The Doctoral Program in

Literature & Criticism

Handbook Updated August 2012

Indiana University of Pennsylvania

THE DOCTOR OF PHILOSOPHY DEGREE IN ENGLISH: LITERATURE AND CRITICISM

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Philosophy and Purpose

Indiana University of Pennsylvania's Doctoral Program in Literature and Criticism develops students' abilities to examine literature critically, to teach literature effectively, and to make professional contributions in the field. Research is an important element of the program, and we try to develop and sharpen students' research techniques. We emphasize the role of theory in understanding literature and ask students to apply theory to their teaching and research. Our primary aim is to train students in the most sophisticated kinds of theoretical and practical knowledge of the changing nature of the profession of English studies, but our unique mission is to assure that such knowledge and experience contributes to their lives as teachers as well as scholars. In short, pedagogy and the scholarship of teaching are just as important as the requisite skills for carrying out specialized disciplinary research.

Program Objectives

1. Graduates should have a broad, general command of the major authors and movements in British, American, and other literatures.
2. Students should understand critical theories, develop an informed view of the history of English studies as a dynamically changing field, and prepare to make professional contributions to the discipline.
3. Students should learn strategies for applying critical theory to teaching literature.
4. Students should learn research, writing, and editing methods and related skills.
5. Seminars and mentoring should create an environment that supports and encourages research and scholarship among faculty and students.

Program History

Indiana University of Pennsylvania's doctoral program in English began in 1967. In the early 1970s we found our focus. We defined our primary goal as working with mid-career teachers at community and four-year-colleges who wished to return to school for their doctorates. A Rhetoric and Linguistics Program (now Composition and TESOL) was developed for students whose primary work was teaching composition or communication skills, while the Literature and Criticism Program emphasized a generalist approach. Changes in the profession, including shifts in the canon and a new role for theory, led us to restructure the Literature and Criticism Program in 1987. We now emphasize critical theory, the role of the critic in the transmission of a literary work, and the teaching of literary and cultural studies.

Most university Ph.D. programs in literature unequivocally emphasize the training of literary scholars whose career trajectory is aimed at highly specialized scholarly positions in similar research universities. In contrast to all those institutions, the IUP Literature and Criticism program aims to integrate teaching and scholarship and to provide broad, generalist preparation as well as knowledge of specialized fields. We have been successful in this mission because we have met the needs of many current teachers who occupy positions as adjunct faculty, and, in many cases, tenure-track faculty, who have already earned an M.A., but who need the Ph.D. for professional advancement. Since their careers will involve teaching as much if not more than scholarship, our students appreciate the teacher/scholar mission of our program. Perhaps more importantly, we have developed a reputation among the kinds of schools seeking teacher/scholars that our students make fine colleagues because of their integration of teaching and research and their generalist preparation. There is considerable evidence to document these claims: IUP is always ranked in the top 10 universities for the number of Ph.D.s produced in English (most recently, 1st

in the country [MLA data, 2006]); and we have one of the highest rates of placement of our students (97%) of any English Ph.D. program in the country.

Our current curriculum reinforces the student's understanding of literature's historical, cultural, and intellectual contexts. The Special Literatures section mirrors the acceptance of new literatures in the canon. The focus on scholarly skills in the seminars and mentoring relationships with professors assure that students will acquire a professional competence in literature and critical theory. Our students now come from a wider range of backgrounds than previously. About one-third are already-employed faculty who make use of our summers-only residency program to complete their coursework; another third are international students, many with sponsorship from their home universities or governments; and the final third come to us with fairly recent master's degrees. Our main objective with all our students is now, as it has been, to help them become excellent teachers, fine researchers, and active members of their profession.

Scholarly Journals and Research Centers

Indiana University of Pennsylvania sponsors two journals edited by English Department faculty members: *Studies in the Humanities*, edited by Reena Dube, and *Works and Days*, edited by David Downing. Members of our program are active in scholarly publishing in the areas of interdisciplinary humanistic studies, applied critical theory, and special literatures, the chief emphases in our program. Graduate students in Literature may become involved in work on these journals as graduate assistants.

Doctoral Student Profile

Appendix A, Literature Dissertations: 2005-2010, illustrates the past and current research emphases within the program. According to the most recent M.L.A. survey (2006), Indiana University of Pennsylvania was the largest doctoral producer of Ph.D.s in English in the United States, in terms of numbers of graduates, and the largest program in Pennsylvania. More than 200 students are currently active in our doctoral and M.A. Literature programs. The majority of our doctoral students are employed as English teachers at two- or four-year colleges and universities, with others in secondary education. Students represent every region of the United States and many other countries around the world.

Admissions

The Literature and Criticism Program has rolling admissions throughout the year, and admissions decisions are made on a monthly basis. Students seeking financial aid for the regular academic year, however, must apply before March 15th for the following Fall semester in order to be considered for assistantships. Further information, including online application forms and links to the graduate admissions office, are available on our web site: www.iup.edu/lit-crit. The **School of Graduate Studies and Research Catalog** is available from: Dean, The School of Graduate Studies and Research, 101 Stright Hall, Indiana University of Pennsylvania, Indiana, PA 15705, U.S.A. Additional copies of this program handbook are available from: Director, Graduate Studies in Literature, 111 Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705, U.S.A. Applicants should fill out the online application, and send any supporting materials (such as letters of recommendation or writing sample) directly to the graduate admissions office: Graduate Admissions, The School of Graduate Studies and Research, 101 Stright Hall, Indiana University of Pennsylvania, Indiana, PA 15705, U.S.A. The School of Graduate

Studies and Research notifies applicants of the admissions decision, based on the recommendation of the English Department's Graduate Literature Admissions Committee. A graduate student is expected to assume full responsibility for knowing and fulfilling graduate program and university requirements, procedures, and regulations.

A formal application to the doctoral program in Literature and Criticism includes:

1. An official transcript of undergraduate coursework for which a bachelor's degree has been awarded with a minimum grade point average of 2.6 (on a 4 point scale) or the equivalent from an accredited institution of higher learning.
2. An official transcript of graduate level coursework for which a master's degree in English or a related area has been awarded from an accredited institution of higher learning.
3. Two letters of recommendation from individuals qualified to assess the student's academic performance and potential for doctoral studies.
4. The applicant's statement of goals. This goal statement is one of the most important documents to be considered in an application. Applicants should directly address ways in which the program chosen will help them meet their particular goals.
5. International applicants are required to submit scores from the TOEFL, taken no more than one year prior to the expected date of enrollment. The School of Graduate Studies and Research will not process applications lacking TOEFL scores. Information about this examination is obtained by writing directly to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540, U.S.A. The linguistic proficiency of an international student who received the M.A. outside the United States is assessed by examining all application materials: the recommendations, the applicant's statement of goals, the presence of content courses in English on the transcript, as well as the TOEFL scores. Students are advised to take the new written essay section of the TOEFL if available.
6. A writing sample, while not required, is strongly recommended as a part of the application.
7. GRE scores are **not** required.

The Literature Admissions Committee considers each application within the guidelines of the School of Graduate Studies and Research. The Committee looks at the student's academic record, writing ability, letters of recommendation, and professional accomplishments. GRE scores are **not** required. Students who are accepted are admitted to pre-candidacy status. Applicants who indicate that they do not plan to work toward the degree but wish to enroll in one or two graduate courses for which they are qualified may apply to the School of Graduate Studies and Research for Special Graduate Standing, but such enrollment does not constitute admission to the Program.

Candidates without the master's degree may consider one of the department's M.A. in English programs. The M.A. in English permits students to concentrate coursework in literature (M.A. Literature), in a generalist approach that includes literature, composition, TESOL, and linguistics (M.A. Generalist), teaching English to speakers of other languages (M.A. TESOL), or teaching English at the high school level (M.A. Teaching of English).

Please Note: Because of the limited opportunity for gaining teaching experience on campus, we *cannot guarantee* any student classroom teaching experience as part of the degree program.

The program deadline for receipt of all application materials is one month prior to the start of each semester. However, once a class limit has been reached for a given semester, any further admission acceptances are deferred to the following year. These limits are often reached prior to the one month deadline, so we encourage early and timely applications. Applications received after the deadline are

considered for the following semester. Prior to each semester or summer session, newly admitted and continuing graduate students plan coursework and the fulfillment of requirements for the degree with their advisor, the Director of Graduate Studies in Literature. Based on their interests, students will during their second or third year choose a faculty member to serve as Acting Advisor in the process of setting up the Comprehensive Exam Committee to provide advice on the program and professional involvement and growth. Once a student has an Acting Advisor, the Acting Advisor then assumes all advising responsibilities; in most instances the Acting Advisor becomes the Dissertation Director following the Dissertation Proposal defense. (See p.16, below.)

Further Information for International Applicants

In addition to the academic prerequisites and procedures for admission given above, international students must complete an international student preliminary application form and present evidence to the School of Graduate Studies and Research of financial resources sufficient to meet the cost of living in Indiana, Pennsylvania, the cost of travel to and from the student's native country, and the cost of graduate education at Indiana University of Pennsylvania. Such evidence should be sent directly to: Dean, The School of Graduate Studies and Research, 101 Stright Hall, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705, U.S.A., as a part of the application for admission. The School of Graduate Studies and Research notifies the University's Foreign Student Advisor of international student admissions; the Foreign Student Advisor mails general information about the University, and issues certificates of eligibility such as I-20s and IAP-66s to admitted students. Questions about legal and visa matters should be addressed directly to: Foreign Student Advisor, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705, U.S.A.

Tuition and Fees

Please consult the most recent School of Graduate Studies and Research information bulletin on current costs for tuition and fees, or visit this web site: www.iup.edu/page.aspx?id=17303

Financial Aid

Several forms of financial aid are available.

Graduate Assistantships

Each year the Literature and Criticism Program in the English Department is allocated a limited number of Graduate Assistantships. Assistantship awards are made on a year-to-year basis and are based on academic achievement. GAs are generally awarded to first year, new students as a recruitment tool, so rarely are they awarded to 2nd or 3rd year students. Graduate assistants are assigned to twenty hours per week of academic duties under the supervision of faculty in the Graduate Literature and Criticism Program. Duties of the graduate assistant may include assisting on a research project, library research work, the preparation of bibliographical materials, editorial work, or tutorial aid in the Writing Center. Graduate assistants must be full-time students (that is, enrolled for a minimum of nine graduate credit hours each semester in the academic year during their appointment). Assistantships are not available during the summer, although a tuition waiver includes a waiver for the summer following the year in which the assistantship is given. Assistantships are renewable for a second year if performance is satisfactory, although the new (nonrenewal) GA lines available each semester generally are awarded to new, first year students as

a recruitment inventive. For second year renewal appointments, the criteria for evaluating performance include a broad range of activities and responsibilities: successful completion of all academic assignments; maintaining both in and out of class cordial, appropriate, collegial, professional relations with students, faculty, and administrators; active, thoughtful, and considerate participation in all classes and in the performance of graduate student duties; respect for the diversity, difference, and multi-cultural nature of our academic community; and dedication to high standards of intellectual integrity in all forms of learning, research, and scholarship. Students should contact the School of Graduate Studies and Research to apply for graduate assistantships. The School of Graduate Studies and Research issues assistantship contracts, and the program director assigns Graduate Assistants to faculty members. The application deadline is March 15, but students should complete their applications as early as possible. International students may also be eligible for financial aid from the Office of International Services. Students assigned a Graduate Assistantship may have certain limitations on other forms of financial aid available through employment.

Doctoral Fellowships

IUP Foundation Fellowships--Foundation Fellowships are awarded to students who have demonstrated merit and the potential for academic excellence in their doctoral studies. These fellowships provide students with a financial award that varies, depending on the semester, between $1,000 and $3,000, and may be held in conjunction with a Graduate Assistantship. One $5,000 Filcik Award is made annually by the School of Graduate Studies and Research to an outstanding student selected from among all the graduate programs at IUP.

Graduate Merit Scholarships--This scholarship offers $500 awards to a small number of students who are entering a graduate program (master's or doctoral) for the first time. Merit scholars must have a strong academic background and must have been granted a full assistantship.

Students must be nominated by their department for these fellowships/scholarships. More information about fellowships and scholarships can be obtained from the Assistant Dean, School of Graduate Studies and Research, 124 Stright Hall, 210 South Tenth Street, IUP, Indiana, PA 15705.

Teaching Associates

Advanced doctoral students may apply for positions as Teaching Associates in the English Department. Applicants must have successfully passed all sections of the Candidacy Exam (or have fulfilled any additional requirements regarding the candidacy exam), must have been admitted to degree candidacy, and must have completed (or be registered for) a minimum of 24 semester hours of course work at the time of application. The number of positions available is currently determined by union contract (the program typically has about 10 such positions per year). A Teaching Associate may be given responsibility for teaching up to twelve credits of undergraduate courses per year. Associates assigned duties of less than twelve credits per year will receive a commensurate salary. Teaching Associates are appointed on a year-by-year basis not to exceed two academic years. Applications are made to the Director of the Graduate Literature and Criticism Program and voted upon by a committee. Deadline for TA applications is March 15th. Recommendations for appointments must be approved by the English Department's Recruitment and Selection Committee and by the Department.

Other Forms of Financial Aid

Other forms of financial aid, including loans and work study, are available. For information, please contact the Office of Financial Aid at 724-357-2218 or visit this website: www.iup.edu/financialaid.

Academic Calendar

Academic Year

The university follows a semester plan. Fall courses usually begin in late August and end in early December. The Spring semester begins around the second or third week of January and ends in late April or early May.

Summer Sessions

The full summer schedule usually begins during the first week in June and ends early to mid-August. We offer two 5-week sessions (early June to early July, and early July to early August); students may enroll for a maximum enrollment of 2 courses (6 S.H.) per session. There are up to 2 additional 1-week, intensive Pre-Sessions in May, before the first 5-week session.

The *Graduate Literature and Criticism Program Newsletter* is published each fall semester. The *Newsletter* is also available in pdf format through our web site: www.iup.edu/lit-crit. Course offerings and schedules are available to all students on the web site. The Graduate Literature and Criticism Program maintains a listserv for all students and faculty in the program; if for any reason you are not receiving emails from phd-lit@iup.edu, please let the Program Secretary, Maggie Shotts (mjshotts@iup.edu), know so she can add your name to the list. To facilitate communication, students should also update their current addresses at both the School of Graduate Studies and Research and the Registrar's Office if change occurs after application for admission.

For Further Information

For further information about this program, contact the Director of Graduate Studies in Literature, English Department, 111 Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705, U.S.A. The telephone number of the English Department Office of Graduate Studies is (724) 357-2263 or 2264. Our FAX number is (724) 357-3056. The e-mail address for the department is grad-eng@iup.edu. The email address of the secretary, Maggie Shotts, is mjshotts@iup.edu. For general information about School of Graduate Studies and Research admission, the Indiana area, housing options, and financial aid, consult the current *School of Graduate Studies and Research Catalog* available from: Dean, The School of Graduate Studies and Research, 101 Stright Hall, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705, U.S.A. Phone (724) 357-2222. Much information is available on our website, www.iup.edu/lit-crit.

Affirmative Action

Indiana University of Pennsylvania is committed to provide leadership in taking affirmative action to assure equal education and employment rights for all persons without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status. We believe that respect for the individual in the academic community must not be abused. Harassment or disregard of a person based on any of these characteristics is particularly intolerable on the university campus.

The university will take affirmative action to ensure the implementation of this policy in employment and admissions. This policy and the obligation to provide equal opportunity include the following commitment:

1. To recruit, hire, train, and promote persons for all job classifications and to admit and educate students without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status.
2. To base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operation, and services provided in observance of the principles of equal employment opportunity and affirmative action.
3. To assure that all other personnel actions, such as compensation, benefits, transfers, furloughs, returns from furlough, agency-sponsored training, educational benefits, tuition assistance, social and recreational programs, etc., are administered in keeping with the policy, strategies, objectives, goals, and timetables of the Equal Opportunity Act and the Affirmative Action Plan of the university.
4. To create and maintain a workplace and educational climate that is free from discrimination and harassment, including sexual harassment, of any employee or student.
5. To make every effort to increase employment and educational opportunities for qualified disabled applicants and employees with disabilities.
6. To assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability income or other benefits.
7. To assure that reasonable accommodations will be made for the physical disabilities of an applicant or student.

As an equal opportunity/affirmative action institution, the IUP Affirmative Action Plan is applicable to employees/enrollees of Indiana University of Pennsylvania under provisions of federal and state laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991, as well as all federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era.

The IUP Affirmative Action Plan supersedes the Affirmative Action Plan of 1995-96; the 1983 IUP Plan; the August 8, 1975, Affirmative Action Plan adopted by the Board of Trustees; and the March 31, 1982, Affirmative Action Plan submitted to the U.S. Office for Civil Rights.

Responsibility for the implementation of the IUP Affirmative Action Plan has been assigned to the associate vice president for Human Resources.

Students with suggestions problems, or complaints should contact the Office of the Vice President for Student Affairs, 215 Sutton Hall, by calling (724) 357-4040.

Students with inquiries regarding accommodations should contact the 504 coordinator/ADA Student Concerns, 106 Pratt Hall, or by calling (724) 357-4067.

Specific inquiries regarding Title IX should be directed to the Office of the Vice President for Student Affairs, 215 Sutton Hall or by calling (724) 357-4040.

GRADUATE LITERATURE AND CRITICISM PROGRAM

Program Components

The main components of the program are course work, a candidacy examination (taken approximately midway in the coursework), proof of proficiency in a foreign language (other than English), the completion of a research skills requirement (through appropriate coursework or a second foreign language), comprehensive examinations, and the dissertation.

Coursework

A minimum of thirty hours of program coursework (excluding the research skills requirement, dissertation and, for certain students, the prerequisite Bibliographical Methods in English) is required beyond the M.A. Academic good standing is maintained with a 3.5 average in the coursework. Full-time enrollment is normally three courses per semester. In summers, students may enroll for one or two courses for each of the two five-week summer sessions; sometimes Research Skills courses are scheduled during 1-week pre-sessions. The thirty hours (normally ten courses carrying three semester hours of credit each) includes a number of requirements, discussed below. The Literature and Criticism doctoral program does not accept transfer credit hours from other programs or institutions. All doctoral students, including summers-only doctoral students, who have completed all courses and who have passed the candidacy exam, must register continuously for 1 credit in Fall and 1 credit in Spring. All regular academic year graduate students must register for 3 courses fall and spring of the first year; no more than 1 course for summer (2 with permission of director); three courses for fall of 2nd year (2 if 2 courses were taken in summer), and at least 2 courses for spring of second year. Dissertation hours can be taken whenever necessary to accrue credits, as for instance, when 9 credits per semester must be registered for during any semester a student holds a GA.

Prerequisite

ENGL 674 Bibliographical Methods may be required of students whose backgrounds indicate that they will need additional preparation in order to perform satisfactorily in doctoral level courses. Bibliographical Methods is usually required for students who have not had an equivalent course at the master's level. This course is taken in addition to the 30 semester hours required by the program.

1. Core Courses (two courses required) 6 S.H.

These courses form the basis of much later work. While not prerequisites for other courses, **they should be taken early in the program**.

ENGL 955 The History and Theory of Criticism
ENGL 956 Literary Theory for the Teacher and Scholarly Writer

The aims of the core courses are:

a. to investigate the history of critical theory;
b. to define the theoretical, cultural, and ideological implications of the major movements in the western critical tradition, including critiques of that tradition;
c. to help students relate critical theory to their own research and to the literature classroom; and
d. to help students learn to write for conference presentations and professional publications.

2. Elective Courses

These courses in Traditional and Special Literatures focus on specific areas, topics, and theoretical approaches. Students can expect to take major roles in preparing materials for the class. Research papers are also expected. There are requirements in both categories of courses.

A. Courses in Traditional Literature (two courses required) 6 S.H.

ENGL 861 Topics in American Literature before 1870
ENGL 862 Topics in American Literature since 1870
ENGL 863 Topics in British Literature before 1660
ENGL 864 Topics in British Literature since 1660
ENGL 865 Topics in Literature as Genre
ENGL 866 Topics in Comparative Literature

The aims of these courses may include the following:

a. To examine literature in historical, cultural, and intellectual contexts, addressing a specific topic or theme within a period.
b. To compare and contrast genres and significant thematic concerns.
c. To analyze linguistic and literary conventions.
d. To trace and assess critical responses to the literature of a period or a topic.
e. To use the critical perspectives of the core courses to develop scholarly assessments of individual works and to help students write well-articulated statements of these assessments.

B. Courses in Special Literatures (one course required) 3 S.H.

ENGL 871 Topics in Postmodern Literature
ENGL 872 Topics in Women's Literature
ENGL 873 Topics in American or British Minority Literature

The aims of these courses are to assess critical practices applicable to reading and teaching this literature.

3. Seminars (two courses required) 6 S.H.

The seminars incorporate literary approaches and scholarly techniques learned in earlier courses. **These are designed to be taken at the end of the student's program**. The development of a research project resulting in a paper suitable for publication or presentation is an element of all seminars.

ENGL 983 Literary Theory Applied to a Major American Author or Theme
ENGL 984 Literary Theory Applied to a Major British Author or Theme
ENGL 985 Comparative Literary Theory Applied to Traditional and Special Literatures

The aims of these seminars are:

a. to undertake, in a seminar context, a full scholarly and critical study of a literary topic;
b. to put into practice the skills in writing, presentation, and critical analysis gained in the core courses and the courses in traditional and special literatures;

c. to help students produce a long critical paper of publishable quality on an aspect of the seminar topic;
d. to prepare the student for the work involved in the dissertation and other advanced research projects that the student may choose to explore in his or her career as a teacher and scholar;
e. to teach techniques appropriate for analyzing non-traditional special literatures; and
f. to use the critical perspectives of the core courses to develop scholarly assessments of individual works and to help students write well-articulated statements of these assessments.

4. Open Electives 9 S.H.

In addition to the above requirements of seven courses (21 semester hours of credit), **three** additional courses offered by the Program (for **9** semester hours of credit) must be selected as electives.

Course Descriptions

ENGL 674 Bibliographical Methods in English
Practical training in special methods and materials of research in English; prerequisite for Ph.D. students who have not had a similar course at the M.A. level. Should be taken early in the program.

ENGL 853 Literature as a Profession
Focusing on the practical aspects of literature as a profession, this course covers a variety of topics including the job market, publishing, defining a field of study, writing in relevant genres, and teaching. The purpose of this course is to provide a space in which students can engage in intensive work on the project or projects of their choice while situating that work within broader scholarly and professional communities. This course will also count toward the Research Skills requirement.

ENGL 860 Teaching College Literature
Examines current research on teaching literature in the college classroom, and involves ongoing observation and practice of teaching strategies. Special attention is given to the impact of critical theory and to such issues as canon, race, class, and gender in specific classroom settings. This course will also count toward the Research Skills requirement.

ENGL 861 Topics in American Literature before 1870
Studies major figures, movements, or topics in American literature from the Colonial Period through 1870. The content of the course will be determined by the individual instructor and announced in advance.

ENGL 862 Topics in American Literature since 1870
Studies major topics, authors, and movements in American literature from 1870 to the present. Specific course content is chosen by the instructor and announced in advance.

ENGL 863 Topics in British Literature before 1660
Studies major figures, movements, or topics in British literature within the period. The specific content of the course is determined by the instructor and announced in advance.

ENGL 864 Topics in British Literature since 1660
Studies major figures, movements, and topics in British literature within the period 1660 to the present. Content of the course will be determined by the instructor and announced in advance.

ENGL 865 Topics in Literature as Genre

Examines one literary genre (such as novel, drama, or film), its development, and its current practice and theories. The course also surveys the major recent critical approaches to the genre.

ENGL 866 Topics in Comparative Literature

Introduces the theory and methods of comparative literary analysis. Topics include the relationships between literatures of different countries, between literary genres, and between literature and other related fields. The specific course content is chosen by the instructor and announced in advance.

ENGL 871 Topics in Postmodern Literature

Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered. It focuses on how postmodern critics and writers have responded to modernist manifestations of character, narrative, and theme, and it explores the critical, pedagogical, and philosophical implications and assumptions of postmodern literature and assesses its role in contemporary culture and thought.

ENGL 872 Topics in Women's Literature

Examines specific areas of literature by women within the entire range of literary production historically and geographically, with particular attention to women's literary traditions and feminist critical perspectives. The focus and subject matter of the course will be chosen by the faculty member and announced in advance.

ENGL 873 Topics in American or British Minority Literature

Examines the literature of one or more American or British minorities (for example, Native Americans, immigrants, African-Americans, Chicanos). The focus and subject matter of the course will be chosen by the faculty member and announced in advance.

ENGL 897 Independent Seminar

Independent Seminar is not a required part of the degree program. Students who have particular needs may take a maximum of two 3 credit courses as independent seminars as part of the 30 credit requirement. Doctoral students who show a need for independent study are advised to schedule independent seminars only after one semester or summer of full-time residence. Generally speaking, independent seminars are assigned to three faculty members during each semester, and students make arrangements with the respective faculty member whose specialty is closest to their interests. Independent seminars are intended to complement coursework, focusing on specific areas needed for the student's program that may not be available in regularly scheduled courses.

ENGL 955 History and Theory of Criticism

Studies the founding texts of the Western tradition in ancient Greece beginning with Plato, Aristotle, and the sophists, and places them in the historical context of significant cultural turns in literary, rhetorical, and cultural theory leading up to the present. As preparation for EN 752, this course examines key moments in the history of Western metaphysics in relation to contemporary concerns for theory, pedagogy, multiculturalism, and the changes in higher education, especially as they affect English studies.

ENGL 956 Literary Theory for the Teacher and Scholarly Writer

Focuses on contemporary literary and cultural theory, especially as it affects the teaching, scholarship, and curricular design of English studies which has undergone significant changes in recent decades. Examines contemporary theoretical approaches such as New Criticism,

poststructuralism, deconstruction, reader response, Marxism, New Historicism, cultural studies, feminism, postcolonialism, gay and lesbian theory, and others with a special emphasis on practice: how theory affects the classroom, the curriculum, and the writing of professional presentations and publications.

ENGL 983 Seminar: Literary Theory Applied to a Major American Author or Theme
Advanced, independent work in a seminar format. The course emphasizes the production of a research paper of publishable quality and the application of theory to specific texts and to the teaching of them. Specific content for the course, a major author or specific theme in American Literature, will be chosen by the instructor.

ENGL 984 Seminar: Literary Theory Applied to a Major British Author or Theme
Draws on knowledge and critical skills from core courses and traditional and special literature courses for advanced, independent work. Focus is on a single major author or well-defined theme in British Literature chosen by the instructor. Each student learns to apply theory to teaching and produces a research essay suitable for submission for publication or presentation at a conference.

ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures
Explores and applies the theories and methods of comparative literature to traditional and special literatures as well as to teaching and writing about them, especially through the production of a research paper of publishable quality. Students may expect to investigate, from various critical perspectives, conflicting social and literary values. Specific course content is chosen by the instructor.

Admission to Candidacy

A student will be considered for candidacy in the Literature and Criticism Program after no less than 12 but no more than 18 semester hours of doctoral credit have been completed. To be admitted to candidacy, the applicant must pass the Literature and Criticism Program's candidacy exam and fulfill all School of Graduate Studies and Research requirements for candidacy. Enrollment in coursework beyond the master's degree alone does not automatically constitute admission to the Ph.D. program or to candidacy.

Candidacy Examination

The candidacy examination assesses the student's knowledge of major authors and movements in British and American literature to determine the student's preparation for specialized and specific studies at the doctoral level.

The Candidacy Exam consists of four exams with each two-hour exam (two exams are administered for each of two days) focused on one of the following four periods:

A. British Literature, 700—1660
B. British Literature, 1661—1900
C. American Literature, Beginnings to 1900
D. American, British, and Global Literatures in English, 1901—present

Each exam is based, respectively, on one of four master lists. Each of the master lists for Periods A-D contains approximately 35-75 authors; some authors are represented by more than 1 text. Each list has

been developed by program faculty whose expertise fits within the given periods. For Periods A-D, students will need to select 30 authors from each period, however, they will also have the option of substituting, with approval from the Program Director, 5 authors (or texts, or combination of authors and texts) of their choice in each of those four. For example, one could substitute Anne Brontë for Emily Brontë; or *Bleak House* for *Great Expectations*.

The selection of the 30 authors from each period should be done with considerable care. Some basic principles of balance and inclusion will be expected. For example, the 30 authors selected should be representative in some way of the full range of the historical period (i.e., not all just from, say, the last few decades), and they should reflect, wherever appropriate, an inclusion of various genres, geographies, genders, races, classes, ethnicities, and other factors depending on the particular period. In short, the selection of the 30 authors should be theoretically informed rather than randomly drawn up on the basis of what one has already read. Students will have access to both print and electronic versions of the lists, and it is expected that students will bring to each exam a copy of the respective period list with their 30 selections checked off (approval for any substitutions must be received from the Program Director prior to the exam).

Theory Requirement:

In addition to the period lists, there is also a "Theory-Pedagogy List" which is comprised of a representative sample list of potential authors, each listed under the appropriate theoretical area. This theory list is intended primarily as a suggested or representative list, so students are not obliged to refer only to those theorists listed here. The theory list is primarily intended as an aid to preparation for the exam, not as a stipulation to use only or primarily just those works on the list. The key theory requirement for the exam is that students are required to engage at least **three** different theories (or combinations of theories) of their choice. The minimum three theories requirement should be distributed through at least 3 of the 4 exams (not several theories on one exam).

Pedagogical Requirement:

Teaching and pedagogical issues must be engaged in at least **two** of the four exams. A variety of books and journals has been appended to the "Theory-Pedagogy List" as a suggested guide to studying for this part of the exam.

For each period exam, students will be asked to answer one of two questions.

More detailed information on the procedures of the exam can be obtained from the Graduate English Office. Please see especially the Candidacy Exam Instruction Sheet (which includes the full lists for the four periods) available in the Graduate English Office.

The competency expected on the candidacy exam is the general background in all fields of literature that a professional in the field would be expected to have. The doctoral degree in literature is primarily a reading degree, requiring a broad background as well as expertise in certain specific areas. The program fosters these areas of expertise, but students are responsible for strengthening their general background knowledge. Coursework alone, which may be fairly specialized, may not give students a sufficient general knowledge of a period.

Possible results of the examination include:

Each Candidacy Exam is graded by three graduate literature faculty members who assigns grades of (3) High Pass; (2) Pass; or (3) Fail. For each exam, students receive the average of the 3 grades assigned. The results are reported as follows:

1. *Pass all four exams.* Candidacy is awarded as approved by the Director of Graduate Studies in Literature so long as any other candidacy requirements as specified by the School of Graduate Studies and Research are met. In a few rare instances where a student receives grades of (3) High Pass on all four exams, they will then be awarded a "Pass with Distinction."
2. *Partial Pass*: A student may pass 1 or more exams, but fail 1 or more exams. In these incidences, students will be required to re-take the failed exams, preferably at the next exam sitting. Candidacy status will not be awarded until all four exams have been successfully passed.
3. *Fail*: If a student fails the candidacy exams after two attempts, such failure might show a weakness in the majority of questions, with little likelihood that course work will rectify the overall deficiencies. The student is normally not permitted further coursework at this time. The grade on the second exam is final. Failure of the re-examination results in dismissal from the program.

Foreign Language Requirement

The program requires a reading ability in a foreign language (not English) as measured by an exam designed by Indiana University of Pennsylvania faculty in the Foreign Language Departments or by other means approved by the Dean of the School of Graduate Studies and Research. International students may use their native language to fulfill this requirement. Testing or verification must be accomplished after admission to the program. The Office of Career Services (Pratt Hall) administers language testing; testing dates and applications for the test are available from this office.

Research Skills Requirement

Students must select one of the following three options to fulfill this requirement. The option selected must have the approval of the Director of Graduate Studies in Literature and the Dean of the School of Graduate Studies and Research and should be related to the student's programmatic or research interests or long-range professional needs. If a student chooses course work to fulfill this requirement, the courses must be taken after admission to the doctoral program in literature.

1. Six semester hours of graduate credit beyond the 30 hours required, with a grade of B or above, in approved and regularly scheduled rhetoric, linguistics, writing for publication, or computer courses, including Teaching Writing, Teaching College Literature, and Literature as Profession.
2. Proficiency in a second foreign language (not English) as measured by an exam designed by Indiana University of Pennsylvania faculty in the Foreign Languages Departments, or by other means approved by the Dean of the School of Graduate Studies and Research. The language must be relevant to the student's dissertation research. Testing or verification must be accomplished after admission to the program. The Office of Career Services (Pratt Hall) administers language testing; testing dates and applications for the test are available from this office.
3. Six semester hours of graduate credit beyond the thirty hours required, with a grade of B or above, in history, philosophy, or other humanities courses (at IUP) directly related to the student's

research needs and approved by the Director of Graduate Studies in Literature and the Dean of the School of Graduate Studies and Research.

Residency Requirement

The Residency Requirement may be satisfied in either of two ways:

1. **Academic Year or Semester-Plus-Summer**: This requirement may be fulfilled by enrolling for a minimum of nine credits for each of two consecutive semesters or for one semester and a summer, provided there is no interruption.
2. **Summers Only**: This requirement may be fulfilled by enrolling for a minimum of nine credits for each of two consecutive summers and six credit hours during the intervening academic year; or by enrolling for twelve credits during each of two consecutive summers.

Please Note: The summers-only option for fulfilling the residency requirement is our commitment to serving professionals who are employed. This commitment means that course offerings are arranged to accommodate teaching schedules of secondary, as well as two-year and four-year college teachers. With this flexibility of scheduling, graduate students can pursue their studies without interrupting their careers, or they can take advantage of sabbaticals for concentrated and rapid progress toward the degree.

Comprehensive Examinations and Acting Advisor

These examinations fall between the completion of the candidacy exams, course work, language requirement, research skills requirement, and the beginning of the dissertation. Well prior to the time planned for the exam, the student should select three areas in which to be examined: one in literary theory and practice as applied to a general list of authors and texts, one in a broadly defined area of literature, and one in a narrowly focused field of study.

Each student is responsible for setting up his or her comprehensive examination committee consisting of one faculty member for each of the three areas. This is a period of crucial transition towards the dissertation. It is important, therefore, that all students select their committee members with great care, making sure that the faculty members' areas of expertise are appropriate for the exam. Most commonly, the comprehensive examination committee will subsequently become the dissertation committee, although this is not a requirement, and it is possible to make changes for the dissertation. In the early stages of setting up the comprehensive committee, each student requests one of the committee members to serve as **Acting Advisor**. Typically, the Acting Advisor is the first faculty member a student would consult. The Acting Advisor may assist the student in selecting additional committee members, and the Acting Advisor will then serve as chair, organizer, and implementer of the actual exam. The Acting Advisor will also take over most all ordinary advising duties for each student advisee, replacing the program director as the student's program advisor. The transition from Acting Advisor to Dissertation Director officially takes place later, when the student successfully defends the Dissertation Proposal, and the Research Topic Approval Form (RTAF) is then signed by all members of the committee.

1. The exam in literary **theory** and practice should be based on a two-part list: theoretical texts and literary works. The theory list should focus on a generally defined approach (rather than a smattering of all kinds of theories), concentrating on relevant contemporary writing in the area but also including relevant background works from the history of criticism. Thus, for example, a

student might focus on postmodernist literary theory (which would include many texts of the last twenty years, but also include work that reflects concern for problems of representation such as drawn from Plato, Kant, Nietzsche, and others). The literary list should include works from a range of historical periods and genres, each text selected for its relevance to your theoretical orientation. (Thus, using the postmodernist example, a student might include works by Aristophanes, Sappho, Petronius, Chaucer, Sterne, Wilde, Pynchon, Morrison, and others.) Typical exam questions here may ask the student to interpret one or more of the literary works in light of the chosen theoretical approach.

2. The **broad** area or category may be a traditional literary period, genre, theme, or group of writers. The general idea is to develop a list that identifies a recognizable field or disciplinary area within the profession of English studies, and it should be done broadly enough that it covers an historical period of roughly 100 years or more. Thus, for example, if the student chooses Charles Dickens for the narrow area one might, for example, select the British Novel, 1780-1880 for the broad area.
3. The **narrow** area or category might be a particular author or a narrowly defined literary period, movement, or theme. This area often becomes the focus of the dissertation and the examiner in the narrow area often becomes the director of the dissertation, so the student should be particularly careful in selecting the examiner and the topic for this area. Most commonly, the narrow area is nested within the broad area time period.

Each area exam will be based on a reading list prepared by the student and the individual examiners and approved by the Director of Graduate Studies in Literature. After the three areas and the examiners are chosen and the reading lists for the exams approved by all committee members and the Director of Graduate Studies in Literature, the student should obtain a comprehensive exam application, approval, and tentative scheduling form from the Director of Graduate Studies in Literature, and be sure that the completed, signed form is on file in the English Graduate Office. The Comprehensive Application Approval Form should be submitted at least 1 semester before the exam itself is administered.

The procedures for the comprehensive exam are that they will be emailed to the students by the Acting Advisor at a specified day and time, and students will have 1 week to compose the three exams. An oral exam will complete the process. Each of the three examiners for the comprehensives will evaluate all three written exams and then use these evaluations as preparation for the oral. The oral exam will be approximately 90 minutes.

Please see the Graduate Literature Comprehensive Examination Instructions sheet for detailed information on the exact procedures which must be followed carefully.

Examinations will test the student's ability to recall significant features of subject matter, to know and apply critical scholarship pertinent to the topic, and to organize and articulate this critical knowledge in effective written and oral performances. If any or all of the examinations are failed, they may be taken a second time, generally no earlier than one semester and not later than one year after the first attempt. Students must be re-examined in the same area as the original examination; selection of a different area in lieu of the failed examination is not permitted. Failure to pass all exams after two attempts constitutes discontinuation in the program.

Dissertation

The dissertation presumes control of skills developed throughout the program and shows the student's ability to bring these skills to a written performance that sustains and develops them fully. The dissertation may be initiated only after comprehensive examinations have been successfully completed.

Upon successful completion of the comprehensive exams, the student will (if he or she has not already done so) choose a director for the dissertation who must agree to serve in that capacity. The director must be a member of the graduate faculty with expertise appropriate to the area in which the student wishes to work. Typically, the dissertation director is the person who has been serving as the Acting Advisor, although changes can be made at this stage. Under the guidance of the dissertation director, the student will prepare a proposal for research. The student will also, in consultation with the director, select a committee of two additional faculty members who must then agree to serve as readers of the dissertation.

Guidelines for the dissertation proposal and the dissertation, the *Thesis and Dissertation Manual*, are available from the School of Graduate Studies and Research (SGSR), 120 Stright Hall and online at www.iup.edu/thesismanual. The student should also secure a **Research Topic Approval Form (RTAF)** from the Graduate English Office. The research proposal will be submitted for approval to the dissertation committee, chaired by the dissertation director, and to the Director of Graduate Studies in Literature and Criticism, the Dean of the College of Humanities and Social Sciences, and the Dean of the School of Graduate Studies and Research. The dissertation proposal should be approximately 20-30 pages, double-spaced, including a 1-page summary of the project, a statement of purpose and thesis, a rationale for the primary sources to be examined, a tentative chapter outline including planned completion date for each chapter, an overview of existing secondary sources, and a basic annotated listing of them. The dissertation author must consult with the Director of Graduate Studies in Literature and Criticism about SGSR's deadlines and procedures for submitting the RTAF. Once the proposal is drafted and approved by the director of the dissertation committee, the proposal should be distributed to all committee members, and a dissertation proposal meeting should be scheduled. After this meeting (usually about one hour), if the dissertation proposal is approved by all committee members, the RTAF should be signed by all committee members and submitted with the one page abstract and timeline to the secretary of the graduate programs who will then obtain the Director of Graduate Studies in Literature and Criticism's signature and process the RTAF with SGSR.

In order to graduate, the dissertation author must have registered for **12 hours** of ENGL 995 Dissertation credits while working on (sometimes prior to) the dissertation. All 12 hours must be completed no later than the semester in which the student wishes to graduate. If the student has taken all 12 Dissertation credits, then he/she must register each fall and spring for 1 Extended Credit dissertation hour until graduation.

Upon satisfactory completion of the dissertation, the student will defend the dissertation before a committee composed of the dissertation director and committee. This meeting is open to the public. The results of the defense are typically a "Pass," which means the student can make small changes and corrections, and submit the dissertation to the Graduate School by the deadline for that semester. Or, the committee might recommend a "Pass with Revision," in which case the student normally makes the revisions, and submits the revised dissertation to the director for final approval before submitting it to the graduate school.

Time to Completion

As explained in the section of the *Graduate Catalog* on "Time Limitations": "Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work." Please consult the *Graduate Catalog* for explanations of policies and procedures that affect all doctoral students.

Determining Individual Patterns of Course Enrollment

The program offers a number of courses each semester during the calendar year to permit normal progress toward the degree for students pursuing different emphases in the program and electing different patterns of residency. The following plan shows a typical distribution of course offerings (each course is 3 hours). Full-time enrollment is for three courses in the Fall and Spring or two courses in each summer session.

First Year, Summer, First Session

ENGL 955 The History and Theory of Criticism
ENGL 861 American Literature Before 1870
ENGL 862 Topics in American Literature since 1870
ENGL 866 Topics in Comparative Literature
ENGL 872 Topics in Women's Literature
ENGL 984 Seminar: Literary Theory Applied to a Major British Author or Theme

First Year, Summer, Second Session

ENGL 956 Literary Theory for the Teacher and Scholarly Writer
ENGL 863 Topics in British Literature before 1660
ENGL 864 Topics in British Literature since 1660
ENGL 865 Topics in Literature as Genre
ENGL 873 Topics in American or British Minority Literature
ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures

First Year, Fall Semester

ENGL 674 Bibliographic Methods in English
ENGL 955 The History and Theory of Criticism
ENGL 860 Teaching College Literature
ENGL 861 Topics in American Literature before 1870
ENGL 863 Topics in British Literature before 1660
ENGL 866 Topics in Comparative Literature
ENGL 871 Topics in Postmodern Literature
ENGL 872 Topics in Women's Literature
ENGL 983 Seminar: Literary Theory Applied to a Major American Author or Theme

First Year, Spring Semester

ENGL 956 Literary Theory for the Teacher and Scholarly Writer
ENGL 862 Topics in American Literature since 1870
ENGL 864 Topics in British Literature since 1660
ENGL 865 Topics in Literature as Genre
ENGL 861 Topics in American Literature before 1870
ENGL 873 Topics in American or British Minority Literature
ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures

Second Year, Summer, First Session

ENGL 995 The History and Theory of Criticism
ENGL 861 Topics in American Literature before 1870
ENGL 865 Topics in Literature as Genre
ENGL 871 Topics in Postmodern Literature
ENGL 984 Seminar: Literary Theory Applied to a Major British Author or Theme

Second Year, Summer, Second Session

ENGL 956 Literary Theory for the Teacher and Scholarly Writer
ENGL 862 Topics in American Literature Since 1870
ENGL 864 Topics in British Literature since 1660
ENGL 873 Topics in American or British Minority Literature
ENGL 983 Seminar: Literary Theory Applied to a Major American Author or Theme
ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures

Second Year, Fall Semester

ENGL 674 Bibliographical Methods in English
ENGL 955 The History and Theory of Criticism
ENGL 860 Teaching College Literature
ENGL 861 Topics in American Literature before 1870
ENGL 863 Topics in British Literature before 1660
ENGL 864 Topics in British Literature since 1660
ENGL 866 Topics in Comparative Literature
ENGL 872 Topics in Women's Literature
ENGL 984 Seminar: Literary Theory Applied to a Major British Author or Theme

Second Year, Spring Semester

ENGL 956 Literary Theory for the Teacher and Scholarly Writer
ENGL 862 Topics in American Literature since 1870
ENGL 863 Topics in British Literature before 1660
ENGL 864 Topics in British Literature since 1870
ENGL 865 Topics in Literature as Genre
ENGL 871 Topics in Postmodern Literature
ENGL 873 Topics in American or British Minority Literature American Author or Theme
ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures

Full cycles of the doctoral program are offered through the two full summer semesters; the two full academic years of fall and spring semesters; the full academic year from the first summer sessions through spring; and the full academic year from the second year's summer sessions through spring of the second year.

Prior to advisement on campus with the program director, students should examine the schedule of courses available through the Graduate Literature web site, www.iup.edu/lit-crit. These will generally be available at least a week prior to the beginning of the registration period for each semester (e.g., around early November for Spring semester registration). The course descriptions and schedule will also be sent through the student and faculty listserv (phd-lit@iup.edu). Students should also consult the separately mailed schedule from the School of Graduate Studies and Research in order to determine the best individual pattern of enrollment based on

1. the options to fulfill the residency requirement,
2. fulfillment of course requirements,
3. professional emphases, and
4. course load per semester.

Graduate Literature and Criticism Faculty

Gail Berlin, Ph.D. (University of Pennsylvania)
--Old and Middle English; Chaucer; Medieval women; oral literatures

James M. Cahalan, Ph.D. (University of Cincinnati)
--Modern Irish and U.S. (especially environmental and Appalachian) literatures; literary theory and pedagogy; Ernest Hemingway and Edward Abbey

Susan M. Comfort, Ph.D. (University of Texas at Austin)
--Feminism, gender, sexuality, Marxism and ecocriticism; twentieth-century and contemporary literature

David B. Downing, Ph.D. (State University of New York--Buffalo)
--Critical theory and pedagogy; history and sociology of the profession; interdisciplinary cultural studies; American literature

Tanya Heflin, Ph.D. (University of Southern California)
--late 19th and 20th century American literature; multiethnic American literature; feminism

Christopher Kuipers, Ph.D. (University of California—Irvine)
--Classical literature; comparative literature; myth; pastoral literature; ecocriticism; anthologies

Alexis Lothian, Ph.D. (University of Southern California)
--20th- and 21st-century American fiction, especially speculative fiction; queer theory; critical race and gender studies; popular culture; digital media.

Christopher Orchard, D.Phil (Oxford University)
--Renaissance literature; modern British literature

Michael Sell, Ph.D. (University of Michigan)
--Black Arts Movement, Avant Garde; twentieth-century drama, theory

Kenneth Sherwood, Ph.D. (State University of New York at Buffalo)
--20th century American poetry; ethnopoetics; theory and writing

Thomas Slater, Ph.D. (University of Oklahoma)
--Film theory; American Silent Film; Women in Film; War Films

Todd Thompson, Ph.D. (University of Illinois at Chicago)
--18th and 19th century American literature; humor and satire in American literature

Veronica Watson, Ph.D. (Rice University)
--African American literature; nineteenth century American literature

Adrian Wisnicki, Ph.D. (City University of New York, Graduate Center)
--19th century British literature; digital humanities literature

Lingyan Yang, Ph.D. (University of Massachusetts)
--Multicultural literature, feminist theory, Asian-American literature and theory

Appendix A

LITERATURE AND CRITICISM DISSERTATIONS, 2007-2012

Al-Badarneh, Abdullah. 2012. Female Oppression & Aspiration in Selected Nineteenth Century Novels by Elizabeth Gaskell, Charlotte Bronte, Harriet Beecher Stowe, and Elizabeth Stuart Phelps. *Director: Dr. Christopher Orchard*

Al-Dagamseh, Abdullah. 2012. Geopolitical Fractures: Ideological Critique of Global Neoliberal Capitalism in World Bank Literature. *Director: Dr. David Downing*

Alguzo, Nouh. 2012. "Religion but a childish toy": Atheism and Cynicism in the Life and Drama of Christopher Marlowe. *Director: Dr. Christopher Orchard*

Alhawamdeh, Hussein. 2011. Tolerance in Depiction of the Muslim Orient in Restoration Drama. *Director: Dr. Ronald Shaffer*

Almawaja, Motasim. 2010. Environmentalism, Modernity, Capitalism, and Cultural Hegemony in Six Contemporary Authors. *Director: Dr. James Cahalan*

Almostafa, Mohammad. 2012. Challenging State, Religious, and Gender Violence in Seven Contemporary Arab American Writers. *Director: Dr. Lingyan Yang*

AlQutami, Mais. 2009. Feminist Resistance in Contemporary American Women Writers of Color: Unsettling Images of the Veil and the House in Western Culture. *Director: Dr. Susan Comfort*

Al-Sarrani, Abeer. 2011. Challenges of Cross-Cultural Translation of American Literary Works into Arabic: Harriet Beecher Stowe's Uncle Tom's Cabin as a Case Study. *Director: Dr. Karen Dandurand*

Al-Shraah, Bassam. 2011. "Tis Pity to be Caeser": Postcolonial Intimations in Shakespeare's Selected Plays. *Director: Dr. Ronald Shaffer*

Andermatt, Andrew. 2011. Writing for Their Lives: A Toxic Discourse of Contaminated Hometown Communities in Selected U.S. Ecocatastrophe Prose, 1970-present. *Director: Dr. James Cahalan*

Applegate House, Renae. 2008. Trinity of Consciousness: Body, Mind, Soul, and Female Identity in the Novels of Gail Godwin. *Director: Dr. Ronald Emerick*

Babcock, Matthew. 2009. Private Fire: Robert Francis's Ecopoetry and Prose. *Director: Dr. James Cahalan*

Bailey, Aishia D. 2008. Speaking Through Stereotypes: A Comparative Study of Black Women's Performance Styles in Selected American Films. *Director: Dr. Thomas Slater*

Baker, Alyce. 2009. The Presence, Roles and Functions of the Grotesque in Toni Morrison's Novels. *Director: Dr. Ronald Emerick*

Banisalamah, Ahmed. 2010. "A Lass Unparalleled": The Scriptural Underpinnings of Women in Selected Shakespearean Plays. *Director: Dr. Ronald Shafer*

Barker, Jamie. 2012. Learning to Listen: An examination of trauma in 20th century American poetry. *Director: Dr. Mike Sell*

Carlisle, Anthony. 2009. The Black Press and the Shaping of Protest in African American Literature, 1840--1935. *Director: Dr. Veronica Watson*

Carswell, Sean. 2012. Political Resistance in the Novels of Thomas Pynchon. *Director: Dr. David Downing*

Carvalho, Edward. 2011. "To cheer up slaves and horrify desports": Martin Espada and the Language of Political Possibility. *Director: Dr. David Downing*

Chen, Wan-li. 2011. Postcolonial Moments in Language Politics: Global Drama and Intercultural Performance. *Director: Dr. Mike Sell*

Chose, Lauri. 2007. Uncharted Arctic Wilderness: Rediscovering the Literary Works of Lois Crisler, Margaret Murie, and Theodora Stanwell-Fletcher. *Director: Dr. James Cahalan*

Clough, William. 2012. Engaging Joycean and Post-Joycean Experimental Novels: Methods of Approaching Experimental Texts. *Director: Dr. James Cahalan*

Davis, Mary Elizabeth. 2010. On Advertising's Terms: The Weak Critiques of Consumer Capitalism in "Player Piano", "Fahrenheit 451", and "The Space Merchants". *Director: Dr. Ronald Emerick*

Dean, John E. 2008. Travel to Identity in the Mid-Nineteenth-to-Mid-Twentieth-Century Contact Zone of New Mexico: Knowledge Claim Tests and Platonic Quests. *Director: Dr. Ronald Emerick*

Delcoco-Fridley, Lea. 2011. Motherhood: The Plight of the Non-Traditional Mother in Contemporary Multi-Ethnic American Women's Literature. *Director: Dr. Cheryl Wilson*

Denison, Sheri. 2009. Walking Through the Shadows: Ruins, Reflections, and Resistance in the Postcolonial Gothic Novel. *Director: Dr. Lingyan Yang*

DeVido, Brett. 2012. From Utopian Dreams to 20th Century Dystopian Nightmares: Modern Fears of the World State and Big Brother in Husley, Orwell, and Burgess. *Director: Dr. James Cahalan*

Dickey, William. 2010. Beyond the Gaze: Post-Foucauldian Surveillance in Fictive Works. *Director: Dr. Christopher Orchard*

Dories, Jeffrey. 2010. An Ecocritical Examination of British Romantic Natural History Writing: The Literature of a Changing World. *Director: Dr. David Downing*

Ehallaq, Ayman. 2007. Subjective Realism in George Eliot's *Adam Bede, The Mill on the Floss, Silas Marner, Middlemarch, and Felix Holt the Radical*. *Director: Dr. Cheryl Wilson*

Faktorovich, Anna. 2011. The Rebellion Novel genre in 19th Century British Literature. *Director: Dr. Christopher Orchard*

Frances (Galliher), Debra. 2012. Shakespeare's Gardens and Nature Settings: Landscapes of the Reformation's Spiritual Individual. *Director: Dr. Ronald Shaffer*

Freiz, Ihab. 2011. Narratives of Old Era in the Contemporary African American Fiction of Toni Morrison and Ernest J. Gaines. *Director: Dr. Ronald Emerick*

Gainer, Mary. 2012. Invoking the Poet-as Seer: Proverbs and Maxims and Survival Strategies in Old English Poetry and Contemporary Dystopian Writing. *Director: Dr. Gail Berlin*

Gordon, Kelley. 2009. The Nineteenth-Century Woman as Letter Writer: Epistolary Concerns and Practices in Britain and America, 1840-1900. *Director: Dr. Karen Dandurand*

Hagenrater, Amy. 2012. Men Who Mother and Women who Won't: Giving Birth to a New Maternity. *Director: Dr. Ronald Emerick*

Hanna, William. 2012. From Idyllic Spaces to Urban Landscapes: Contemporary American Ecopetics and the Composition of Place. *Director: Dr. Kenneth Sherwood*

Heckmann (Turnbull), Gwendolyn. 2011. Women Who Kill Performing Feminist Resistance in 20 Century Multiethnic Women's Literature. *Director: Dr. Lingyan Yang*

Hicks, John. 2007. Randy Wayne White: An American Social Philosopher and Practitioner of Ecological Noir. *Director: Dr. James Cahalan*

Hobbs, Burgsbee Lee. 2008. Expatriate Spaces, Ex-Soviet Places: Narratives of Americans Abroad in Turn-of-the-Millenium Post-Communist Europe. *Director: Dr. James Cahalan*

Holman, Matthew. 2012. Gothic Anxieties in Rust Belt Fiction. *Director: Dr. Cheryl Wilson*

Hood, Katherine. 2008. On Beyond Boo! Horror Literature for Children. *Director: Dr. Susan Gatti*

Jefferson, Lynne. 2008. The Emergence of a Pioneer: The Manipulation of Hagar in Nineteenth-century American Women's Novels. *Director: Dr. Karen Dandurand*

Johnson, Lars. 2012. Shouting for God: Resistance and Liberation in African American Evangelical Autobiography. *Director: Dr. Todd Thompson*

Joo, Seunghye. 2012. A Study of the Politics of Color in Lillia Hellman's Drama and Memoirs Against Colorism: Blackness, Redness, and Whiteness. *Director: Dr. Susan Comfort*

June-Rodgers, Pamela. 2009. Bodily and Narrative Fragmentation: Wounds, Scars, and Feminist Healing in Selected Novels by Postmodern Multiethnic American Women. *Director: Dr. Lingyan Yang*

Keita, Michelle. 2009. Seeing, Saying, Knowing, Naming: Oppositional African-American Women's Poetics. *Director: Dr. Mike Sell and Dr. Veronica Watson*

Keller, Irene. 2009. Humorous, Satirical Dialogue Created by American Women Writers in the Second Half of the Nineteenth Century and in the Second Half of the Twentieth Century. *Director: Dr. Karen Dandurand*

Kennedy-O'Neill, Joy. 2007. The Sacred and the Sublime: Caves in American Literature. *Director: Dr. James Cahalan*

Kilicci, Esra. 2008. J. D. Salinger's Characters as Existential Heroes: Encountering 1950s America. *Director: Dr. Thomas Slater*

Kraemer, William. 2009. The Hypnotic Literary Genre: Poetry, Trance, and Hypnotext. *Director: Dr. Ronald Shafer*

LaMont, Hillary. 2012. Edward Albee as Queer Absurdist. *Director: Dr. Mike Sell*

Lewis, Krista. 2012. The Unsung Power of Urban Adolescent Literature: Using an Adolescent Identity Taxonomy to Understand and Teach Inner-City Students. *Director: Dr. James Cahalan*

Lint, Bradley Joseph. 2008. Teaching College Literature: Educational Alignment and Literature Pedagogy. *Director: Dr. James Cahalan*

Marcink, Robert. 2009. The Depiction of the Working Class in American Films of the Counterculture Era. *Director: Dr. Thomas Slater*

Matson, Lisa. 2007. Re-presentations of Rossetti: The Treatment of Dante Gabriel Rossetti and his Work in Selected Fiction, Drama, Music and Film Since 1950. *Director: Dr. Susan Gatti*

McAleer, Patrick. 2012. Genre and the People: Tracing the Gothic Influence of Capturing and Challenging Social Trauma and Change in Literature. *Director: Dr. Cheryl Wilson*

McChesney, Sandra. 2007. A View from Eternity: The Spiritual Journey of Emily Dickinson. *Director: Dr. Karen Dandurand*

McGrade, Susan. 2012. The Ways of White Women: Literary and Pedagogical Responses to Blackness. *Director: Dr. Veronica Watson*

Medvesky, Angelique Hobbs. 2008. Faulty Vision and Hearing in the Novels of Anne Tyler. *Director: Dr. Ronald Emerick*

Mgamis, Majid. 2012. Obtaining Power by Playing on the Weakness of Men. Women's Power in Agnes Gray, The Tenant of Wildfell Hall and Wuthering Heights. *Director: Dr. Christopher Orchard*

Miller, Laurie S. 2008. Willa Cather's Journalism and Fiction: Romancing the Facts. *Director: Dr. Susan Gatti*

Mutzabaugh (O'Day), Elizabeth. 2011. Discontented, Proud, and Ambitious: Women and Competition in the Adult Fiction of Louisa May Alcott. *Director: Dr. Lingyan Yang*

Norwood, Coral. 2012. Beyond Our Wildest Dreams: The Literary Reformation of Grace. *Director: Dr. Ronald Shaffer*

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