 6 pm, with an hour off for lunch. The student cannot consult books or notes during the exam. At the end of the exam, the student emails his/her four answers to the two examiners.

3. The examiners grade the field exam (either a fail, a pass, or a distinction), and write up an extensive report on the examination. They also meet in person with the student to discuss the report.

4. The student must pass the exam before moving on to the next stage; s/he can retake it if s/he fails, but if s/he fails the exam twice s/he will be dismissed from the program.

D. Rubric for Evaluating the Field Exam

DISTINCTION: Student’s answers display superior skills of critical analysis, theoretical reflection, and historical contextualization. S/he not only responds directly to the examination questions, but also thoughtfully teases out interesting and even unexpected implications from them. S/he is already making compelling, nuanced, dissertation-worthy arguments that testify to his/her mastery of the field, in terms both of primary texts and the current critical conversations taking place about these.

PASS: Student’s answers display satisfactory skills of critical analysis, theoretical reflection, and historical contextualization. S/he responds appropriately to the examination questions. S/he may not yet be making dissertation-worthy arguments, but is clearly well immersed in the field and its current critical conversations.

FAIL (if student makes at least two of the four following errors): 1. Student’s answers do not display sufficient skills of critical analysis, theoretical reflection, and/or historical contextualization. 2. S/he does not respond to the questions that have been posed. 3. S/he does not demonstrate sufficient mastery of the primary texts in his/her field. 4. S/he does not demonstrate sufficient mastery of the current critical conversations in his/her field.

Dissertation Prospectus

The Dissertation Prospectus is normally completed and defended within three months of the Field Exam. The Prospectus is a 16-20 page outline of the dissertation’s proposed topic, argument, and possible chapters, accompanied by a substantial bibliography of research material. Sample prospectuses are kept on file in the
DGS's office. Students are encouraged to start working on their prospectus as they prepare for the Field Exam.

**Procedures**

1. After the Field Exam, the student meets with the DGS; in consultation with the DGS, and with input from the advisor, the student puts together a Dissertation Committee of three. Usually, but not always, the committee consists of the Field Exam Advisor and Second Reader, with the addition of a Third Reader from the department.

2. The student works out a timeline with the committee for submitting a draft of the Dissertation Prospectus. All three members of the committee must sign off on the final draft before it can proceed to defense.

3. Once the committee of three has signed off on the Dissertation Prospectus, the student must then publicly defend it. The Defense is a 90-minute conversation, attended by the student, his/her committee of three, and all the other graduate students in his/her concentration. (Other guests are also permitted to attend).

4. The advisor takes responsibility for ascertaining who will attend the defense, and emails the Dissertation Prospectus to all attendees at least a week in advance of the defense.

5. The first 10 minutes of the Defense consist of a statement from the student about his/her topic; there are then 45 minutes of Q and A between the student and his/her committee; and the last 30 or so minutes will include questions from the student’s fellow students.

6. After the Defense, and if the student has completed all other requirements, the student is considered ABD (All But Dissertation) and advanced to Candidacy. The DGS completes the Candidacy Form.

7. At this point, the student becomes eligible for the MPhil; to receive it, s/he must submit an application for graduation.

8. After being moved to candidacy, the student devotes him/herself to writing the Dissertation. In academic and scholarly terms, it means the student is a full-fledged scholar, albeit with the close mentorship of the committee overseeing the dissertation.

**Writing the Dissertation**

This is often the most rewarding and most daunting aspect of graduate work, approximating as it does the work of fully credentialed scholars in the field. While the freedom to concentrate on one’s own project can be liberating, it can also lead to isolation, procrastination, and distraction. Therefore, we have established some opportunities and some regulations to help our ABD students stay in touch with their work and their colleagues.

- After the student has completed a draft of the first chapter of their dissertation and submitted it to the committee of three, his/her advisor will convene a meeting of the committee with the student. This helps insure that the three committee members are on the same page with each other about what the student needs to do to make progress with his/her dissertation.

- We encourage ABD students to audit one graduate seminar in their field each semester, to insure that they remain in touch with other students and scholars in their concentration; we also encourage them
to attend department colloquia, talks, and other events (see “Community Outside the Classroom” below).

- We also encourage ABD students to join one of the many of the student-run dissertation-writing groups in the program.

- At the end of each academic year, ABD students will submit to the DGS a brief (one paragraph) email report of their progress. Ideally, only three of these reports will be submitted before the student reaches defense stage; in any case, the reports keep the graduate program and dissertation student connected throughout the writing process.

When a draft of the dissertation is completed, it should be read by all three committee members; all must sign off on it before it can go forward to defense

Dissertation Defense

The student’s Dissertation will be examined by the committee of three, an additional examiner from the department, and an outside examiner. The student may invite guests to attend the Defense. This is a discussion of approximately 90 minutes duration; each examiner will, in order of seniority, ask the student questions for a period of 15 minutes – with the exception of the advisor, who is present but silent during the discussion. After the first round of questions, there is a second round, where each examiner has the option of asking the student questions for a period of 5 minutes. At the end of the discussion, the student is asked to leave the room; the examining committee then determines whether the student has passed the Defense, and if so, whether revisions are required.

After the Defense, the student makes any necessary revisions and then submits the final draft of the dissertation electronically. All information about how to do this is at http://library.gwu.edu/etds/.
Community Outside the Classroom

Every year, the Department of English convenes various colloquia of faculty and graduate students and hosts one or more guest lecturers. The colloquia vary in frequency and format, but they all consider current topics affecting scholarship in our field. Speakers for colloquia and lectures can be faculty, graduate students, or guests from other institutions, and their presentations can range from practical professional matters to knotty scholarly problems.

Our three concentrations each have lively colloquium/speaker series. While all members of the Departmental community are strongly encouraged to participate in all these events, it is particularly crucial that those writing dissertations attend, since these meetings connect them with their colleagues, provide a forum for discussion of academic issues, and keep them informed about the scholarly world outside of their dissertation topic.

MEMS students are very much involved in the programming for GW MEMSI (the Medieval and Early Modern Studies Institute, directed by Professor Jeffrey Cohen; jcohen@gwu.edu). MEMSI sponsors symposia and conferences throughout the year; recent multidisciplinary symposia include Cultural Translations (March 2012); a series of events around The Tempest (2011-2012); and a large, national conference, Animal, Mineral, Vegetable: Ethics and Objects in the Medieval and Early Modern Periods (March 2011). For more information, see the Institute’s website, www.gwmemsi.com, or contact the Institute’s graduate student rapporteur, Emily Russell, erusse4@gwmail.gwu.edu.

BPC students are members and involved in the programming for the university’s BPC Colloquium, which meets once a month and includes faculty and students from GWU as well as DC consortium universities. Meetings vary in format. We host several invited lectures per year, have group discussions about readings in British and Postcolonial studies, and frequently share research in works-in-progress meetings. For more information and to be added to the BPC mailing list (bpc@hermes.gwu.edu), contact Professor Daniel DeWispelare, dewispelare@gwu.edu.

ALC students have launched the American Literature and Culture Organization (ALCO), a group that hopes to lend its voice to the conversations of American literature and culture within a larger hemispheric perspective, engaging students, faculty and the interested public. For more information, contact Maia Gil’Adi, m.s.giladi@gmail.com. You can also “like” the ALCO Facebook page or email interesting updates or links to gwualco@gmail.com for possible inclusion on the page.

In May, we celebrate – with champagne and short speeches – our new crop of MA and PhD graduates, confer our annual teaching award, and mark other accomplishments of our students. This event includes students’ families and friends.

The English Graduate Student Association

(EGSA) provides a forum for discussion and fosters a sense of community. For more information and a listing of current EGSA officers, contact the president, Molly Lewis, mlewis@gwu.edu.
Contacts

Chair, Department of English: Professor Robert McRuer, rmcruer@gwu.edu

Director of Graduate Studies beginning Summer 2014: Professor David Mitchell, dtmichel@email.gwu.edu

Coordinator, MA Program: Professor Kavita Daiya, kdaiya@gwu.edu

Coordinator, MA Program beginning Summer 2014: Professor Christopher Sten csten@gwu.edu

Coordinator, BA/MA Program: Professor Patrick Cook, pcook@gwu.edu

Coordinator of MEMS concentration and Director of GW MEMSI: Professor Jeffrey Cohen, jjcohengwu.edu

Coordinator of ALC concentration: Professor Antonio Lopez, amlopez@gwu.edu

Coordinator of BPC concentration: Professor Daniel DeWispelare, dewispelare@gwu.edu

Language Tool Exam: Professor Young-Key Kim-Renaud, kimrenau@gwu.edu; and Ikuko Turner, ikukosan@gwu.edu

Dean of Graduate Studies, Columbian College of Arts and Sciences: Professor Tara Ghoshal Wallace, tgw@gwu.edu

Director, Graduate Student Services, Columbian College of Arts and Sciences: Iva Beatty, iva@gwu.edu

Advanced Degree Program Coordinator, Columbian College of Arts and Sciences: Carla Vargas, cvargas@gwu.edu

President, EGSA: Molly Lewis, mclewis@gwu.edu

GW MEMSI assistant director/student rapporteur: Haylie Swenson, haylie@gwmail.gwu.edu

ALCO student organizer: Maia Gil’Adi, m.s.giladi@gmail.com

BPC student organizer: Patrick Henry, patrickhenry@gwu.edu
Forms

Faculty Advisor

George Washington University Department of English

Graduate Faculty Advisor for Doctoral Student

Note: This form is to be completed by the doctoral student, signed by his/her faculty advisor, and submitted to the department’s Director of Graduate Studies.

Deadline: Please submit this form by the last day of class of your first semester as a doctoral student.

The graduate faculty advisor meets regularly with the student and oversees the student’s progress toward each of the milestones: qualifying exam, field exam, dissertation prospectus defense, and dissertation completion and defense. It is the student’s responsibility to approach and acquire the consent of his or her faculty advisor.

Doctoral Student’s Name: __________________________ Email: __________________

Doctoral Student’s Signature: _______________________ Date: __________________

____________________________________________________

Faculty Advisor: ___________________________ Date: __________________

Advisor’s signature: ___________________________
Qualifying Exam Committee

George Washington University Department of English

Ph.D. Qualifying Examination Committee

Note: This form is to be completed by the doctoral student, signed by the examiners, and submitted to the department’s Director of Graduate Studies along with the student’s reading list and rationale.

The qualifying exam committee consists of the first examiner (the student’s advisor), second examiner, and a presider appointed by the director of graduate studies.

Doctoral Student’s Name: __________________________ Email: __________________________

Doctoral Student’s Signature: __________________________ Date: __________________________

First Examiner: __________________________ Date: __________________________

Signature: __________________________

Second Examiner: __________________________ Date: __________________________

Signature: __________________________
Field Exam Committee

George Washington University Department of English

Ph.D. Field Examination Committee

Note: This form is to be completed by the doctoral student, signed by the examiners, and submitted to the department’s Director of Graduate Studies along with the student’s reading list and rationale.

The field exam committee consists of the student’s advisor and a second reader.

Doctoral Student’s Name: ________________________ Email: __________________

Doctoral Student’s Signature: _____________________ Date: __________________

First Reader: ____________________________  Date: __________________

Signature: ________________________________

Second Reader: ____________________________  Date: __________________

Signature: ________________________________
Dissertation Prospectus Committee

George Washington University Department of English

Ph.D. Dissertation Prospectus Committee

Note: This form is to be completed by the doctoral student, signed by the examiners, and submitted to the department’s Director of Graduate Studies along with the student’s reading list and rationale.

The dissertation prospectus committee consists of the student’s advisor and two readers.

Doctoral Student’s Name: __________________________ Email: __________________________

Doctoral Student’s Signature: __________________________ Date: __________________________

Faculty Advisor: __________________________ Date: __________________________

Signature: __________________________

First Reader: __________________________ Date: __________________________

Signature: __________________________

Second Reader: __________________________ Date: __________________________

Signature: __________________________
Dissertation Committee

George Washington University Department of English

Ph.D. Dissertation Committee

Note: This form is to be completed by the doctoral student, signed by the examiners, and submitted to the department’s Director of Graduate Studies along with the student’s reading list and rationale.

The dissertation committee consists of the student’s advisor and two readers.

Doctoral Candidate’s Name: __________________________ Email: __________________

Doctoral Candidate’s Signature: __________________________ Date: __________________

Faculty Advisor: __________________________ Date: __________________

Signature: __________________________

First Reader: __________________________ Date: __________________

Signature: __________________________

Second Reader: __________________________ Date: __________________

Signature: __________________________