



LEHIGH
UNIVERSITY®

**GRADUATE STUDENT
HANDBOOK**

ENGLISH DEPARTMENT

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LEHIGH UNIVERSITY
Graduate Study in English
DESCRIPTION OF M.A. AND PH.D. PROGRAMS
April 2018

MISSION STATEMENT

The Department of English has a focus on Literature and Social Justice, the outcome of a multi-year effort to revitalize the traditional period-based approach to literary studies. At the graduate level, we offer a M.A. and a Ph.D. in English. Both graduate programs provide students with the skills necessary to recognize how literature and other forms of cultural production intervene in questions of justice and shape our conceptions of the world. Through a curriculum grounded in developing their skills of critical analysis, oral communication, and written argument, our students will have the opportunity to:

- acquire familiarity with a range of literary genres produced in various historical contexts.
- critically evaluate the ethical, political, and formal aspects of texts within and across historical contexts, exploring how these texts are shaped by and reflect diverse experiences of race, class, gender, sexuality, and other forms of identity.
- examine language and representation not simply as mimetic endeavors but as acts that constitute ways of being in the world.
- enhance their skills of critical analysis, oral communication, and written argument in courses on literature, theory, and pedagogy.
- learn how literary works and literary theory develop distinctive perspectives on just or unjust social arrangements and have the potential to imagine more equitable possibilities, including the ways theorists imagine texts as sites of intervention into social, cultural, political, and ethical issues.
- seek to understand how the intricate formal operations of literary texts function to complement, revise, complicate, or counteract other discourses (historical, political, legal, economic) about urgent social and ethical issues.
- study the theory, history, and practice of writing pedagogy and put their knowledge to use as instructors in a first-year program that prioritizes writing about pressing issues of public concern.

LITERATURE AND SOCIAL JUSTICE: GOALS OF THE PROGRAM

The focus on literature and social justice in the English Department comes from a shared sentiment among department faculty that we all have obligations to our fellow human beings, to our students and colleagues, our families and neighbors, and to strangers we will never meet in places we will never go. Whether articulated in medieval Catholic theology or modern Marxist thought, in the paintings of Rembrandt or the poems of Whitman, in the woods of Concord or the sound stages of Hollywood, this ethical and philosophical perspective envisions the world as a place where people are bound to one another in a network of mutual responsibility, where the fundamental rights of all human beings must be recognized.

Our work as scholars, writers, and teachers has meaning beyond the walls of the university. Part of our intellectual mission as a department is, through literature, to explore the nature of injustice, both as a characteristic of many socio-economic regimes and as a painful reality experienced by individuals, and to search for ways to create a more just and equitable society. David Aers has written that “We degrade and kill first in language,” and we recognize that, since language shapes our values even as our values shape our language, literature may serve the aims of domination as easily as the aims of justice. The first defense against the abuse of language that enables injustice must be the skills of interpretation and analysis that literary studies offer.

More than any other discipline, literature is based in a play of imagination that animates abundant possibilities for alternate social arrangements: atypical societies, different norms, other ways of living, utopian intuitions about more equitable, more liberated, and more just forms of social organization. Literature’s diverse inventory of aesthetic forms and strategies can move readers emotionally and recruit us to develop habits of empathy and nuanced thought. Literature can foreground the affective dimension of structures of inequality; its use of language may force readers to re-think moral rhetoric and its relationship to ethical practice; its complexly-realized worlds can embody, and thus make knowable and subject to analysis, vast economic and global structures that resist conceptualization on the basis of individual experience. Literature can lead us, as well, to understand traditional social structures from an informed, critical perspective. Reading literature from different historical periods reveals that dominant—and often limited—conceptions of justice have powerful roots and discursive legacies: using the tools of literary analysis to uncover the constructed nature of such legacies can challenge their supremacy.

The study of literature, mapping the contours of what it means to be human—our aspirations and anxieties, our histories and hopes—is essential to such an inquiry. We know others by the stories they tell, even as we determine who we are by the stories we tell ourselves. The study of literature shows that it is often through aesthetic form that a text conveys its affective or ideological significance. Literature classes challenge students to consider these formal properties of texts so as to uncover how texts resonate with their evolving experiences of self and of the world around them. Exploring this reverberation is itself an important social practice that occurs in a community of readers who are embedded in a network of critical and historical investigations. The literary imagination provides, as Martha Nussbaum writes, “an essential ingredient of an ethical stance that asks us to concern ourselves with the good of other people whose lives are distant from our own,” the necessary first step in determining the roots of injustice; in exposing the conditions and beliefs that perpetuate it; and, finally, in imagining strategies and possibilities for overcoming it.

The literature of different historical epochs is crucial to ethical inquiry, raising questions about the very meaning of justice, the powerful legacies of injustice, and the possibilities for social transformation. The English Department faculty are already deeply engaged in such inquiry. Our courses and our scholarship explore feminism, racism, economic exploitation, queer studies, postcolonial studies, ethics, medical humanities, and peace studies, across historical periods. Our work also demonstrates that these social problems and emancipatory movements—and the assumptions upon which they are founded— accrue different meanings in different times and places. As we remain committed to an historical study of English-language literature, our focus on literature and social justice offers new ways of thinking about what it means to study English

literary history. This approach retains the historical and cultural foundation of studies in English, yet it conceptualizes the project of literary study somewhat differently, by focusing on conventional periods as moments of social and literary transformation. As we look to the future, we imagine a department whose work in literature is organized around a series of historical eras defined by social and ethical ferment as well as cultural and literary innovation.

LSJ M.A. Learning Outcomes

M.A. students will:

- have the knowledge and skills to be informed, active scholars in a wide range of communities, within and outside institutions of higher education.
- be able to identify social justice issues and propose a theoretical or practical approach that is appropriate to addressing those issues.
- be able to connect and employ both academic and broader public discourses about social justice.
- have the knowledge and skills to articulate the ethical, political, and social significance of a wide range of texts--including those not traditionally identified as literary so as to write for a wide range of purposes inside and beyond academia.
- be prepared to pursue further academic study, to work in higher education, and to employ advanced research and writing skills in careers outside of academia.

Ph.D. Learning Outcomes

In addition to the learning outcomes for M.A. students, Ph.D. students will:

- develop expertise in the primary and secondary literature of a specific period or field of study, focused on literary, cultural, and theoretical texts.
- engage in a process of rigorous and sustained inquiry that enables entry into a focused scholarly conversation.
- contribute new knowledge to the scholarly conversation in their chosen field through the dissertation project.
- gain further expertise in pedagogy, through opportunities to design and teach advanced writing courses, introductory literature courses, and online summer courses.

ADMISSIONS

Applications are received for the academic year; the English Department does not offer spring admission. Complete application and financial-aid material must reach us by January 1. We try to make offers of admission by March 1, and award financial aid by April 1. We typically admit two to four Ph.D. students and six to eight M.A. students per year.

The application is available online through the College of Arts and Sciences at <https://www.applyweb.com/lehigh/index.fl>.

Applicants must submit the following to the **Graduate Admissions Office in the College of Arts and Sciences**:

- 1) the completed application form, including a statement of purpose
- 2) an official transcript or transcripts (**see note below*)
- 3) three letters of recommendation from instructors familiar with the applicant's work in English (*+see note below*)
- 4) scores on the GRE General Test
- 5) writing sample (10-15 pages for M.A. admissions; 15-20 for Ph.D. admissions)
- 6) statement of foreign language training for Ph.D. applicants

*Ph.D. applicants must submit official graduate as well as undergraduate transcripts

+Ph.D. applicants should submit recommendations from graduate rather than undergraduate instructors, although additional recommendations from undergraduate instructors may also be included.

Additional Admissions Requirements – MA Program

Students who wish to enter the M.A. program should have an undergraduate English major with at least fifteen credits of advanced courses in English or American literature. Students who did not major in English may be admitted but usually will be expected to make up deficiencies in their undergraduate training in literature by taking course work beyond the minimum normally prescribed for the master's degree. Applicants are expected to have performed capably in all their baccalaureate work and to have earned at least a 3.0 (B) average in their undergraduate English courses. In rare cases, the department is willing to accept students with lower grade averages if their final undergraduate semesters show promise.

Students who have begun graduate work at other institutions may be admitted to the M.A. program at Lehigh, but any transfer of credit must be approved by the graduate program director in English and the associate dean of graduate studies in the College of Arts and Sciences. No more than three courses (9 credits) of graduate work completed elsewhere (credits that do not fulfill requirements of any other degree) may be applied to the M.A. program at Lehigh.

Additional Admissions Requirements – Ph.D. Program

The department admits to its doctoral program only students of proven competence and scholarly promise. An average of 3.5 in course work presented for the M.A. and strong endorsements from the student's graduate instructors are minimum requirements for acceptance. Applicants holding master's degrees from other institutions should follow the procedures for admission outlined above.

Lehigh M.A. students who wish to enter the doctoral program should apply directly to the graduate program coordinator in English during the semester before they complete their work for the M.A.

Admission to the doctoral program neither constitutes nor ensures admission to candidacy for the Ph.D. The candidate must apply to the University Graduate and Research Committee for admission to candidacy after successfully completing the Ph.D. examination.

Other regulations governing admission may be found in the graduate school section of the University catalog (<http://www.lehigh.edu/registrar/catalog/catalog.html>) or *The College of Arts*

and Sciences Graduate Student Handbook (<https://cas.cas2.lehigh.edu/content/cas-graduate-student-handbook>).

Applicants with English as a Second Language (M.A. or Ph.D. program)

For admission to the M.A. or Ph.D. program in the English Department, a composite score of at least 96 is required on the iBT TOEFL Test with minimum subsection scores as follows: Reading: 26 ; Listening: 20 ; Speaking: 24 ; Writing: 26. Or 620 on the paper TOEFL Test. The CBT has been discontinued by ETS and is no longer a valid language proficiency test. For further information regarding English proficiency score requirements, please contact the ESL Department (<https://global.lehigh.edu/esl>) or the English Department for more information.

Financial aid: In addition to a required TOEFL score, students are required to take the TSE (Test of Spoken English) in their native country and score at least 55 to be considered for a teaching fellowship. Students can also take the SPEAK test here at Lehigh University through the ESL Department upon arrival. Students must achieve a score of 230 or higher on the SPEAK to be considered for a teaching fellowship. To be considered for a teaching fellowship in their first year of study at Lehigh, students must have taken the TSE in their home country by January 2 of the year preceding their matriculation at Lehigh and have scored 55 or above.

For more information on the TOEFL or the TSE tests, please contact ETS (Educational Testing Service) through the following website: <http://www.ets.org>

ADVISING

The primary advisor for all graduate students is the department's director of graduate studies. Examination committee chairs and dissertation directors also serve as advisors for advanced students. Finally, department faculty arrange for graduate student mentors for new graduate students. Because adherence to university rules and regulations is ultimately the student's responsibility, students should be familiar with the description of the program in this pamphlet and in the *CAS Graduate Student Handbook*.

REGISTRATION

After consulting with the director of graduate studies about course selection, students register during each semester's scheduled online registration period. A tentative schedule of courses two years in advance is available. All students, including in-coming students, must register during the registration period in order to avoid fees for late registration imposed on full-time students who fail to register during the on-line registration period (see Registrar's website).

FINANCIAL SUPPORT

University regulations state that "financial aid is ordinarily available only for regular, full-time graduate students" (*The CAS Graduate Student Handbook*). Qualified students are eligible for various forms of financial assistance: teaching fellowships, university and college fellowships,

and tuition scholarships. The departmental Graduate Committee is responsible for making awards within the department and for nominating students for college and university awards. No awards are automatically renewable, and some awards may be made contingent on the fulfillment of a requirement.

Department Fellowships and Scholarships

Teaching Fellowships: The department of English offers a number of teaching fellowships. These are one-year appointments with the possibility of renewal as follows: students in the M.A. program may be eligible for up to two years of teaching fellowship; students in the Ph.D. program may be eligible for five years. Teaching fellowships normally will be renewed according to these terms as long as the student is proceeding successfully in the program according to the schedule of "normal progress" (see Normal Progress section pp. 16–17). Renewal of aid is determined by the chair of the department, the graduate director, and members of the department's Graduate Committee, who solicit written evaluations of students from the departmental faculty and review each student's application for aid on the basis of academic performance; teaching performance; timely progress toward the degree; potential for original research; ability to complete work efficiently; service; professionalism; and collegiality.

These appointments provide an annual stipend plus remission of tuition costs for up to nine hours during each semester of the academic year.

Teaching fellows are assigned a section of First-Year Writing or other pedagogical duties, and they may be asked to attend workshops or other events as part of their commitment to provide services of up to 20 hours per week. All students who teach in the composition program will roster English 485, Issues in the Teaching of Writing, and English 486, Teaching Composition: A Practicum, in the semester in which they first teach in the program or, in rare cases, for students starting their teaching in the spring semester, in the subsequent semester. These courses are not counted toward the M.A. but may be counted later toward the Ph.D.

Senior Teaching Fellowships: A limited number of competitive Senior Teaching Fellowships are available for students who have completed their allocation of Teaching Fellowships. These will provide one year's tuition and a stipend in return for teaching two courses in each semester. Three of these courses will normally be composition, and one will be a course of the student's own design.

Tuition Scholarships: The department also offers a limited number of one-year scholarships providing remission of tuition costs for up to nine hours a semester. Students who have exhausted their teaching fellowship support are eligible for up to three years of scholarship support to maintain candidacy if they have followed the department's "normal progress" guidelines (see pp. 16–17). For each semester they have fallen behind those guidelines, their eligibility for MOC scholarship is reduced.

College and University Fellowships

A limited number of fellowships providing tuition and a cash stipend are awarded annually to

incoming students on a competitive basis within the college and university. The department Graduate Committee nominates incoming students for these college and university awards.

Schedule for Awards of Financial Aid

Financial aid is usually awarded for a full academic year beginning with the fall semester, and all available awards have normally been made and accepted before the fall semester begins. Therefore, unless a vacancy occurs unexpectedly, no new financial aid is available for students in the spring semester or the summer sessions.

Additional Work

Students who are department teaching fellows or college/university fellows cannot take on extra work hours without the permission of the associate dean of graduate students in the College of Arts and Sciences. See the graduate director for more information.

PLANS OF STUDY

The Master of Arts

I. Course Requirements.

All students for the master's degree will take a minimum of eleven courses (33 credits). M.A. students select their courses in such a way that some are distributed among the traditional historical literary periods and theoretical areas and others contribute to our Literature and Social Justice emphasis (although historical courses and L&SJ courses are not distinct from each other and most of our courses are both). This distribution is to assure some balance in students' course work and to help make them attractive job candidates.

To ensure that all students have some basic coverage, they are required to take:

- Two courses before 1830 (6 credits)
- Two courses after 1830 (6 credits)
- ENGL 482, Theories of Literature and Social Justice (3 credits)
- One additional theory course
- Electives (15 credits)

Teaching fellows will take, in addition to these eleven courses, English 485, Issues in the Teaching of Writing (2 credits), and English 486, Teaching Composition: A Practicum (1 credit), in the first semester in which they teach a composition course. English 485 and 486 are not counted in the 33 credits toward the M.A. but will be counted later toward the Ph.D., even if rostered during the M.A. program.

300-level courses. Whenever possible, students should take courses at the 400-level; however, students may take up to three courses at the 300-level towards their M.A. While these courses may be taken at any time, students should avoid exhausting their options at too early a stage. If special circumstances apply, students may petition the department Graduate Committee to be allowed to take a fourth course at the 300-level.

400-level courses. Students must take at least six 400-level seminar courses in the English department towards the M.A.

Other areas. In addition to the distribution courses stipulated above, students may take any of the other graduate courses offered by the English department--i.e., by a member of the English department faculty. We encourage M.A. students to take one upper-level undergraduate or graduate course relevant to their course of study offered by a department other than English (in consultation with the graduate director).

English 400. A graduate student who can arrange with a professor to serve as his or her apprentice in one of the department's survey courses or, with the approval of the graduate director, in one of the other department courses, may roster English 400, Supervised Teaching (1 credit). The apprentice will not have major responsibility for the course but will assist the regular professor in most aspects of the course: lecturing, leading discussion, holding office hours, making up and grading quizzes or exams, and assisting students with their writing. If a student takes both 400 and 486 (Teaching Writing: A Practicum), only one of these courses will be counted by the department as fulfilling the course requirement for the degree; the second course can count in lieu of 1 dissertation credit for Ph.D. students. The purpose of English 400 is to give students experience teaching literature, film, or composition. Students who have not served as teaching fellows are encouraged to take English 400.

English 495. M.A. students may take one Independent Study in order to supplement the normally scheduled courses. See Policy on Independent Study.

II. English 490, Thesis (optional). Students may elect to write a thesis under the direction of a departmental faculty member, aimed either at conference presentation or at publication in an appropriate journal. The purpose of the thesis is to ensure that students get some experience in scholarly research and gain the skills and experience necessary to excel in a doctoral program or in a profession where they may be expected to contribute new knowledge.

Length. Students will write one paper, totaling a minimum of 25 double-spaced pages. The student, in consultation with his/her thesis supervisor, will decide upon a goal for the paper: either submission for publication or for conference presentation. At the end of the process, this paper must be certified by the thesis supervisor as ready for submission to a session-organizer as a conference presentation or to a journal for possible publication. Note that the supervisor does not certify this paper as publishable but as ready for submission.

Content. The paper should both build on and add to the work done by others in the field. It should present new information, a new approach, a new idea, or a new interpretation and should show appropriate familiarity with the theoretical basis of that new information, approach, idea, or interpretation. Although most thesis projects begin as course papers, all will require extensive revision.

Process. (1) Students will have regular meetings with their thesis supervisor, (2) will write an abstract of the paper once it has been completed; (3) will complete a conference paper submission form or write a cover letter to a specific journal, (4) will send out the paper or article, (5) and will present a short talk on the thesis paper at a public forum.

Credit. Students must roster English 490, Master's Thesis (3 credits), near the end of their master's work. To receive credit, students must complete work on the thesis paper they will submit. The thesis supervisor will provide the grade for this course.

Approval. While the English department only requires a single advisor for the thesis, the College of Arts and Sciences requires two signatures to approve the thesis. When you complete your thesis, either the department chair or the director of graduate studies will provide the second signature to approve your thesis.

NOTE: Foreign Language. There is no language requirement for the M.A., but students planning to go on for the Ph.D. should note that the language requirement must be fulfilled before taking the Ph.D. comprehensive exams. These students are encouraged to prepare for the Ph.D. language requirement while they are in the M.A. program.

The Doctor of Philosophy

Doctoral study in English offers students time to read closely, think carefully, and write a sustained critical project focused on literary and cultural texts. At Lehigh, we support the intellectual development and professional aspirations of each student in our program, and we recognize that individuals will engage in diverse processes of discovery and transformation as they are exposed to new opportunities and experiences. Collectively, we hold in common a shared commitment to literature and social justice within and across fields and periods. Our program prepares students for a variety of possible careers, including academic positions at a range of institutions and compatible non-academic trajectories. The majority of our students will teach in the first-year writing program and design introductory literature courses, gaining familiarity with pedagogy focused on both writing and literature. We expect all of our students to engage in a process of rigorous inquiry that enables them to enter into a focused scholarly conversation, culminating in a dissertation project.

I. Course Requirements

Lehigh University requires that Ph.D. students complete 42 credits if they hold a Lehigh M.A. or 48 credits if their M.A. was awarded by another institution. Ph.D. students who enter with an M.A. degree from another institution must take 9 courses (27 credits). Students with an M.A. from Lehigh must take 8 courses (24 credits) in addition to the 3 credits received from English

485-486 when they were an M.A. student. Ph.D. students who have not taken a composition theory course (i.e. as Teaching Fellows at Lehigh or at their M.A. granting institution) must roster English 485 (Issues in Teaching Writing) in addition to 8 other courses.

English 485, Issues in Teaching Writing (2 credits), and 486, Teaching Composition: A Practicum (1 credit), or 400, Supervised Teaching (1 credit), will count as one 3-credit course for the doctorate, even if taken while the student was in the M.A. program.

Students must take at least five 400-level courses in the English Department towards the Ph.D. Courses taken towards the M.A. do not count for this requirement.

Students with Ph.D. coursework from another college or university can petition the department to consider a reduction of departmental Ph.D. course requirements by up to two courses (six credit hours). Courses used in the petition must have been completed with a grade in the "A" range.

We encourage Ph.D. students to take at least one upper-level undergraduate or graduate course relevant to their course of study offered by a department other than English (in consultation with the graduate director).

II. Language / Skills Requirement

The faculty of the Department of English believes that foreign-language study greatly benefits the student of literature. Such study not only illuminates texts written in English but also, insofar as it throws light on the nature of language itself, permits insights into the English language and the culture of English-speaking peoples. Foreign language study is therefore desirable for graduate students and is, for most students, highly recommended for the Ph.D. degree in English. For those seeking to meet the traditional language requirement, the requirement is a reading knowledge of a foreign language, ordinarily French, German, Italian, Latin, or Spanish, although other languages may be allowed at the discretion of the graduate program director. Students must meet the requirement before taking the comprehensive examination for the Ph.D. degree.

To fulfill the language requirement students may 1) pass a translation examination equivalent to one given in a 5th-year language course, administered by the department, with a grade of "B-" or better; or 2) complete one translation or literature course that requires competency beyond a fourth semester course (that is, past intermediate-level language courses) with a "B-" or better while enrolled in our graduate program; or 3) present evidence of successful completion of advanced language study at the undergraduate level (a minimum of two translation or literature courses beyond the fourth semester) with grades of "B-" or better.

Students may take the language exam twice. If they fail it a second time, they must take a course instead. Check with the department graduate coordinator for each semester's language exam schedule.

Students may study languages at Lehigh University, at another college or university, at a

language institute, or on their own, and should consult with the graduate program director before beginning a course of study. Lehigh language courses taken for credit do not count toward department course requirements but do count toward the total number of credits (42 or 48) needed to graduate.

As much as we recommend the language requirement for our doctoral students, we also recognize that it does not best serve the needs of all Ph.D. students. To that end, students can fulfill this requirement with a more flexible “skill” that is integral to their chosen career path or area of specialization. Examples include acquiring computer programming skills or gaining some tangible training in an area related to digital humanities or paleography (perhaps attending a summer institute).

The Graduate Committee will consider requests to substitute such a “skill” for a language on a case-by-case basis. Any student who wishes to make such a substitution will need to submit a proposal **by the middle of the second semester** of doctoral work. Because we, as a department, will not be able to “test” these skills, the proposed skill should have some sort of measurable outcome.

III. Individual Programs

During the first semester of Ph.D. coursework, each student should meet with the graduate program director to develop a program for completing the doctoral degree. This program entails (1) tentative scheduling of remaining course work, (2) planning how to satisfy the language requirement and any other requirements, (3) planning for the doctoral examination, and (4) selecting the subject of the dissertation.

IV. Doctoral (Comprehensive) Examinations

The exam is comprised of two written parts, a primary research area (five hours) and a secondary area (three hours), followed by a two-hour oral examination.

The exam is given by three English faculty members, two for the primary research area and one for the secondary area. The exam committee is chaired by one of the primary area examiners. A faculty member cannot examine a student in more than one area. A student may elect to invite an additional examiner from another department for either (but not both) of the exam areas.

Primary Research Area: This list will consist of 75-100 texts, primary and secondary, canonical and less-canonical, in a recognizable field, in most cases a field found in the MLA Job Information List. A portion of the list should identify a theoretical/methodological area, historicist perspective, or interdisciplinary field.

Secondary Area: This list will consist of about 30 texts that focus on an area distinct from the research field. The list will have a general orientation toward the texts and scholarly web/media resources important to developing a range of undergraduate courses in a recognizable/marketable area in an historical period or in an interdisciplinary or nontraditional genre or method. Examples of the latter include women’s studies, American studies, composition, religion and literature, film

and/or popular culture, crime fiction, and science and literature.

Faculty members will have one or more “core” lists that will serve as the basis for exam fields in their particular areas of expertise. They will be available online, through the department website, and the graduate coordinator will also have paper copies. Faculty members will update the lists on a regular basis and the lists will contain both “required” and “suggested” primary and secondary texts. Students will be expected to do the work of selecting among suggested texts and adding texts that reflect their particular area of interest, as well as combining lists when necessary (joining two smaller fields to create a coherent primary field).

In the eventuality that a student and one or two faculty members want to create an entirely new field/list, the student must write a rationale and have both it and the list approved by the Graduate Committee.

Scheduling: Students *must* take the comprehensive exam at one of the first two scheduled exam dates following the semester they finish their course work. That is, students must take the exam in either August or January if they complete their course work in the spring, or in either May or August if they complete their course work in the fall.

Postponements beyond the second possible exam date will not be allowed on academic grounds (that is, because the student doesn’t feel prepared to take the exams) but may be allowed, on petition to the Graduate Committee, for serious personal reasons.

Re-examination: A student who fails an examination in one or both areas may retake the examination in the failed area or areas after a period of at least three months. A student receiving financial aid must retake the examination in the failed area or areas at the next regularly scheduled time (May, August, or January). If the results of the re-examination in the failed area or areas are also unsatisfactory, the student may not continue doctoral studies at Lehigh University.

V. Application for Candidacy and Dissertation Proposal

During the semester following successful completion of the doctoral examination, the student should prepare a dissertation proposal. It should be approximately eight to ten pages in length and should include: (1) a statement indicating the essential questions that are to be addressed in the dissertation, (2) the current critical context for the project, (3) brief chapter summaries, and (4) a preliminary bibliography. Sample dissertation proposals are available from the graduate coordinator in the English office.

The dissertation proposal is to be developed in consultation with and approved by the dissertation advisor and the other members of the dissertation committee (see VI below). Students should submit their draft dissertation proposals to their committees by the 10th week of the semester in order to provide time for proper consultation. The dissertation director will convene a meeting of the student and committee members to discuss the proposal soon after the 10th week. Once the proposal is approved (by the end of the semester following the completion of the doctoral exam), the student makes formal application to the Lehigh University Faculty

Graduate Committee for admission to candidacy. Students receiving financial aid must apply for candidacy by the end of the semester following the doctoral exam to be assured of retaining their support.

To apply for candidacy, students must submit to the CAS Dean's office a final, approved draft of their dissertation proposal, a completed application for candidacy, a copy of their transcript, and the signed form indicating they passed their comprehensive doctoral exams. Once this paperwork is processed, a candidacy interview is scheduled with the Associate Dean of Graduate Studies as the final step to enter candidacy. In order to be in candidacy for a given semester, the candidate must complete all requirements by the tenth day of classes of that semester. For application for candidacy forms, and for more information about the candidacy application, see <https://cas.cas2.lehigh.edu/>.

VI. The Dissertation

Each student will undertake a sustained project of intellectual inquiry and research that involves developing expertise in the primary and secondary literature of their chosen field. Students must be able to articulate the parameters of their fields and how their dissertation project stages a significant intervention in scholarly discourse. They must be able to roster a committee that supports the project and can provide guidance on both form and content. While the dissertation serves as the culmination of the graduate experience, we encourage students to consider it a part of an ongoing commitment to intellectual, personal, and professional development.

Parameters

We recognize that we live in a rapidly changing scholarly environment, and we maintain our commitment to rigorous humanistic education while embracing the fact that depth of inquiry and engagement in a scholarly conversation may be pursued in a variety of forms. For a number of decades, departments of English have primarily recognized one form for the dissertation: a sustained book-length argument often referred to as the proto-monograph. We support those students who pursue this format for their project, and we encourage them to draw on faculty members' expertise with the dissertation conceived as the first draft of a book. We also invite students to consider non-traditional options, whether these are incorporated into a proto-monograph or communicated in another form. For example, students may wish to pursue projects that involve some form of public humanities practice, a pedagogical component, or a digital humanities approach. These elements might form the foundation for a single chapter in a dissertation or they might be more thoroughly interwoven into the form of the project, whether that is an annotated online edition, a series of linked articles, or a multimodal composition. Students must have the support of their committees as they embark on the dissertation project: the viability of a project and its form will be evaluated by the committee, with full recognition that students may propose innovations, so long as their projects enable the sustained process of intellectual inquiry and research that leads to the development of expertise in a given field.

Pragmatics

Each candidate has a dissertation committee of four members: three from the English department and one faculty member from another Lehigh department. If, for special reasons, a committee

member is someone from outside Lehigh, he/she must have a doctorate and must be a tenured or tenure-track faculty member. The dissertation committee is chosen by the student and the dissertation supervisor(s).

The candidate should establish with the dissertation supervisor(s) a timetable that will permit the supervisor(s) to read the draft version section by section so that the completed dissertation, approved by the supervisor(s), will be ready for examination by the other three members of the dissertation committee no later than six weeks before the deadline for final submission of the dissertation. For example, if the deadline for submission for May graduation is April 26, the final draft of your dissertation would be due to all committee members by March 15 **at the latest**. It is very desirable for the other members of the committee also to read the draft version in progress, with ample time for consultation, in order to preclude any need for extensive, unexpected final revisions. A candidate writing a dissertation should work out with the committee a schedule that will take into account any exigencies that may arise from faculty schedules during the academic year and that does not require faculty to be on campus during summer months or during leaves of absence.

The timeline for completion, including filing and graduation deadlines, is laid out by the College of Arts and Sciences and the University. Usually at least five weeks before the degree is to be conferred (see the date specified in the Registrar's academic calendar), the candidate must meet with the Associate Dean for graduate studies in the College of Arts and Sciences. Usually at least two weeks before the degree is conferred (see Registrar's academic calendar), the candidate must deposit (upload) with the Associate Dean for graduate studies in the College of Arts and Sciences, the completed dissertation, approved by the supervisor(s) and the other members of the dissertation committee. The form in which the dissertation is to be submitted and other final requirements are set forth in the Lehigh catalog, in the materials that the candidate will receive from the Associate Dean for graduate studies in the College of Arts and Sciences when he or she is admitted to candidacy, and online at <https://cas.cas2.lehigh.edu/node/339>.

The English Department does not require a dissertation defense, but we do recommend it. It is something you should discuss with your dissertation advisor, who, along with the graduate coordinator will help you to arrange it (time and place).

POLICY ON INDEPENDENT STUDIES

The Graduate Committee recognizes that independent study can be a valuable means of expanding our curriculum and allowing students to pursue special interests. The committee also believes that the classroom experience, in which students and faculty interact and share the learning process, is the primary mode of education in our program. To balance these two desiderata so that they do not conflict unduly with each other, the committee has established the following guidelines for independent studies:

1. M.A. students may take one Independent Study to supplement normally scheduled courses.

A student can take a total of two Independent Studies towards fulfilling the requirements for the Ph.D. These can be taken at any point during the student's graduate career. Two independent studies, total, whether taken at Lehigh or elsewhere, are allowed whether the student enrolls in both M.A. and Ph.D. programs at Lehigh or only the Ph.D. program here.

When conflicts between two graduate courses or between a graduate course and a student's teaching schedule occur or when a clear curricular need can be demonstrated, the Graduate Committee will consider requests to add one additional independent-study course to the student's program.

The Graduate Committee will not approve requests for independent study in authors or subjects regularly covered in graduate seminars.

2. A student seeking permission to engage in an independent study must submit a proposal in writing, co-signed by the instructor, to the graduate program director for approval by the Graduate Committee **by the first week of registration**. The proposal should make clear why the independent study is more relevant to the candidate's graduate program than any of the regular courses available. The proposal must include a detailed reading list and a description of the course's writing requirements. The student's desire to work with a particular teacher is not sufficient reason for establishing an independent study.

3. An independent study must include (a) a reading list at least equal to that of an average 400-level seminar, (b) regular meetings with the instructor, and (c) completion of a substantial piece of writing—a research paper or the equivalent (at least 15 pages in length). Samples of independent study proposals are available from the graduate coordinator in the English Department office.

TIME-TO-DEGREE LIMITS AND NORMAL PROGRESS

Lehigh University sets maximum time limits for the completion of M.A. and Ph.D. degrees. All work for the M.A. degree must be completed within six years. All post-baccalaureate work in a program combining the M.A. and the Ph.D. must be completed within ten years. Students entering the doctoral program with an M.A. from another institution, or after a lapse of at least one semester after the master's degree, have seven years to complete all work. Students must also satisfy the minimum-tuition requirement and the concentrated learning requirement specified in the university catalog (<http://catalog.lehigh.edu/graduatestudyandresearch/degreeinformation/>).

The English Department, however, strongly advises students to complete their degrees more promptly than these outer limits suggest. Students receiving financial aid, especially students with teaching-fellowship appointments, should follow the outline of what we consider "normal progress" as closely as possible in order to complete their degree before their financial aid runs out and in order to remain eligible for continued funding. *Students receiving financial aid who*

fall behind "normal progress" will jeopardize continuation of their aid.

The English Department uses the following schedule to define normal progress through its M.A. and Ph.D. Programs:

Checklist for Normal Progress

In order to maintain normal progress, a student who enters Lehigh's English Department with a Bachelor's degree and plans to leave with an M.A.:

- will complete 33 hours of course work in four semesters
- may identify the subject of the thesis paper and thesis director(s) by the end of the third semester
- may enroll in and complete the thesis course (English 490) in the fourth semester
- will receive the M.A. at the end of the fourth semester

In order to maintain normal progress, a student who enters Lehigh's English Department with a Bachelor's degree and plans to receive both M.A. and Ph.D. will follow the schedule listed above for the M.A., and also:

- will apply for admission to the doctoral program (and continuing financial aid, if applicable) at the end of the third semester at Lehigh
- will complete 24 additional hours of course work (57 hours in all), usually by the end of the third semester in the Ph.D. program.
- will complete the foreign language requirement as early as possible and must complete it before taking the doctoral examination
- will choose a Ph.D. exam list and committee by the final semester of Ph.D. course work (the third semester in the Ph.D. program)
- will take the doctoral examination at one of the first two scheduled times after finishing course work, typically at the end of the fourth semester in the Ph.D. program
- will submit a Ph.D. dissertation proposal and apply for admission to Ph.D. candidacy in the semester immediately following the successful completion of the doctoral examination (the fifth semester of doctoral work)

- will complete the doctoral requirements by the end of the eighth semester in the Ph.D. program

In order to maintain normal progress a student who enters Lehigh with an M.A. from another school:

- will meet with the graduate director immediately to plan course work, to discuss completion of the foreign language requirement, and to discuss plans for the doctoral examination
- will complete 27 hours of course work by the end of the third semester at Lehigh
- will complete the foreign language requirement as early as possible and must complete it before taking the doctoral examination
- will choose a Ph.D. exam list and committee by the final semester of Ph.D. course work (the third semester in the Ph.D. program)
- will take the doctoral examination at one of the first two scheduled times after finishing course work, typically at the end of the fourth semester at Lehigh
- will submit a Ph.D. dissertation proposal and apply for admission to Ph.D. candidacy in the semester immediately following the successful completion of the doctoral examination (the fifth semester of doctoral work)
- will complete the doctoral requirements by the end of the eighth semester in the Ph.D. program

Full-Time Status

Sometimes students need to be formally certified to outside institutions as full-time students because of financial aid, education loans, immigration regulations, or for other financial or legal reasons. Students registered for at least nine credits per semester are automatically considered full-time students. Students who register for fewer than nine hours, and need this external certification, should consult with the graduate program coordinator in the English office.

Leaves of Absence

A graduate student who wishes to take a leave of absence from the department because of personal circumstances may request a leave up to two semester(s) from the chairperson of the department. Students on financial aid who take leaves of absence should be aware that the department cannot guarantee the continuation of financial aid after a leave at the same level as before the leave. Nevertheless, approved leaves of up to one year will ordinarily not be counted against normal departmental financial support. However, they will be counted against the university time-to-degree limits.

Students who must leave the university temporarily due to circumstances beyond their control may petition the University for a leave of absence of up to two years. Approved leaves of this sort will not be counted in the maximum time to complete the degree.

ADMINISTRATION OF THE PROGRAMS

The director of graduate studies, the graduate coordinator in the English office, and the English Department Graduate Committee administer the programs for the M.A. and Ph.D. in English, in consultation with the chairperson of the department and in compliance with the regulations of the College of Arts and Sciences.