Dear Graduate Students,

Welcome (or welcome back) to a new academic year in the English Department at Tufts. This Handbook provides a quick, portable overview of the English Graduate Program. It does not pretend to be comprehensive, however, so you should make sure to consult the other appropriate sources of information for details about specific aspects of the graduate experience, such as oral qualifying exams and fellowship opportunities. In the event that you have questions about anything that is described here, feel free to ask the Director of Graduate Studies or the staff in the English Department office.

We hope that you find your graduate career at Tufts personally and professionally rewarding. We are glad to have the opportunity to work with you as you progress through the English Graduate Program.

On behalf of the English Department,

Sonia Hofkosh, Director of Graduate Studies
Lee Edelman, Graduate Committee
Jess Keiser, Graduate Committee
John Lurz, Graduate Committee & Placement Director

Wendy Medeiros, Department Administrator
Jennifer LeBlanc, Administrative Assistant
# English Graduate Program Handbook

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GENERAL INFORMATION

English Department Office
East Hall 210
Tel: (617) 627-3459  Fax: (617) 627-3606
Hours:  M-F 9:00AM to 5:00PM
http://ase.tufts.edu/english/graduate/

The staff members in the English Office are available to help you with any questions or concerns you may have. Wendy Medeiros is the Department Administrator. Supporting Wendy are two administrative assistants. Jennifer LeBlanc focuses on the First-Year Writing Program whereas the Graduate Program Assistant assists the graduate program as a whole.

Please come to the office if you need help with registration, leaves of absence, teaching issues, financial questions, or general office support. Your office key opens the East Hall entry doors, the Staff, Faculty, and Graduate Lounge (East 217), the Computer Room (East 201A), and the main English Office (East 210).

The Graduate School of Arts and Sciences
Ballou Hall 1st floor
Tel: (617) 627-3395
Hours: M-F 8:30AM to 4:30PM
https://asegrad.tufts.edu/

The Graduate School of Arts and Sciences is the academic and administrative unit responsible for all phases of post-baccalaureate education in the School of Arts and Sciences. Applications for admission, petitions for leave, transfer of credit, extension of time requests, and filing for degree applications are all handled through this office.
Tufts English Graduate Organization (TEGO)
Co-Presidents 2019-2020: Rebecca Aberle and Matthew Messer
http://ase.tufts.edu/english/graduate/tego.htm

TEGO is an autonomous student group that considers issues of concern to graduate students and coordinates projects to advance graduate study. TEGO sponsors workshops on student research-in-progress and on professional development, as well as informal meetings to discuss examination procedures. TEGO also organizes thematic reading groups and helps coordinate a graduate student conference. TEGO provides a forum in which graduate students can exchange ideas; it funds social events; and, through its listserv and monthly meetings, it fosters a strong community among the English graduate students.

Tufts Graduate Student Council
GSC Lounge, West Hall 001
Tel: (617) 627-3576
http://go.tufts.edu/gsc

The Graduate Student Council (GSC) was established to provide a forum for graduate students across all the disciplines in the Graduate Schools or Arts & Sciences and Engineering. Each year the GSC works on an array of student life and learning issues including healthcare, housing, and travel and research funding. TEGO’s GSC liaison will be happy to take any English graduate student concerns to the monthly GSC meetings.

Tufts Technology Services (TTS)
TTS Service Desk, Tel: (617) 627-3376
Email it@tufts.edu
http://it.tufts.edu
Hours: M-F 9:00AM to 5:00PM

Tufts Technology Services (TTS) provides email and network support for faculty, staff, and students. The TTS Computer Center at Eaton Hall houses PCs and Macs.
Note: All official University and Department correspondence is sent to Tufts email addresses. Email accounts are automatically assigned to all registered students and will remain active as long as the student remains registered. Accounts of students taking an official leave of absence from the University will be suspended.

Libraries

_Tufts University Libraries_

- Tisch Library, 35 Professors Row
  Circulation desk: (617) 627-3347

- The Edward Ginn Library, 160 Packard Ave, Mugar Hall 1st floor

- The Lilly Music Library, 20 Talbot Ave, Granoff Music Center M030 (lower level)

Tisch Library offers a reference collection of both print and electronic resources, as well as a full range of services, including photocopiers, scanners, document delivery, lockers, and much more. Some courses require you to use reserve materials which are held at the Circulation Desk in the library lobby. Graduate students may make appointments with librarians for more individualized help with their research. The Edward Ginn Library offers several quiet study areas. The Lilly Music Library is an excellent resource for students seeking audio material.

Library hours vary during summer intercession, holiday periods, and other times of the academic year. Check the website for the relevant library: [http://tischlibrary.tufts.edu/about-us/hours](http://tischlibrary.tufts.edu/about-us/hours)

_Boston Library Consortium (BLC)_


The Boston Library Consortium (BLC) is a cooperative association of 20 academic and research libraries located in New England.
Founded in 1970, the BLC supports resource sharing among the member libraries. BLC card applications are available at the circulation desk in Tisch Library. A valid, current Tufts ID must be presented when applying for a BLC card.

The Academic Resource Center (ARC)
Dowling Hall 7th floor (Suite 720) Tel: (617) 627-4345
http://students.tufts.edu/academic-advice-and-support/academic-resource-center

The Academic Resource Center provides Tufts undergraduate and graduate students with free tutoring, study skills and time management workshops, writing support, confidential one-on-one academic counseling, services for students with disabilities, and a variety of other resources. English graduate students may find it a good place to look for part-time work as tutors.

Mayer Campus Center & Tufts Bookstore

Mayer Campus Center
44 Professors Row Tel: (617) 627-3145
http://ocl.tufts.edu

The Mayer Campus Center houses a cafeteria, a coffee shop, a mail drop, an ATM, meeting rooms, and a lounge with a television. There is also an information booth with fax services where you can buy postage stamps as well as campus event tickets. Please note that Campus Center hours vary according to the academic calendar.

University Bookstore
46 Professors Row Tel: (617) 627-3468.
https://tufts.bncollege.com/shop/tufts/home

Hours: M-F 9:00 AM to 4:00 PM
Sat 12:00 PM to 6:00 PM (Closed Sunday)
The Tufts University Bookstore provides the Tufts community with textbooks and other educational supplies. The bookstore also
offers a variety of paperbacks, clothing (including Tufts gear), toiletries, gift items, office supplies, etc. Visit their website for hours, textbook orders, and more.

**Center for Humanities at Tufts (CHAT)**
Fung House, 48 Professors Row
Tel: (617) 627-3342
http://ase.tufts.edu/chat/

The Center for Humanities at Tufts fosters interdisciplinary work in comparative literature, comparative religion, world history, philosophy, anthropology, and the arts. Each year, the Center hosts public lectures, seminars, conferences and colloquia by visiting artists, writers, and scholars, and brings together faculty, postdoctoral, and graduate fellows. Fellows participate in a research seminar and attend monthly public events with distinguished visiting scholars. Consult the website above for information about applying for a CHAT Graduate Dissertation Fellowship.

**Shuttle Service**
Schedule: [http://publicsafety.tufts.edu/parking/shuttle-services-2/](http://publicsafety.tufts.edu/parking/shuttle-services-2/)

During the academic year, the university runs three free shuttles. The Boston Ave shuttle begins at 574 Boston Ave, stops at Dowling Hall, 200 Boston Ave, and Whole Foods before returning to 574 Boston Ave. The SMFA shuttle runs between the Aidekman Arts Center and the SMFA. The Davis Square Shuttle (“The Joey”) runs between the Mayer Campus Center and Davis Square. Check the website above for schedule updates.

**Police, Parking, Keys, and IDs**
The Department of Public and Environmental Safety
419 Boston Ave, Medford, MA 02155
Dowling Hall Garage, 1st floor
http://publicsafety.tufts.edu/
Emergency: (617) 626-6911
Non-emergency: (617) 627-3030
Police service calls (including help opening locked classroom or office doors on campus), police escort, etc.

Public Safety Administrative Services: (617) 627-3692
Parking, shuttle services, IDS, and keys

Office Hours: M-F 9:00 AM to 5:00 PM

Dowling Parking Garage Hours: M-F 6:00 AM to 12:00 AM
No overnight parking
Closed on holidays and weekends

The Tufts police and public safety offices are located on the first floor of the Dowling Hall parking garage. Keys, IDs, and parking passes are distributed at these offices. Parking in Dowling Hall garage is available for staff, faculty, and commuter students who have purchased a current Tufts University Parking Decal and have requested and received a garage access card. Visitors and graduate students may park in the garage during the day, but must pay the parking fee at a kiosk in order to exit the garage. The fee is $8/day and no cash is accepted. Kiosks are located in Dowling Hall and in several locations within the garage. The entrances to the garage are from North Hill Road and Boston Avenue. A parking decal also entitles you to park in various lots around campus.

A map is available at:
http://publicsafety.tufts.edu/adminsvc/parking-services/boston-campus-parking-services-63/

Health Services
124 Professors Row, Medford, MA 02155
Tel: 617-627-3350. Fax: (617) 627-3592
http://students.tufts.edu/health-and-wellness/health-service

Hours: M/T/TH 8:00 AM to 6:00 PM
Tufts University Health Service provides accessible health care for the student population. Health Services offer walk-in visits, primary care, immunizations, an allergy clinic, and more. They also offer a pharmacy program in conjunction with Inman Pharmacy in Cambridge. Tufts Counseling and Mental Health Services (CMHS) provides counseling options ranging from consultations to group workshops.

**Student Health Insurance**
United Healthcare
https://www.uhcsr.com/tufts
Customer Service: (800) 767-0700

The student health insurance plan is offered through the school to provide basic medical coverage to eligible students. It meets the state of Massachusetts's requirements for health insurance for students attending colleges or universities in this state. The plan covers accident and sickness expenses including hospital room and board, emergency outpatient care, lab and x-rays, inpatient and outpatient surgical procedures, and physician office visits. Tufts Health Service (as an entity) is automatically your primary care provider if you use Tufts student health insurance.

There are two fees associated with graduate student health care at Tufts: the health services fee and the health insurance premium. The health services fee will be waived for graduate students for their first 5 years at Tufts. In addition to this, the Graduate School subsidizes the health insurance premium for students for their first 5 years. After 5 full years in the Graduate Program in English, students in good academic standing can apply to opt into a sixth year of coverage here:
Cousens Gym
161 College Ave., Medford, MA 02155
http://www.gotuftsjumbos.com/landing/index

Hours: M - F  7:00 AM to 10:30 PM
Sat      10:00 AM to 7:00 PM
Sun      10:00 AM to 10:30 PM
(hours may vary during the summer)

Free to students and staff, the Cousens Gym is a work-out resource that has basic cardio machines plus an indoor track, swimming pool, indoor basketball, and tennis courts. Lockers and showers are available.

United States Post Office
470 Boston Avenue, Medford, MA 02155 Tel: (617) 627-5370
Hours: M - F  9:00 AM to 5:00
(Post Office closes during the summer)

Student Services
Dowling Hall 7th floor, 419 Boston Ave, Medford, MA 02155
Tel: (617) 627-2000, email: studentservices@tufts.edu
http://students.tufts.edu/

Hours: M-F 9:00 AM to 5:00 PM
The first point of contact for Graduate Education, Student Affairs, and Student Services, the Student Services Desk in Dowling Hall provides help with academic and student records, billing and financial aid, online services, and a range of other transactions and questions. Student Services can connect you to most other administrative services at Tufts as well.

Student Information System
SIS online service gives you access to your academic records, your bursar account status, your financial aid account, your unofficial
transcript, and your personal information (including contact information). In addition, you can view course listings, register for classes, and find your class rosters through SIS: https://sis.tufts.edu

For questions about SIS call the Student Services Desk at (617) 627-2000 or email studentservices@tufts.edu

**Space and Resource Reservations System**
https://access.tufts.edu/room-reservations

For questions about room reservations for the Medford campus, email reservations2@ase.tufts.edu.

Reserve Tufts is the centralized room reservation system for Tufts University. An electronic request form is available at all hours. Graduate students can reserve rooms for meetings, events, film screenings, extra class meetings, etc. Frequently, graduate students teaching in the First-Year Writing Program use this tool to reserve media-ready classrooms.
ACADEMIC POLICIES

Course Registration
Courses in the English Department are grouped in two categories: Undergraduate, 0001 – 0199; Graduate only, 0200+. Only courses numbered 100 or higher can be applied to graduate degrees. Courses offered at the 100-level in the English Department are occasionally approved for graduate credit, but students must check with the Director of Graduate Studies (DGS) before registering for any courses under 200-level.

New Students
New students register for their first fall semester after consulting with the DGS during orientation.

Course Registration Policies and Procedures
During registration period, graduate students in coursework will meet with the DGS to discuss their graduate seminar preferences. If fifteen or fewer students are interested in a given seminar, students will receive permission to register online through SIS. If more than fifteen people want to take a given class, the professor will select the students who may enroll. The professor may ask students for additional information to help with this choice. After the decision has been made, students will receive an email telling them of their status, enabling students who are not selected to enroll in another, open class.

Tufts is part of a Boston area consortium, which includes Boston College, Boston University, and Brandeis University; Tufts is also a participating member of the Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality (GCWS) at MIT, which offers interdisciplinary, team-taught courses on various topics. During their coursework, graduate students may seek approval from the DGS to take a graduate-level course for a grade and credit
through cross-registration agreements with consortium schools or the GCWS at MIT. For more information, see *Consortium Courses* on page 23 of this Handbook.

Cross-registration forms and course schedules are available online or as noted below. Cross-registration usually happens on the first day of class. It is not possible to cross-register during the summer terms. If you wish to take a course at one of the consortium schools or through the GCWS at MIT, you will need to:

1. Meet with the DGS to discuss your course plan and receive approval.
2. Complete a Cross-Registration Petition, which is available at the English Department office, Dowling Hall, or online at [http://students.tufts.edu/sites/default/files/Tufts-Cross-Registration-at-Consortium-Schools-11-8-18.pdf](http://students.tufts.edu/sites/default/files/Tufts-Cross-Registration-at-Consortium-Schools-11-8-18.pdf)
3. Obtain all appropriate signatures from:
   o Tufts University Registrar’s office, Dowling Hall (form is pre-signed by Janet Frasier, Student Services)
   o Course Instructor
   o Host University Registrar/Dean
4. Submit the completed and signed Cross-Registration Petition to the Student Services Desk, Dowling Hall.

*Independent Studies*
A student who wishes to explore a topic not otherwise available in the English Department curriculum may ask a faculty member to guide an Independent Study. Once the student and the faculty member have discussed a specific course of study, the student must confer with the DGS to get final approval. It is important to note that, while Independent Study can be valuable in some cases, graduate students are expected to fulfill their coursework by taking graduate
seminars offered by the English Department, Boston area consortium schools, or the GCWS at MIT.

Approval of an Independent Study is rare for two reasons. First, graduate seminars are deliberately designed to expose graduate students to a range of fields, materials, and approaches to foster intellectual breadth rather than specialization during coursework. Second, Independent Study does not offer the rich and challenging intellectual environment of a graduate seminar that meets weekly during a thirteen week period.

If the DGS approves a proposed Independent Study, a form available in the English Department Office needs to be signed by the faculty member and the DGS and then returned to Wendy Medeiros, who will notify the registrar to create the course on SIS. Once the course is listed, you will be notified to proceed with registration. In their first year at Tufts, graduate students may not do an Independent Study.

_Pre-registration and Registering after Completing Coursework_  
Students in coursework must meet with the DGS before registering to plan their upcoming course load. Pre-registration dates, usually mid-November for spring semester and early April for the fall semester, are noted in the Tufts Academic Calendar.

After completing coursework, registration procedures change in order to ensure that PhD candidates maintain full-time student status. Students out of coursework register for English 0297-01 in the fall semester and English 0298-01 in the spring semester. Students will receive correspondence from the English Staff reminding them when to register for ENG 0297 and ENG 0298.
Incomplete Grades
An Incomplete or “I” may be awarded when a student is not able to complete the work for a course for reasons the instructor has judged to be valid and if the instructor has determined that the work can be completed by the time specified on the Incomplete Form. It is the responsibility of the student to request an “I” before the due date of the work required. Once the student has submitted the required work for the course, the instructor must submit a final grade to the registrar within eight weeks after the first day of classes of the subsequent semester. If a course is not completed by the designated time, the student will receive the default grade specified on the incomplete form.

Students in their first year in the English Graduate Program cannot take any incompletes. Graduate students with two or more incompletes will not be allowed to register for classes. Graduate students cannot teach in the FYWP with an outstanding Incomplete on their record.

Transfer of Credit
https://students.tufts.edu/registrar/what-we-assist/transfer-credit/graduate-students
Students may apply to transfer credit for graduate-level courses taken at Tufts or at other institutions. Transfer credit applications should be done early in the semester. The DGS will determine how much Tufts credit a course taken elsewhere will receive. No more than two graduate-level courses taken as a non-degree student at Tufts or at another institution may be transferred and used to fulfill requirements for a graduate degree in the English Department, subject to the conditions below.

Credits transferred must:
• have been earned in graduate-level courses at a properly accredited institution
• carry a grade of B or better (courses taken pass/fail cannot be transferred)
• have been taken following completion of the B.A. degree
• have not been counted toward another degree
All courses to be transferred must be approved by the DGS in the Department of English and by the Graduate School Executive Committee. The Executive Committee reserves the right to deny transfers of credit if it determines that all criteria have not been met.

Procedure for Awarding of Degrees
Graduate degrees are awarded in May, August, and February. Students are responsible for informing the Graduate Office of their intent to graduate. The Tufts Academic Advising Report can be found on SIS. In the "Academics" menu, select "Apply for Graduation" and choose your program and year. After you have successfully filled out your report, please turn it in to Graduate Program Assistant in East 210 who will secure the proper signatures, retain a copy for your permanent file, and submit the report to Dowling.

Degree sheets must be received by November 17 for February graduation, February 2 for May graduation, and June 12 for August graduation. The Graduate Office and academic departments reserve the right to remove from the degree list the names of candidates who have not met degree requirements. For detailed information on the awarding of degrees, please refer to the Tufts GSAS Graduate Student Handbook or the GSAS website.

Extension of Degree Time/Leave of Absence
Extension of Time
It is necessary to request an extension of time if it will not be possible to complete the PhD requirements within the allowed seven years (six years if entering with MA). Extension of time
requests must have the written support of the student’s dissertation advisor and the signatures of both the Director of Graduate Studies and the Chair of the English Department. To request an extension of time, a student must submit a completed and signed Petition for an Extension of Time to the Graduate School Office in Ballou Hall. For further information about applying for an extension of time and to acquire a petition form, consult the Tufts GSAS Graduate Student Handbook and the GSAS website. Please note that the GSAS levies a “continuation fee” for each semester beyond the 7th year of enrollment in the Program.

*Leave of Absence*
A leave of absence is granted for up to one year and must have the written support of the student’s dissertation advisor (if in the dissertation stage) and the Director of Graduate Studies. International students may not take a leave of absence and remain in the United States, and the International Center must be contacted to discuss the circumstances requiring the leave before any leave is authorized. For further information on a leave of absence, please refer to the Tufts Graduate Student Handbook and the GSAS website.

When taking a Leave of Absence, all access to Tufts University resources will be unavailable until the semester the student returns from the leave.

*Leave from Teaching*
Graduate students in the English Department may request a leave from teaching for up to two semesters. A teaching leave must have the written support of the DGS and the First-Year Writing Program Director.

Unlike taking a Leave of Absence from the Graduate Program, which stops the clock on your progress toward the PhD, a leave
from teaching *will* count against the time allowed to complete your degree requirements. This means that although you will not be teaching, and therefore will not be receiving a teaching stipend, you will still have access to university resources and be required to continue work toward completion of the PhD.

Deadline for requesting a leave from teaching is February 1st for the following academic year (fall *or* spring). It is very important that you make your request on time as the English Department relies on this information for budgeting and course schedule planning.

**Travel and Conference Funding**

The GSAS Student Travel Fund offers travel reimbursement grants for up to $400 to students who travel to present a paper at an academic conference. Smaller grants up to $200 are available for graduate students who are attending professional meetings but not presenting their work or for specific research trips. Some travel funding is also available from the English Department for students who are presenting a paper at a conference. Awards are capped at $150 and given only once per student per academic year (July-June). Department funds are limited, so students are advised to submit requests as soon as they know they will be traveling.

Detailed guidelines and application information can be found at [https://asegrad.tufts.edu/academics/research/funding-opportunities-tufts/graduate-student-travel-fund](https://asegrad.tufts.edu/academics/research/funding-opportunities-tufts/graduate-student-travel-fund), or through the English Department office.

To request a grant from the AS&E Student Travel Fund:

1. Complete the online application by the appropriate deadline. For travel between July and December, you may apply as early as February 16 and as late as October 15. For
travel between January and June, you may apply as early as October 16 of the prior year and as late as February 15.

2. Once your application is approved, you will receive further instructions via email for submitting any necessary documentation.

To request travel funding from the English Department:

1. Complete a *Graduate Student Travel Reimbursement Request* form available at the English Department office (East 210) or online: http://ase.tufts.edu/english/documents/gradTravel.pdf.

2. Submit the signed and completed form to the Graduate Program Administrative Assistant.

3. Following your trip, you may be required to bring your receipts to the department of English office (East 210) and use them to fill out a Travel Expense Report. Sign and submit the form and give all original receipts to the Graduate Program Administrative Assistant.

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**PROGRAM OVERVIEW**

**Coursework Requirements**

Typically, three or four graduate seminars ranging in size from five to a maximum of fifteen students are offered in the English Department each semester.

For students who enter with a BA

Students entering the Program with a BA are required to complete a total of 14 courses to receive the PhD. During Year 1 of study students take 3 classes each semester. During Year 2 students take 2 courses in the fall semester and participate in the Teaching Preparation year, which includes attending the Proseminar and being assigned to a faculty mentor in an undergraduate classroom;
in the spring semester, students take 3 classes and observe several times in a First-Year Writing classroom. For more information about the Teaching Preparation year, see page 24. During Year 3 students take 2 courses in the fall semester, and in the spring semester they begin teaching in the First-Year Writing Program while also preparing to take their oral qualifying exams.

For students who enter with an MA
Students entering the Program with an MA are required to take a total of 8 courses to receive the PhD. During Year 1 of study students take 3 classes each semester, attend the Proseminar in the fall semester, and may observe in a First-Year Writing classroom during the spring semester. During Year 2 students take 2 courses in the fall semester and will begin teaching in the First-Year Writing Program as a Graduate Instructor; occasionally, a student will be assigned a faculty mentor in an undergraduate classroom before beginning to teach in the FYWP. In the spring semester, students continue to teach in the First-Year Writing Program while reading for their oral qualifying exams.

Coursework Description

Graduate Seminars
Graduate seminars are capped at 15 students and rely on active and consistent participation by all students. They meet once a week for three hours, usually from 1:20 to 4:20 pm Monday through Thursday. It is expected that students will come fully prepared to each class session (having done the reading, taken notes, and completed whatever written response or other assignment is required). Course writing requirements vary by professor, but all courses require students to produce a significant amount of scholarly writing. Usually that writing is assigned in the form of a “seminar paper” (approx. 20 pages) at the end of the semester, but some professors assign conference-length papers or multiple shorter writing projects throughout the term.
Proseminar

Part of the Teaching Preparation year, the Proseminar is led by multiple faculty members during the fall semester to introduce various aspects or elements of pedagogy and professional development. The Proseminar is held every other week for a total of six one-hour meetings. Attendance is mandatory in their first year for all students who entered with an MA, though they do not register for the Proseminar through SIS or receive course credit for taking it. Attendance is mandatory in their second year for all students who entered with a BA; such students register for the Proseminar through SIS and receive credit for it as their third class in combination with their assignment to a faculty mentor in an undergraduate classroom. For them, the course is graded Satisfactory or Unsatisfactory.

Other Coursework Options

Students are strongly encouraged to choose their courses from the English Department’s graduate seminar offerings; because the time spent in coursework is limited, taking seminars within the English Department is an important opportunity for interaction with faculty and for developing a sense of intellectual community with other students in the Program. Taking the offered seminars in a range of fields, topics, or approaches prepares students for their oral qualifying exams and helps to establish the intellectual reach and flexibility that is crucial for later specialization in dissertation research. All students are required to do their coursework in the English Department in Year 1. Thereafter, there are a number of other options available which allow graduate students to pursue specific interests that are not covered by the graduate seminars offered in a given cycle in the Department.

Courses in Other Departments at Tufts

Students who wish to pursue interdisciplinary research may take relevant graduate-level courses in other Tufts departments. You
must consult with the DGS for approval if you wish to take a course in another department.

*Independent Studies*
See pages 13-14.

*Upper-Level Undergraduate Courses*
Courses numbered 100 or higher can be applied to graduate degrees, though undergraduate courses are only approved for graduate credit under compelling circumstances. Students must check with the DGS for approval before registering for any courses under 200-level.

*Consortium Courses*
Tufts has cross-registration agreements with a number of Boston area institutions, including Boston College, Boston University, and Brandeis University, as well as the Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality (GCWS) at MIT. After completing the initial year of coursework at Tufts and consulting with the DGS, students may if they wish and there is a good rationale for doing so, choose to take a consortium course during their time as a graduate student.

*GCWS Dissertation Writers Workshop*
The Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality (GCWS) at MIT offers a year-long, faculty-led Workshop for Dissertation Writers in Women’s and Gender Studies which meets every other week; the GCWS also sponsors a graduate writing prize, graduate conferences, and other initiatives. For current course descriptions and more information about GCWS activities, see [http://web.mit.edu/gcws/](http://web.mit.edu/gcws/).

For instructions on how to cross-register for a consortium course, please see *Cross-Registration Policies and Procedures* on pages 12-13 of this Handbook.
Evaluation

Students receive both grades and written comments in all seminars taken in the English Department at Tufts. The DGS meets with all new students at the end of their first semester to check in about their initial experience and to set goals for the following term. All students are reviewed by the graduate faculty as a whole at the end of each full year of coursework. Students entering with MA degrees are reviewed at the end of their first year based on their performance in seminars, participation in colloquia, and overall aptitude for graduate work in English. If their work is satisfactory, they will be invited to continue in the program. Students entering with BA degrees will be evaluated by the graduate faculty at the end of their first year and then again at the end of their second year. If their work is satisfactory, they will be invited to continue into the PhD program. In reviewing student performance, grades of B+ or below are a concern. Three or more grades of B+ or below in coursework will lead to discussion among the graduate faculty that could result in termination from the graduate program. In the unusual case that a student is not invited to continue to the PhD after the second year, they will receive an MA degree, assuming the MA coursework and language requirement have been completed.

Following the end of year review by the graduate faculty, the DGS meets with all students to discuss their progress and offer advice and support.

Teaching

Teaching Preparation

For students who entered the Program with a BA only, Year 2 includes preparation for teaching in advance of the two required training workshops for new teachers organized by the Director of First-Year Writing (described below).
In the fall semester, in addition to taking two graduate seminars, students attend the Proseminar and are assigned to an undergraduate literature course (upper- or lower-division) to be mentored by a fulltime faculty member in various aspects of pedagogy, which could include, as appropriate, lecturing, leading discussion, designing assignments, and grading.

In a large lower-division course, the graduate mentee will grade papers for up to 10 students and teach a class and/or lead occasional discussion sections, receiving advice and feedback from the faculty mentor in the process. In upper-division courses (or smaller lower-division courses) the mentee will grade several papers in collaboration with the faculty mentor, teach a class or lead discussion, and/or participate in other ways as determined in consultation with the faculty mentor, receiving advice and feedback from the mentor in the process.

Together, the Proseminar and the mentored teaching practice are equivalent to a 3rd course for students who entered the Program with a BA only.

In the spring semester, in addition to taking three graduate seminars, students who entered the Program with a BA only will be introduced to the First-Year Writing Program (FYWP) by observing several English 1 and English 2 classes taught by advanced Graduate Instructors selected by the Director of the FYWP and the DGS.

Students who entered the Program with an MA will attend the Proseminar and may also be introduced to the FYWP by observing several English 1 and English 2 classes during their first year; in Year 2, they will usually proceed to teaching English 1 and 2 after participating in the two required training workshops for new teachers organized by the Director of the FYWP. Occasionally, a student who entered with an MA may be assigned to a faculty
mentor in an undergraduate literature course in Year 2 for additional teaching practice mentoring and will in that case begin teaching in the FYWP at a later point.

*The First-Year Writing Program*
Modhumita Roy, Director
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Modhumita.Roy@tufts.edu

Graduate students in good standing in the English Department are appointed as Graduate Instructors to teach a sequence of courses in the First-Year Writing Program (FYWP). English 1, 2, 3, and 4 (the courses in the FYWP) prepare undergraduate students for the academic writing they will do in other courses at Tufts. The FYWP emphasizes teaching the qualities common to successful writing in all disciplines. Graduate students who wish to gain experience teaching English as an Additional Language may teach English 3 and 4.

English Graduate Instructors teaching in the FYWP design and implement their courses in accordance with FYWP policies and requirements. Most Graduate Instructors teach one section of English 1, “Expository Writing,” in the fall semester and one section of English 2, “First-Year Writing Seminar,” in the spring semester. English 1 sections do not much differ in content; English 2 is organized around a topic (e.g. Conformity and Rebellion, Family Ties, Love and Sexuality) and so reading lists can vary more, but the course is still focused primarily on the teaching of writing.

Generally, FYWP classes taught by Graduate Instructors are capped at twelve students, except for classes taught by first-time Graduate Instructors, which are capped at ten students. The small class size allows the courses to be intimate, discussion-oriented, and workshop-based.
Continuing as a Graduate Instructor in the First-Year Writing Program (FYWP) is contingent on successful teaching in the program as measured by overall course evaluation scores. The expectation is that overall course evaluation scores will be 4.0 or higher. For all Graduate Instructors, an overall course evaluation score that falls below 4.0—which is not typical but does occur—warrants attention and requires action as outlined below.

Graduate Instructors who receive an overall course evaluation score below 4.0 will meet with the Director of First-Year Writing (or other designated faculty member, such as a FYW mentor) to discuss the evaluations with the goal of identifying areas of concern, strengths, and strategies for improvement. Specific recommendations to address issues and support improvement in teaching performance will be tailored to the needs of the Graduate Instructor.

A Graduate Instructor who receives an overall course evaluation score below 3.0 will not teach in the FYWP in the subsequent semester. During that semester, the graduate student will be reassigned and, as above, meet with the Director of the FYWP to discuss specific recommendations to address issues and strategies to support improvement, which may include additional mentoring or training.

A Graduate Instructor who receives overall course evaluation scores below 4.0 in two consecutive semesters will not continue to teach in the FYWP unless the Director of the FYWP determines otherwise. The Director of the FYWP, in consultation with the DGS and the Department Chair, will provide alternative assignments to graduate students who do not continue to teach in the FYWP.

Reassignment of responsibilities under any of the circumstances outlined above will not affect the student’s stipend.
Graduate students cannot teach in the FYWP with an outstanding “I” on their record. To be eligible to teach in the fall term, all Incompletes must be finished by June 1st; to teach in the spring term, all Incompletes must be finished by September 1st.

**New Teachers Workshop**
A multi-day FYWP New Teachers Workshop, required of all new English Graduate Instructors, provides essential training and background for graduate students who are about to begin teaching. The workshop takes place in two sessions during the summer prior to the first semester of teaching: several days in May and several days in late August or early September.

**Scheduling**
In October, you will receive correspondence from the English Department staff asking you to submit preferences for teaching times for the following academic year. Please consider your preferences carefully, as it is difficult to change teaching times and rooms once they have been scheduled. Typically, students in coursework choose teaching time blocks in the early morning so as not to coincide with graduate seminars or late afternoon graduate colloquia. Please refer to the *Leave from Teaching* guidelines in the “General Information” section of this handbook if you are unable to teach a given semester.

**Funding**
Along with being an important part of the professional training provided by the PhD program, teaching in the First-Year Writing Program is a source of graduate student funding. After receiving a fellowship for the first year and participating in the Teaching Preparation program during the next year, all students entering with a BA are guaranteed six (6) more semesters of funding in exchange for teaching one course each semester in the FYWP; students entering with an MA are guaranteed six more semesters of funding after the fellowship year.
Foreign Language Requirements
Students must demonstrate reading knowledge in two approved foreign languages or advanced proficiency in one foreign language to receive a PhD in English at Tufts. Reading knowledge in one language must be demonstrated in order to receive an MA. The second language requirement should be fulfilled by the time the dissertation prospectus is filed. The language requirements may be completed by passing an examination, taking an approved course, or a combination of these two methods.

Foreign Language Examinations
Graduate students may satisfy the two language requirements by passing a two-hour open-dictionary translation examination in each of two foreign languages. Exams are coordinated through the Graduate Studies Office and are usually offered four times a year. See the GSAS website for details about the exam schedule: https://asegrad.tufts.edu/current-graduate-students/foreign-language-exam

Foreign Language Courses
Passing a course in "[Foreign Language] for Reading Knowledge" is accepted as fulfillment of one or both foreign language requirements. Tufts graduate students can take such reading courses in various languages for free during the year at Boston Area Consortium schools. For example, Boston University offers non-credit courses designed specifically for graduate students to gain reading knowledge and fulfill foreign language requirements.

Graduate students may also present appropriate evidence of the reading competence achieved in a foreign language as graduate students at other universities.

Advanced proficiency in one language may be demonstrated by passing at least one advanced literature course in a foreign language (equivalent to 100-level or above) taken as a graduate
student. Check with the DGS to make sure a course you plan to take or have taken will fulfill the requirement. While native speakers of a language other than English may fulfill one of the foreign language requirements with their native language, advanced proficiency can only be demonstrated by taking an appropriately advanced literature course in the language.

**Colloquium Series**
The English Department invites a number of scholars and critics from other institutions (usually 4 per year) to pre-circulate recently published or current research for discussion with graduate students, a faculty host, and other members of the department. Colloquium meetings last about 2 hours and will usually be held on Friday afternoons, but they may be scheduled at other times depending on the visiting scholar’s availability. Graduate students in coursework are required to attend all colloquia and are expected to participate in the discussions vocally and constructively. Students engaged in dissertation research are strongly encouraged to attend and participate actively in the colloquium meetings as well. The colloquium meetings provide valuable opportunities to learn about innovative work in diverse fields, new critical approaches, and the different shapes scholarly careers can take; in addition, they offer students important professional development opportunities, such as practice in the sort of critical dialogue that will be central to their activity at conferences and public lectures, and the chance to interact closely with faculty from other institutions who might serve as a resource or an outside reader for their dissertation.

The English Department office makes the pre-circulated readings available at least two weeks before the scheduled meeting. To prepare for these meetings, participants are expected to read the material carefully and come to the meeting with comments and questions. The colloquia will usually conclude with a reception
and some time for further informal conversation with the invited scholar.

Students are welcome to suggest scholars as possible colloquium presenters and may be asked to introduce a visiting scholar, moderate the discussion, or contribute in some additional way to the event. Announcements and information about upcoming colloquia will come from the DGS and the English office staff.

**PhD Comprehensive Oral Examination**

*Description & Procedures*

After coursework is completed, students take a two-hour comprehensive oral examination based on six reading lists. No standardized list of texts is issued for this exam. Instead, students choose their fields and construct their own reading lists in consultation with field-appropriate faculty. Students are examined in each field for twenty minutes. The examination is conducted by a committee of three professors, including one chosen by the student who acts as Chair of the committee. Each committee member is responsible for testing the student on two of the six lists.

By the fall of their last year of coursework students should decide which faculty member they would like to be the chair of the PhD oral examination committee and approach that professor. The DGS chooses the other two members of the committee. Students have one veto, which they can discuss with the DGS as necessary.

Preparation for the PhD Orals should begin during the summer and fall of the last semester of coursework. Students should take the following steps:

1. Pick up an *Orals Approval Form* from the English Department office. Carefully read the detailed instructions
on the back of the form about the *Oral Comprehensive Examination Procedure*.

2. Choose a professor to be the chair of the exam committee. Discuss your thoughts about choosing six fields of study with your chair.

3. Begin constructing the six reading lists. Bring drafts of the reading lists to professors who work in the appropriate fields for feedback and approval. Students must have more than one professor look at each list and then have each list signed by a field-appropriate professor. No one professor can sign more than two lists. The professors who sign the lists are not necessarily those who will be on the exam committee.

4. Get course-waiver signatures. Two additional fields of study must be fulfilled through course work. These fields must be outside of the six fields to be tested on in the oral exam. Any relevant graduate course can count toward a field; the professor of the course must sign the *Orals Approval Form*.

5. *At least 3 months before the expected exam*, meet with and submit to the Director of Graduate Studies the completed and signed *Orals Approval Form*, along with the six readings lists, for final approval. At this meeting, students will also discuss the exam date and the constitution of the committee. The DGS will recommend dates for the exam to the department staff for scheduling and then the department staff will notify the student and members of the committee of the date, time, and location of the exam.

6. Read for the oral comprehensive exam during the spring semester after completing coursework (and earlier if possible) and take the exam by the end of that spring semester.
Making the Lists & Studying
Since a total of eight fields of study (including two by coursework) must be covered in order to take the qualifying exam, all students are advised to choose their courses with an eye toward breadth as well as depth of field coverage. While the Orals process requires students to synthesize their ideas in relation to a wide range of material, it is expected that many of the texts on the lists will be familiar from studying them in seminars.

The preparation for the oral exam will also be essential work in forming ideas for the dissertation. One of the six lists may be (but does not have to be) a “Special Topic.” On this list students have more latitude in their choice of texts. A “Special Topic” may be designed around a theoretical approach, a single author, a specific genre, etc. and does not need to be organized into twelve separate items. It does, however, have to include a total number of texts that is equivalent to that of a traditional field list. It may also overlap temporally or contextually with another one of the lists, although it may not have any identical texts. “Special Topic” lists are generally constructed as springboards into the dissertation writing process and thus generally focus on the anticipated area of dissertation research. Usually a “Special Topic” list is created in collaboration with the chair of the orals exam committee, who often (although not necessarily) becomes the dissertation advisor.

As noted above, the completed and signed Orals Approval Form must be turned in to the DGS along with all the lists at least three months before the expected exam date, but the lists should be prepared and approved well before that time--the earlier the better. This also goes for taking the exam itself: the earlier students pass the qualifying exam, the more time they have to develop, work on, and complete the dissertation.

Prior to the exam, students should schedule a meeting with the chair of the Orals committee to discuss expectations, textual
interests, and any last-minute questions about the exam. Students may also meet with the other two committee members to discuss the lists, though this is not a requirement. Finally, students are encouraged to form a study group or organize a mock exam with their colleagues.

The exam itself lasts two hours with the option of a five-minute break. Faculty examiners are required to confine their questions to the texts on the relevant list. Students may not take any materials besides the lists into the exam room. Immediately following the exam, the student is asked to step out of the room so that the committee members can discuss their performance. Once they are finished deliberating, the chair of the committee will invite the student back into the room to tell them whether or not they have passed the exam and will provide additional feedback either at that time or at another time soon after the exam date. Students who are asked to retake part or all of the exam will be examined by the same committee six weeks after the original examination date or at the earliest practical time thereafter.

**Additional Sources of Funding While Writing the Dissertation**

Students can apply for additional funding while writing their dissertations in the form of fellowships offered by the English Department and through the GSAS. Fellowship opportunities are usually announced in early March for the following year, so students should begin to compile application materials for the fellowships described below during February and have them ready by March 1.

*English Department Dissertation Fellowship*

One semester fellowships are offered each year to support dissertation work after students have completed their teaching under stipend. The $8000 Dissertation Fellowship is awarded for either the fall or spring semester and is limited to one per student.
To be eligible for a Dissertation Fellowship, students must be in good standing in the program, be making progress on their dissertations, and either have completed their three years of teaching under stipend or have permanently relocated (making such completion impossible).

Required materials as outlined below should be submitted to the English Department Office by the due date specified in the annual fellowship announcement:

1. 2-3 page statement of purpose (or the same one used for CHAT Fellowship, see below), including fellowship semester election
2. Up-to-date, one-paragraph abstract of the dissertation which explains which chapters, if any, are already completed
3. *Curriculum Vitae*, including conference presentations, publications, etc.
4. Evidence of progress/completion of the language requirement.
5. Brief letter from dissertation director (stating progress on the dissertation and work expected to be accomplished during the fellowship semester)

*Center for the Humanities at Tufts (CHAT) Graduate Dissertation Fellowship*

The Center for the Humanities at Tufts Graduate Dissertation Fellowship provides year-long support to two doctoral students working in the Humanities or the Arts. This fellowship offers a stipend of $1,350 per month for 9-12 months, with up to $1,800 in addition if the research is presented at conferences, and upon submission of a final report. The maximum award is $18,000.

Recipients are expected to be full participants in the work of the Center, including attending various Center events which encourage interdisciplinary dialogue. The English Department may nominate up to three candidates, although usually only one is selected by CHAT. Please see the CHAT website for additional or updated information at [http://ase.tufts.edu/chat/fellowships](http://ase.tufts.edu/chat/fellowships)
Eligibility requirements:
1. The applicant must have completed all doctoral requirements except the dissertation (including foreign languages) and have filed the prospectus at least six months before the starting date of the fellowship.
2. The applicant must be in good academic standing as defined by the rules of the Graduate School.
3. During the award period the applicant must be enrolled as a full-time student as defined by the rules of the Graduate School.
4. Fellows are expected to devote full time to their dissertation research without holding teaching or research assistantships or undertaking other paid work.

Required materials as outlined below should be submitted to the English Department by the due date specified in the annual fellowship announcement:
1. 1500 word research statement (about 3 single spaced pages) including i) what the student proposes to accomplish during the period of the fellowship, and ii) what the student has done since filing the dissertation prospectus (including any changes in the project since the prospectus was filed).
2. Letter of recommendation from the dissertation director evaluating the student's work, describing the merit of the student's project and progress toward the completion of the degree, and including details about teaching and professional activities.
3. *Curriculum Vitae*, including conference presentations, publications, etc. and a copy of unofficial transcript
4. Evidence of completion of the language requirement

NOTE: Students may apply simultaneously for a CHAT Graduate Dissertation Fellowship and an English Department Dissertation Fellowship, but cannot be nominated for both. If a student who is nominated for a CHAT Graduate Dissertation Fellowship does not receive it, they will receive an English Department Dissertation Fellowship, provided that they have not received one in the past; a
student who has received an English Department Dissertation Fellowship in the past may later receive a CHAT Graduate Dissertation Fellowship.

Graduate School of Arts and Sciences Dean’s Summer Fellowship
The GSAS Dean's Summer Fellowship provides summer research support to six to eight PhD students in the Humanities or Arts each year. The $4000 award is granted for one summer and will be paid in two installments, $3500 at the beginning of the summer and the remaining $500 is paid in the beginning of the fall semester after submission of a research report about the student's work funded by this award. There is no limit to the number of eligible students the English Department can nominate, but as the number of awards is limited, this fellowship is competitive.

To be eligible for this fellowship, students must have passed their oral qualifying exam, be in good academic standing as defined by the rules of the Graduate School of Arts & Sciences, and be enrolled as full-time students as defined by the rules of the Graduate School of Arts & Science.

Required materials as outlined below should be submitted to the English Department by the due date specified in the annual fellowship announcement:
1. 1-2 page proposal focusing on what will be accomplished during the fellowship and how the work will contribute to the dissertation project, including timeline of progress towards completion of dissertation
2. Information about progress in fulfilling the language requirement
3. Copy of your unofficial transcript
4. Brief statement by dissertation director about the merit of the proposal and progress on the dissertation
Tisch Library Graduate Research Fellowship in the Arts & Humanities

The Tisch Library Graduate Fellowship in the Arts & Humanities funds MA/MFA and PhD students conducting thesis/dissertation research over the summer, with special consideration given to projects which make creative use of Tufts' library collections, services, and expertise. Typically, one $4000 award goes to a master's student, one to a doctoral student, and a third is for either. It is paid in two installments, $3500 at the beginning of the summer, $500 at the completion of a presentation in the early fall. In addition to the monetary grant, fellows receive a librarian consultant who will help with the use of Tisch resources and provide assistance with access to other relevant collections and services, as well a study space in Tisch Library. There is no limit to the number of eligible students the English Department can nominate, but as the number of awards is limited, this fellowship is competitive.

To be eligible for this award, students must be in good academic standing as defined by the rules of the Graduate School of Arts & Sciences and be enrolled as a full-time student as defined by the rules of the Graduate School.

Required materials as outlined below should be submitted to the English Department by the due date specified in the annual fellowship announcement:
1. 2-3 page statement of purpose, describing the dissertation topic, the proposed research, and progress on the dissertation, including any changes since the prospectus was filed
2. Short statement (no more than 1 page) addressing how the project will make use of Tisch Library collections, services, and expertise
3. Letter from the dissertation advisor evaluating the student's work done at Tufts and progress towards the completion of the degree

There are also several funding opportunities that support teaching, including through The Graduate Institute for Teaching (GIFT) (https://asegrad.tufts.edu/academics/professional-development/graduate-institute-teaching-gift) and the Robyn Gittleman Graduate Teaching Fellowship at the Experimental College (https://excollege.tufts.edu/teach/fellows); for small grant funding available through the Graduate Student Research Competition and the Graduate Student Open Access Publishing Fund, see the GSAS website: https://asegrad.tufts.edu/academics/research/funding-opportunities

Writing the Dissertation

The Prospectus

After passing their oral qualifying exams in the spring, students are required to attend a brief meeting about beginning the dissertation writing process organized by the DGS. As soon as is practical thereafter, students should meet with the faculty member who will be their dissertation director to discuss their ideas for the dissertation project and to begin work on their prospectus. The prospectus is a 15-20 page document that lays out the plan for the dissertation, including the proposed argument, abstracts for each chapter, and a working bibliography of primary and secondary sources. This document will become a map for writing your dissertation.

Please note that other (and more specific) expectations may vary among dissertation directors, and these should be agreed upon at the very beginning of the process. Completing the prospectus will generally require more than one draft and revision as students refine their ideas for the dissertation. Students should complete the
prospectus by the end of the fall semester following their PhD oral qualifying exam. Once the dissertation director approves the prospectus, it must be submitted to the English Department Office.

The process for submitting the approved prospectus is as follows:

1. Pick up a *Dissertation Prospectus Approval* form from the English Department office or print it out to be signed by your dissertation director.
2. Submit a hard copy of the prospectus along with the *Dissertation Prospectus Approval* form to the Graduate Program Administrative Assistant in the English Department Office.

Upon submission of the prospectus, the dissertation director will become the student’s official Tufts academic advisor of record in place of the Director of Graduate Studies.

*The Dissertation Committee*

Within a month after filing the prospectus, the student, in consultation with the dissertation director, must line up the second reader of the dissertation. The student may also at this point line up the third reader, but that is not required until the dissertation defense form is submitted. Although it is not required, the student and the dissertation director may choose to schedule a group meeting with the second and third readers early in the process.

Between a year and six months before the defense, the student and the dissertation director should discuss possible outside readers. Depending on the circumstances, either the student or the director should write to invite the outside reader to join the committee.

The normal procedure is that the second reader reads the dissertation as it develops. Depending on the arrangement between the student and director, the second reader may comment on early
drafts that are then further refined for approval by the director, or the director may provisionally approve chapters before the second reader comments on them. The third reader reads the dissertation before the defense at the same time that the outside reader does.

By the end of the spring semester after filing the prospectus at the end of the previous semester, students should have completed a draft of the first chapter of the dissertation.

Because the dissertation process can seem both overwhelming and isolating, students are encouraged to remain in contact with their dissertation director and second reader, as appropriate.

Students are also encouraged to form a dissertation writing group made up of peers who can exchange drafts and offer one another constructive feedback. Such groups diminish writing anxiety and enable students to stay on schedule with their writing goals. Additionally, the Academic Resource Center facilitates support groups and organizes designated writing days for dissertation writers. You may also make free and confidential appointments with ARC writing tutors. See http://students.tufts.edu/academic-advice-and-support/academic-resource-center/what-we-offer/writing-support#Graduate%20Students for more information.

*Formatting the Dissertation*

The final copy of the dissertation should be formatted following the guidelines put forward by the graduate school. These can be found in the Graduate Handbook and online at https://students.tufts.edu/registrar/what-we-assist/apply-graduation/graduate-students. These guidelines include instructions on organization, spacing and margins, pagination, and documentation.
The Dissertation Defense

Students are required to file the *Form for Scheduling a Dissertation Defense* (available in East 210) with the DGS at least two months before the defense is to take place. If the student wishes to defend in the spring semester in time for a May degree, the form must be submitted to the DGS by January 30 of the spring semester.

The examining committee for the dissertation defense will be made up of four professors – three from the English Department and one from outside Tufts. The committee is chaired by the dissertation director. Once the dissertation director has approved the finished dissertation for the defense, copies of the dissertation must be delivered by the candidate to the committee members at least three weeks before the scheduled defense date. The candidate should ask committee members if they wish to receive a hard copy or an electronic copy, and the copy given to them must be the completed version formatted according to GSAS specifications, including the cover page.

The defense itself is a conversation about the range and scope of the dissertation and what directions it might go in the future in terms of publication. The student is expected to introduce the dissertation project in their own words, and then engage in a conversation about the work’s strengths and potential areas for improvement or expansion. A student should expect to be asked to explain some of the fundamental concepts and assumptions of the dissertation. The goal of the conversation is not to frustrate, alienate, or malign, but to offer as to a colleague in the field suggestions for developing or refining the argument further.

The defense itself is scheduled for two hours, though the conversation usually takes from one to one and a half hours. The student will leave the room at the end of that time so that the
committee can discuss the defense and make a decision about accepting the dissertation. The student will then be asked to return to hear the results of the committee’s deliberations. The outcome can be pass, pass with revision, or fail.

In order to have time for any final revisions recommended on the basis of the conversation at the defense, the defense should be scheduled so that there are at least ten days between the date of the defense and the deadline for submission of the dissertation to the Graduate School.

How to schedule the defense:

1. Ask the dissertation director to provide English Department administrative staff with the dissertation title, the names of the second and third English Department committee members and the outside reader, and preferred defense date(s), including specific availability of the outside reader.
2. Follow up with department staff about sending official announcement and reminders confirming the defense date, time, and location.
3. Make sure to submit the final draft of your dissertation as required on the Form for Scheduling a Dissertation Defense.

Procedures for Submitting the Dissertation and Graduating

If asked to make final revisions before the dissertation is ready for submission to the GSAS, the student should immediately complete the revisions. The committee members will have signed and the committee chair will have submitted the Certificate of Fitness and the Approval for Thesis/Dissertation Submission to the Graduate Program Administrative Assistant in the English Department office, unless arranged otherwise. The department will submit these forms to Dowling and retain copies of each document once the final revisions are complete.
Graduate degrees are normally awarded in May, August, and February. Students are responsible for informing the graduate office of their intent to graduate by submitting a degree sheet and completing the graduate exit survey. Instructions can be found at http://students.tufts.edu/registrar/what-we-assist/apply-graduation/graduate-student.

The GSAS Office and academic departments reserve the right to remove from the degree list the names of candidates who have not met degree requirements. The candidates should check with the GSAS Office and/or department to make sure all requirements have been met and that they have been placed on the degree list for the appropriate award date. For detailed information on the awarding of degrees, including a timeline of important due dates for each graduation period, please refer to the Tufts Graduate Student Handbook: https://asegrad.tufts.edu/sites/default/files/Tufts_Grad_Student_Handbook_17-18.pdf

Once students have confirmed that the paperwork has been processed, the dissertation must be submitted electronically through the ETD (Electronic Thesis & Dissertation) Administrator website at http://www.etdadmin.com/cgi-bin/school?siteId=58. In addition, students must complete the Survey of Earned Doctorate form found on the GSAS website at https://sed.norc.org/doctorate/showRegister.do

During the electronic submission process, students are given the opportunity to order bound paper copies of their dissertation from ProQuest. Students may opt to use Acme Bookbinding instead. Students may provide the English Department with a bound copy of their dissertation.

For a full description of GSAS submission guidelines, please see the Graduate Student Handbook.
CONTACT INFORMATION
(From outside Tufts, dial 617-627- +4-digit extension)

Main Number, English Office, East 210

Faculty Administrators

John M. Fyler, Department Chair
Sonia Hofkosh, Director of Graduate Studies
Modhumita Roy, Director of First-Year Writing Program

Full-Time Faculty

Elizabeth Ammons, Harriet H. Fay Professor of Literature; American literature, Environmental humanities
Jay Cantor, Professor; History of consciousness, Modernism, Creative writing
Kevin Dunn, Vice Provost and Associate Professor; Renaissance literature
Lee Edelman, Fletcher Professor of English Literature; Literary theory, Film studies
John M. Fyler, Professor; Chaucer, Medieval literature
Judith Haber, Professor; Early Modern literature and culture
Sonia Hofkosh, Associate Professor; British Romantic literature and culture, Feminist theory
Jess Keiser, Assistant Professor; Eighteenth-century British literature
Joseph Litvak, Professor; Nineteenth-century British literature, Literary theory, Jewish cultural studies
John Lurz, Associate Professor; Twentieth-century British literature
Modhumita Roy, Associate Professor; World literature in English
Ichiro Takayoshi, Associate Professor; Twentieth-century American literature

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**Greg Thomas**, Associate Professor; Black Studies, African Diaspora literature  
**Jonathan Wilson**, Fletcher Professor of Rhetoric and Debate; American literature, Creative writing

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Program Objectives for the Department of English Degree: Doctor of Philosophy (Ph.D.)

A. The program will allow students to do the following.

1. Exhibit a broad knowledge of English, American, and Anglophone literatures and cultures and of the various critical and theoretical approaches used in the discipline.

2. Display a thorough understanding of one area of expertise, informed by critical approaches at the forefront of the discipline and, where appropriate, relevant knowledge from outside the discipline.

3. Be able to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to professional and lay audiences through speech and writing.

4. Be able to conceptualize scholarly and/or critical problems and to implement archival and critical research in order to generate new knowledge or understanding at the forefront of the discipline.

5. Have the ability to produce original scholarship/criticism of a quality to satisfy peer review and to merit publication.

6. Teach effective lecture and discussion classes in both literature/culture and composition.

7. Show the ability and willingness to provide useful service to the department, the university, and the profession.

8. Display intellectual independence to be academically and professionally engaged and current.

9. Exhibit ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.
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| GSC (Graduate Student Council) | 4 |
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