The University of Victoria is committed to equity, diversity, social justice and fostering a welcoming and diverse learning, teaching and working environment. We strive to enhance access by creating spaces and conditions for dialogue and the expression of all voices. These are essential elements in achieving excellence in research and education.

The Department of English is committed to offering a safe, respectful, friendly, and collegial environment for the benefit of enrolled students, faculty, staff and participating members of the public who together comprise the members of our community.

We acknowledge and respect the Songhees, Esquimalt and WSANEC peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day. We are grateful to be working for an institution that is committed to the ongoing work of decolonizing and Indigenizing the campus community both inside and outside the classroom.

The recent TRC Calls to Action have highlighted the importance of ongoing work and has acted as a catalyst for bringing a broader community together to reflect on our collective responsibility in the ongoing process of reconciliation. In this spirit, we reflect on the teachings of Songhees Elder, Skip Dick, and we are reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come.

Robina Thomas, Director
Indigenous Academic and Community Engagement

Ruth Young, Director
Office of Indigenous Affairs
CONTACT INFORMATION

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KEY RESOURCES

UVic Homepage
http://www.uvic.ca

Faculty of Graduate Studies
http://www.uvic.ca/graduatestudies/

Graduate Admissions and Records
http://www.uvic.ca/graduatestudies/admissions

English Graduate Program
http://www.uvic.ca/humanities/english/graduate/

CSPT Program
http://www.uvic.ca/interdisciplinary/cspt/

Awards for Graduate Study
http://www.uvic.ca/graduatestudies/finances/financialaid

Bookstore
http://www.uvicbookstore.ca

Calendar
https://web.uvic.ca/calendar2016-09/index.html

Campus Map
http://www.uvic.ca/future-students/undergraduate/campus-info/index.php

Co-operative Education Program and Career Services
http://www.uvic.ca/coopandcareer

Counselling Services
http://www.uvic.ca/services/counselling/

English Graduate Student Society
https://www.uvic.ca/humanities/english/graduate/currentstudents/gradstudentsociety/index.php

Graduate Students’ Society
http://gss.uvic.ca

Housing
http://housing.uvic.ca

International Student Services
http://www.uvic.ca/international

Library
http://www.uvic.ca/library

Learning and Teaching Centre
https://www.uvic.ca/learningandteaching/

Registration Information
http://www.uvic.ca/registrar
Resource Centre for Students with a Disability
http://www.uvic.ca/services/rcsd/

Student Awards and Financial Aid
http://www.uvic.ca/registrar/safa

Technology Integrated Learning
http://www.uvic.ca/til/

UVSS Students of Color Collective
https://soccpage.com
Welcome!

The Department of English Graduate Program offers academic excellence, a vibrant research culture, and outstanding resources, in one of the most beautiful destination campuses in the world.

Here are some testimonials from recent students:

*My time as a graduate student in UVic’s Department of English was one of immense personal and professional growth. I found myself welcomed by world-class faculty, challenged by opportunities to build community both within and beyond my cohort, and enriched by intellectual crosswalks between the department and other segments of campus. In particular, the deeply collegial environment of my peer group inspired me to seek out global communities through scholarship: at conferences, through grant opportunities, and with single and multi-authored publications. To the extent that UVic’s island setting offers students opportunities to relax, exercise, and connect with the natural world, it equally invites students to think and work beyond its visible borders. With so much activity in such diverse contexts, the setting is ideal to form the building blocks of one's professional, intellectual, and pedagogical identity, as well as for fitting those pieces together in a way that is true to one's own sense of self. My understanding of why people pursue scholarship emerged through my time here, and I wholeheartedly welcome students to this graduate program.*

Dr Alex Christie (UVic doctoral student 2012-16)
Assistant Professor in Digital Prototyping
Centre for Digital Humanities, Brock University

*I truly appreciate the two years I spent as an MA student at UVic. The English graduate program provides a great learning experience; the variety of courses offered are inspiring and challenging (in the best way), the faculty genuinely invests in providing a supportive environment for students, and there is a wonderful sense of community amongst the graduate students. As well, the English graduate program provided me with multiple opportunities for gaining work experience—in addition to working as a teaching assistant, I spent a semester working as an archival assistant through the Co-Op program. I learnt so much during my time at UVic, and am sincerely grateful for the experience.*

Elizabeth Bassett (MA student 2014-16)
Co-Op student (archival assistant with Dance Victoria) and author of *Dancing on the Island: Six Women Who Shaped Dance on South Vancouver Island, Victoria* (Victoria, BC: South Vancouver Dance Archives, 2016)
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1.1 THE ENGLISH GRADUATE STUDIES HANDBOOK

The Handbook you are reading, which is revised regularly, is intended to help faculty and graduate students in the efficient administration of graduate programs. The guidelines provided here describe normal practice; they may be changed or amended at any time, so students are advised to consult the English Graduate Secretary as to possible changes. These guidelines supplement the policies and regulations outlined in the University of Victoria Graduate Calendar.

The Department offers degree programs leading to an M.A. (full-time or part-time) and Ph.D. (full-time). The program provides opportunities for study in the areas of British, Canadian, American, Irish, and Postcolonial literatures in English, as well as Critical Theory. There are also possibilities for an M.A. or Ph.D. with a concentration in Cultural, Social, and Political Thought (CSPT); an M.A. with a concentration in Literatures of the West Coast (LWC); an M.A. with a concentration in Medieval and Early Modern Studies (MEMS); an M.A. with a concentration in Nineteenth Century Studies (NCS); and for Co-operative Education programs in both M.A. and Ph.D. For further information on these programs, please see sections 4, 6, and 7.

Students may wish to consult the English Graduate Adviser in designing their program, but the responsibility for meeting the program’s requirements is their own. Given the nature of graduate studies, exceptions to normal procedures due to exceptional circumstances are possible, but all such instances require the approval of the Graduate Adviser, the Graduate Committee, and often that of the Dean of Graduate Studies.

The Department of English aims to create a collegial environment in which students and faculty can work productively.

1.2 GENERAL INFORMATION

The University of Victoria (UVic) is a mid-sized “comprehensive” university offering undergraduate, graduate and professional degrees in a variety of disciplines. An autonomous degree-granting institution since 1963, it began its history in 1903 as Victoria College in affiliation with Montreal’s McGill University. UVic has a teaching staff of over 2,300 (879 of whom are Faculty members) and approximately 21,600 students, 3,450 of whom are graduate students. There were 49 M.A. and 31 Ph.D. registered students in its graduate program in 2015/16.

1.3 THE UNIVERSITY OF VICTORIA CALENDAR

The University of Victoria Calendar is available online. The section entitled “General Information” contains information pertinent to all members of the University. The “Graduate Studies” section contains information on the Department of English, and English graduate course offerings are listed under “Courses.”

1.4 ACCESSING INFORMATION

Applicants must apply on-line at and provide a credit card number for the application fee. If you cannot pay the application fee this way, you should contact:
Information is available on-line about the Faculty of Graduate Studies, as is more detailed information about the Department of English, including the information in this handbook.

If you require further information on our graduate program, please contact Ms. Colleen Donnelly, Secretary of Graduate Studies, Department of English, (250) 721-6331.

1.5 STUDY PERMITS

Prospective graduate students from outside Canada need a study permit. In most cases this is not difficult to obtain. For detailed information, they should write as early as possible to the Canadian Embassy or Consulate in their own country, or go to Service Canada. Overseas students should not make provision to travel to Canada until they have actually been admitted to the program and have evidence of financial resources to allow them to pursue their studies here. International students should also keep in mind that they cannot be employed outside the University without a valid work permit. Further, it is rare for an international student to obtain a permanent teaching position in Canada upon graduation.

1.6 LIBRARY RESOURCES

The main research library for the Humanities is the McPherson Library, which boasts excellent holdings that include the major databases in literary studies as well as rich holdings in Special Collections and Archives. The library also boasts extensive digital collections, which are searchable. Students can use the Inter-Library Loan Service for any items the library does not hold. The Subject Librarian for the department is Scott Johnson, and you should feel free to contact him for help with accessing and navigating the library's holdings. The library website has a specific page for graduate students. Graduate students may apply for a study carrel. The library organises many events, workshops, and lectures of interest to graduate students, especially in Special Collections (such as the “Treasures and Tea” series). The library also offers student awards.

The Library offers information seminars, some of them specifically designed for graduate students, on how to use its resources. See here for Library Orientation.

1.7 FINANCIAL SUPPORT

Graduate studies in English can be supported through University of Victoria Fellowships and Graduate Awards, Department Fellowships, Ph.D. Sessional Lecturer positions, Teaching Assistantships, and Research Assistantships. The Graduate Adviser and the Graduate Committee consider for financial support all students whose applications for admission are received by January 15, and who intend to pursue full-time study in September toward an M.A. or Ph.D. degree. Successful applicants are usually notified by late February or early March. Students should keep in mind that funding is limited
and, as a result, very competitive. For further information on available fellowships and awards please see sections 7.11 and 12.

1.8 HOUSING

A limited amount of accommodation is available in the University residences for men and women registered full-time in the Faculty of Graduate Studies. The options include Residence housing (single and double rooms, and bachelor or one-bedroom apartments), Cluster housing (self-contained units consisting of four private bedrooms), and Family housing (self-contained units for families). Information about the different types of on-campus accommodation, application procedures, and about off-campus housing can be obtained by accessing the Housing Office website.

1.9 OTHER FACILITIES

English graduate students can benefit from a number of facilities available on campus. For example, Counselling Services (250-721-8341), in addition to offering counselling for personal issues, provides a number of Personal Development and Career Workshops, including a Thesis Completion Group. International Student Services (ISS) (250-721-6361) provides pre-arrival support, orientation on arrival, and ongoing assistance for international students once they have been admitted to UVic. Other facilities available include the Resource Centre for Students with a Disability (250-472-4947), Child Care Services (250-721-8500), Multifaith Services (250-721-8338), and University Health Services (250-721-8492).

1.10 ORIENTATION EVENTS

Every September the Department offers activities intended to familiarize new students with the program and to inform returning students of any changes in established policies. Informational and social in nature, these events are organized and administered by the Graduate Adviser and by the Graduate Student Representatives.

1.11 ENGLISH GRADUATE STUDENT LOUNGE

English graduate students have their own gathering place (Clearihue C350). Located down the hall from the English Department General Office, it can be used for study, meetings, or socializing. For security reasons, the lounge is kept locked, but students can sign out a key from the Graduate Secretary. A $10 key deposit (in exact change) is required, and will be refunded when the key is returned.

1.12 OTHER GRADUATE OFFICE AND LOUNGE SPACE

Clearihue D124c (Humanities graduate student shared office space) contains two desks for the use of English graduate students. There is also a desk in the central foyer area that is available to students from several departments on a shared, first-come first-served basis. Clearihue D223 (sometimes on loan from the Dean of Humanities) contains three tables or desks for the use of English graduate students. Space in D124c and D223 is assigned on a sessional basis (September-April and May-August), and Ph.D. students have priority. Interested students are asked in August and April to submit their names to the Graduate Secretary. A $10 key deposit (in exact change) is required, and will be refunded when the key is returned.

Clearihue B342 (Humanities graduate student common space) can be accessed by entering “7738” on the key punch lock.
1.13 GRADUATE STUDENT MAILBOXES

Graduate students have individual mailboxes (located directly in front of the English General Office front counter). They are expected to check their mailboxes on a regular basis so as not to miss important announcements and deadlines. The mailboxes are open from 8:30-4:20, Monday to Friday.

1.14 GRADUATE STUDENT MAILING LIST AND SOCIAL NETWORKING

Two mailing lists are available:

- an unmoderated list exclusively for English graduate students. It is intended to provide students with a comfortable, open space for free-wheeling discussion and exchange of information. Students can subscribe or unsubscribe to the list, and can post a message to all list members by sending an e-mail. Any questions about this mailing list can be directed to the English Graduate Secretary.

- a list for graduate student announcements and discussion. All English graduate students, as well as members of the English Graduate Committee and relevant staff, are members of this list. Students can post a message to all list members by sending an e-mail. Only materials or announcements directly relevant to graduate studies in English should be posted. Any question about this mailing list can be directed to the English Graduate Secretary.

Facebook: The graduate student community is also facilitated in part by an on-line social network in Facebook. It provides a convenient way to communicate with other English graduate students and with graduate faculty, to post events, to hold discussions, and to plan group sessions, and the community remains private. All graduate students are encouraged to join the UVic Graduate Students Facebook group by logging into Facebook and searching for the group “UVic Graduate English” (or by following the link <www.facebook.com/groups/uvicgraduateenglish/> and then clicking the “Join Group” button.

Twitter: The Grad Adviser tweets at @UVicEnglGrad.

2 EMPLOYABILITY

Many of our graduates find excellent jobs, both academic and alt-ac and non-academic (also termed “post-ac” and “non-ac”). Since 2000, over half our graduating Ph.D.s have landed tenure-track or permanent academic positions; roughly another quarter have landed part-time academic appointments; and roughly another quarter have landed jobs outside academe. Recent graduates of the Ph.D. program have been hired into tenure-track positions at colleges and universities, but students are advised that a Ph.D. provides no guarantee of academic or non-academic employment in this extremely depressed job market. Information and advice on the job market is available from the MLA (Modern Language Association).

Compared to the Ph.D., the M.A. is a more flexible degree, and our M.A.s go on to a wide variety of other graduate programs and careers.

Students should not be discouraged from pursuing the study of English for its own sake, but they should educate themselves about tenure-track and other job prospects. The Department of English remains committed to providing excellent academic training and preparation for a range
of future careers. Students are encouraged to consult the following resources: MLA and ACCUTE (Association of Canadian College and University Teachers of English). Participation in all the professional development opportunities on campus is crucial for your post-degree employability.

2.1 SEMINARS FOR THE PROFESSIONAL DEVELOPMENT OF STUDENTS

The English graduate program offers a regular workshops and bootcamps on professionalization, funding, and employment. These workshops, offered throughout the academic year, are designed and administered by the Graduate Adviser. Students are expected to attend some or all of them. Students should discuss which professional development activities are most appropriate for them with their supervisor (where applicable) and the Graduate Adviser.

2.2 CAREER SERVICES

In seeking non-academic career opportunities, students—and students who have just completed graduate degrees—can benefit from programs and services offered at UVic’s Career Services office. These include one-on-one career guidance, career development programs and workshops, on-campus networking opportunities with employers, online work search resources, and competency development and assessment.

2.3 CO-OPERATIVE EDUCATION PROGRAM

UVic has one of the best Co-Op programs in Canada, and recent graduate students have taken advantage of cop-op placements with, for example, Archives Canada in Ottawa and Dance Victoria. See 4.2 for how to integrate Co-Operative work experience into your graduate program.

3 ADMINISTRATION

3.1 THE ENGLISH GRADUATE ADVISER

The M.A. and Ph.D. programs in all their aspects are administered by the English Graduate Adviser. The Graduate Adviser’s responsibilities include the following: setting up graduate courses; selecting applicants for admission and awards; appointing supervisors and members for supervisory and examining committees; assessing thesis and dissertation proposals; reviewing yearly student progress reports; reviewing student grades each term; consulting students; assisting with vetting SSHRC and other grant proposals; nominating students for awards; mediating between faculty members and students; professional development training and job placement; and liaising with the Office of the Dean of Graduate Studies. Much of the Graduate Adviser’s work is carried out in consultation with the Graduate Committee which he or she chairs. Students should feel free to approach the Graduate Adviser about any concerns they might have about their program. Indeed, new students are encouraged to contact the Graduate Adviser prior to moving to Victoria and make an appointment with her or him upon their arrival at UVic.

3.2 THE GRADUATE COMMITTEE

The Graduate Committee consists of the Graduate Adviser, four faculty members, the Department Chair (ex officio), and two student representatives (one Ph.D. and one
M.A.). The Graduate Committee’s tasks include, among other things, considering students for admission to the Graduate Program, recommending graduate course offerings, and approving thesis and dissertation proposals.

3.3 SUPERVISOR-STUDENT DUTIES AND RESPONSIBILITIES

The faculty of Graduate Studies has policies and guidelines that govern the relationship between supervisors and student.

3.4 THE LITERATURES OF THE WEST COAST AREA COMMITTEE CHAIR

The Literatures of the West Coast Area Committee Chair works in conjunction with the Graduate Adviser and the Graduate Committee. Responsibilities include consulting with LWC students on choice of courses (including non-English graduate courses), and writing letters of support for student’s wanting to pursue a thesis program. In addition, the LWC Area Committee Chair is available for consultation on appropriate supervisors and members for supervisory committees, and to facilitate community-based research projects. LWC students should consult the LWC Area Committee Chair early in their programs to ensure they make appropriate choices.

3.5 MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

All members of the Graduate Committee and of Supervisory Committees, as well as instructors of graduate courses, must be members of the Faculty of Graduate Studies. The Graduate Adviser, in consultation with the Graduate Committee, will recommend for Faculty of Graduate Studies membership all new tenure-track faculty holding a Ph.D. The conditions for membership in the Faculty of Graduate Studies are:

- an academic appointment at the University of Victoria (for Regular membership);
- a demonstrated commitment to scholarship, professional achievement, or (where appropriate) artistic achievement; and
- an expressed interest in, commitment to, and capabilities for the teaching and supervision of graduate students.

3.6 THE GRADUATE STUDENT REPRESENTATIVES

The Graduate Student Representatives—one M.A. and one Ph.D. student—are elected annually by the English graduate student body. They are voting members of the Graduate Committee, though they do not attend the Graduate Committee’s deliberations on the selection of graduate courses or on issues pertaining to an individual student’s program. They also participate and vote in Departmental meetings as well as meetings of the University of Victoria Graduate Students’ Society (see section 3.8). They foster the objectives of the English Graduate Students’ Society (see section 3.7), encourage and facilitate communication between graduate students and the English Department, and work to promote the interests and concerns of English graduate students. Further information about the activities organized by the Graduate Student Representatives is available from the M.A. representative or Ph.D. representative. Their names can be obtained from the Graduate Secretary.

3.7 THE ENGLISH GRADUATE STUDENTS’ SOCIETY (EGSS)

The English Graduate Students’ Society (EGSS) is an association dedicated to promoting the academic and professional interests of English graduate students. In addition to helping fellow students negotiate academic and career concerns, the EGSS provides opportunities for students to connect on a more informal basis—bringing Ph.D. and M.A. candidates together in relaxed social settings. The EGSS believes that an
important aspect of any graduate community is its ability to share information and exchange ideas freely. In order to create a sense of community amongst English graduate students, the EGSS hosts a number of events each year that allow students to get to know one another outside of the classroom.

The Ph.D. Graduate Student Representative serves as President of the EGSS, and the M.A. Graduate Student Representative serves as Vice-President. The participation of both returning and new graduate students is essential to the success of the EGSS. All students are strongly encouraged to become involved.

3.8 THE GRADUATE STUDENTS’ SOCIETY (GSS)

The elected body of graduate student representatives, the Graduate Students’ Society (GSS), concerns itself with all matters pertaining to the welfare of its individual members. In addition to its primary mandate to lobby on academic and other issues of concern to graduate students, the GSS provides grants for travel to academic conferences as well as financial assistance for graduate students’ departmental activities. It also holds an orientation session to welcome new graduate students and introduce them to the UVic facilities. The Graduate Student Centre has meeting rooms for courses and other academic and social events, a reading room, and a casual bistro-style eatery, “The Grad House.” Graduate Student Representatives attend GSS meetings. Students can find out about GSS academic, political, and social activities by attending the GSS General Meetings, contacting the English Department’s Graduate Representatives, and visiting its website.

3.9 THE BUDDY SYSTEM: FACULTY AND STUDENT MENTORS

Each new M.A. and Ph.D. student is assigned a Faculty and Student Mentor. Students admitted into the program will hear directly from their Student and Faculty Mentors and can communicate with them by e-mail. The purpose of this informal Buddy System is to facilitate the students’ entry into the UVic community. Students are encouraged to take up their mentors’ offer of assistance in any matters that are of concern to them. While Student Mentors can offer valuable information about both the program and living in Victoria, Faculty Mentors can introduce students into the “culture” of the Department and the University. The Graduate Adviser is also available to link students up with other peers and faculty for specific types of issues that might emerge during the program.

4 ENGLISH GRADUATE DEGREES IN CONJUNCTION WITH OTHER PROGRAMS

4.1 INTERDISCIPLINARY PROGRAMS

Exceptional applicants who wish to undertake an M.A. or Ph.D. degree between or outside existing programs may propose an Interdisciplinary Program. It is the applicant’s responsibility to arrange the details of the program. The Department and the Faculty of Graduate Studies are under no obligation to arrange or approve interdisciplinary programs. Applications for such programs must be submitted to Graduate Admissions by May 15 (for September entry), by September 30 (for January entry), and by January 31 (for May entry).

Full details about interdisciplinary programs are available on the Graduate Studies website.
4.2 CO-OPERATIVE EDUCATION PROGRAM

4.2.1 General Information

UVic has an office dedicated to organizing co-operative education and career planning opportunities for students pursuing both undergraduate and graduate degrees in Humanities, Fine Arts, and Professional Writing. Students can obtain co-op work term positions that allow them to balance work terms with study terms, and gain relevant work experience before they graduate. While every effort is made to ensure that work term positions are situated in the vicinity of Victoria, prospective students should note that some employment opportunities may be out of town. Students undertake study and work terms in alternating sessions.

Co-op education is a learning strategy that lets students alternate their academic studies with paid, relevant work experience in their field of study; enrich their academic studies by drawing on practical, real-world experience from their work terms; develop competencies to excel in the work place; and potentially pursue work terms related to their graduate research or project. Previous Co-op employers include the federal and provincial governments, theatres, museums, galleries, archives, libraries, the cultural industries, newspapers, book publishers, and communications and media firms.

While it will not be possible for a student enrolled in the Co-op program to complete his or her degree in one year, anyone pursuing an M.A. in English without the intention of moving into a Ph.D. program is strongly encouraged to explore this resource.

4.2.2 Requirements

M.A. students are required to complete two work terms, Ph.D. students three work terms. A work term consists of four months of full-time, paid employment, during which period students are required to pay the university a work term fee. Co-op graduate students must maintain a full course load, and satisfactorily complete the core courses required for their Co-op Program degree. English M.A. students must achieve a minimum B+ (6.0) average each session, while English Ph.D. students must achieve a minimum A- (7.0) average.

Students interested in pursuing the Co-op program must complete a Co-op application, which can be submitted in the first week of September or January. Further information is available from the Co-operative Education Program.

All Co-op students must complete a short series of career planning orientation seminars. (Please note that there is no obligation to continue with the program after finishing this training.)

While the Co-op office assists students in finding employment, individuals should actively seek out opportunities that align with their interests, skills, and goals.

Students in the Co-op program have to pay tuition (as usual) and a fee for each term they work (about $802). That said, they don’t have to pay the fee until they begin working.
Co-op and work term positions are paid positions. (Salary from those positions should more than offset the Co-op fee.)

The schedules outlined below would allow a student to be a T.A. in his or her first year of the program. There is no prohibition that prevents T.A.s or students with other kinds of funding from pursuing the Co-op program.

The Co-op office helps non-Canadian students line up the off-campus work visas they need to undertake a Co-op or work term position.

A student who wants to complete a work term but not the Co-op program can skip the second work placement in the recommended schedules.

4.2.3 **Recommended Schedule for the Course-Only M.A. with Co-op**

**Year 1:** Complete two-thirds of required coursework, language requirement (if necessary), and Co-op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-op orientation sessions (starting in September). Possibly take language course to fulfill language requirement OR write language exam in December.

- January to April: Take the courses registered for in September. Possibly complete six required Co-op orientation sessions if these were not completed in the first term (starting in January). Possibly take language course to fulfill language requirement OR write language exam in March.

- April to August: Register for and complete two graduate courses (3.0 units) in the summer session.

**Year 2:** Complete remaining required coursework and two Co-op work terms.

- September: Register for 4.5 units in the first or second term.

- September to December: Complete coursework or work term number one.

- January to April: Complete coursework or work term number one.

- May to August: Work term number two.

4.2.4 **Recommended Schedule for the Master’s Essay or Project M.A. with Co-op**

**Year 1:** Complete coursework, language requirement (if necessary), and Co-op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-op orientation sessions (starting in
September). Possibly take language course to fulfill language requirement OR write language exam in December.

- January to April: Take the courses registered for in September. Possibly complete six required Co-op orientation sessions if these were not completed in the first term (starting in January). Possibly take language course to fulfill language requirement OR write language exam in March.

- April to August: Register for and complete two graduate courses (3.0 units) in the summer session. Discuss Master’s Essay or Project topic and committee membership with supervisor.

Year 2: Complete two Co-op work terms and Master’s Essay or Project.

- September to December: Work term number one.

- January to April: Complete and defend Master’s Essay or Project.

- May to August: Work term number two. Make necessary revisions to and submit Master’s Essay or Project.

4.2.5 Recommended Schedule for the Thesis M.A. with Co-op

Year 1: Complete coursework, language requirement (if necessary), and Co-op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-op orientation sessions (starting in September). Possibly take language course to fulfill language requirement OR write language exam in December.

- January to April: Take the courses registered for in September. Possibly complete six required Co-op orientation sessions if these were not completed in the first term (starting in January). Possibly take language course to fulfill language requirement OR write language exam in March. Discuss M.A. thesis topic and committee membership with supervisor. Write and submit M.A. thesis proposal.

- April to August: Register for ENGL599 (Thesis).

Year 2: Complete two Co-op work terms and M.A. thesis.


- May to August: Work term number two. Make necessary revisions to and submit M.A. thesis.
5 ADMISSION TO GRADUATE STUDIES IN ENGLISH

5.1 GENERAL INFORMATION

All applicants must comply with the admission regulations specified in the Graduate Studies Calendar and in this Handbook. Applicants for a Master’s degree must have completed a bachelor’s degree from a recognized institution. Similarly, those seeking admission to the Doctoral degree program usually must have completed a Master’s degree from a recognized university. The Graduate Admissions and Records Office determines whether or not a particular institution is “recognized” for the purpose of admission to the Faculty of Graduate Studies. Any queries about the status of an institution should be directed to the Graduate Admissions and Records Office.

Applications should be submitted as early as possible, especially if a student wishes to be considered for funding, since admission decisions are normally made in February and March.

By the application deadline (see section 5.4), applicants should submit an on-line application to Graduate Admissions and Records, upload all required unofficial supporting documents (see section 5.5), and pay the application fee by credit card. Applicants who are unable to pay the application fee by credit card should contact Graduate Admissions and Records.

Students who wish to upload additional documents after their application has been submitted can do so by logging into their online application.

Please refer to Graduate Admissions and Records for complete information on how to apply for admission. Incomplete applications will not be evaluated by the Department until all outstanding unofficial documents have been submitted.

Because the number of spaces in the M.A. and Ph.D. programs is limited, not all students who meet the minimum requirements can be guaranteed admission. However, the Graduate Adviser keeps a wait-list of admissible students and, if a place in the program becomes available prior to the beginning of the academic year, students are notified.

The department usually offers funding to all incoming Ph.D. students; in exceptional circumstances, additional Ph.D. students may be admitted without funding. Ph.D. students deemed admissible who arrive with their own fellowship funding will be granted admission, if an appropriate supervisor is available.

5.2 CULTURAL, SOCIAL, AND POLITICAL THOUGHT (CSPT) APPLICANTS

Applicants should indicate on the application form both the program (M.A. or Ph.D.) and concentration (CSPT) for which they are applying. They should submit applications directly to Graduate Admissions and Records.

Applications will be reviewed first by the Faculty of Graduate Studies, then by the Department, and finally by the CSPT Admissions Committee. Admission to the CSPT concentration is subject to the written approval of the CSPT Director, who acts on advice of the interdisciplinary CSPT Admissions Committee. Only students who have already been accepted into the M.A. or Ph.D. program may be admitted to CSPT; however, acceptance to the M.A. or Ph.D. program does not guarantee admission to the
CSPT concentration. In some cases, a student may be admitted to the Department, but decision on admission to the CSPT concentration will be deferred until the student has completed a term’s work at the graduate level.

Further information about the CSPT concentration is available on-line and from:

Dr. Emile Fromet de Rosnay, CSPT Director
Ms. Karen Erwin, CSPT Program Assistant, (250) 472-5185

5.3 MATURE STUDENT ADMISSION

Four years after completion of a B.A. degree, applicants whose grade point average is below 5.0 (B) may be admitted as mature students, provided they have four years relevant professional experience since completion of their degree and are recommended by the department. Such recommendations must be approved by the Dean of Graduate Studies. Applicants must submit a regular application, along with a complete resume.

There is no Mature Student category for doctoral applicants.

5.4 TIMING AND DEADLINES OF M.A. AND PH.D. APPLICATIONS

September is the primary entry point for the MA program, and the only entry point for the PhD program. The application deadline is January 15; however, please note the following:

It is strongly recommended that applicants who hold any post-secondary transcripts from academic institutions outside of Canada submit complete applications by December 15. Applications received after December 15 may not be processed in time to allow registration in September.

International MA applications received by April 30 and domestic MA applications received by May 31 will still be considered but may not be eligible for funding. PhD applications received after January 15 will not be considered.

Depending on the circumstances, students admitted to the MA program in September may be allowed to postpone commencement of their studies until January or May, if there are places still available. However, students who wish to defer the beginning of their program until the following year must usually re-apply (see 5.5).

5.5 ADMISSION DOCUMENTS FOR M.A. AND PH.D. APPLICATIONS

Please refer to Graduate Admissions and Records for complete information on how to apply for admission. Incomplete applications will not be evaluated by the Department until all outstanding unofficial documents have been submitted.

Application materials are kept on file by Graduate Admissions and Records for one year, and may be reactivated on request within that year and by submission of a new application and application fee.

Applications are to be submitted on-line to Graduate Admissions and Records, and the following documents must be uploaded at the time of application:

- completed application form, specifying the program (M.A., Ph.D.) and, if applicable, concentration (CSPT, LWC, MEMS, NCS);
• non-refundable application fee of $119 (or $147 if any post-secondary transcripts come from institutions outside of Canada) (The University reserves the right to increase fees at any time. Please consult the University Calendar for any changes in the current fee schedules.);

• unofficial transcripts from every post-secondary institution attended (If you are offered admission, and once all of your course work is complete and your degree is conferred, you will be required to submit official transcripts in envelopes sealed and endorsed by the home University, with a signature, seal, or chop over the closure. Submission of official University of Victoria transcripts is not necessary.);

• two letters of reference (Contact each referee to confirm their willingness to complete an assessment on your behalf, and include their names and e-mails on the application. Upon receipt of your application, Graduate Admissions and Records will send assessment forms directly to the referees for electronic submission to Graduate Admissions and Records.);

• statement of intent, not to exceed 1 page for M.A. applicants or 2 pages for Ph.D. applicants (Ph.D. applicants should indicate their field of study, specific area of interest (e.g., CSPT concentration), and proposed research, commenting in particular on what contribution they hope to make to existing knowledge, how they will prepare to undertake the dissertation, and why they feel UVic is suited to their ambitions. M.A. applicants should indicate their area of academic interest, why they feel UVic is suited to their ambitions, and what program of study they anticipate following (e.g., courses; concentrations such as CSPT, LWC, MEMS, or NCS; extra-curricular research; language study; etc.). All applicants should attempt to convey a personal dimension in addition to their academic record and research ambitions. CSPT applicants should include previous studies within the CSPT field, including political or sociological theory; feminist theory; other theoretical work in the social sciences; moral, social, or political philosophy; intellectual history; and cultural or literary analysis.);

• 10-15 page essay demonstrating advanced literary and/or critical studies ability;

• curriculum vitae (including training and/or educational background, employment experience (academic or otherwise), awards or nominations for awards (academic or otherwise), publications (academic or otherwise)).

• proof of English language proficiency, if applicable (Applicants whose first language is not English and who have not resided in Canada or any exempted country for at least three consecutive years immediately prior to the beginning of the session applied for must demonstrate competency in English. Applicants holding a recognized degree from recognized countries and territories are exempted from the English Competency Requirement.)

Most applicants qualify by providing results of the Test of English as a Foreign Language (TOEFL) (this test is administered by Educational Testing Service). Such applicants will not be considered unless they score a minimum of 630 on the paper-based test or a minimum of 101 on the internet-based test (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20. An overall score of at least Band 7 on the International English Language Testing System (IELTS) is also accepted. Official test score reports must be sent directly to the Graduate Admissions and Records Office by the testing agency. Scores from tests taken more than two years prior to application will not be reported by the testing agency.
Upon the recommendation of the Graduate Adviser, completion of the University Admission Preparation (UAP) course offered by the University of Victoria English Language Centre with a minimum score of 80% may be accepted in lieu of the above standardized English proficiency tests.

GRE scores are not specifically required, though students who have taken the exam are advised to submit the results since a high score can only strengthen their application.

5.6 ADMISSION REQUIREMENTS FOR M.A. STUDENTS

To be competitive, applicants should have completed the equivalent of an English major (see University Calendar).

Applicants will not usually be admitted to the M.A. program unless they have achieved at least an A- average (i.e., grade point average of 7.0 on a nine-point scale, 3.7 on a four-point scale, or a high second-class standing) in the final two years of all their undergraduate work.

Preference will be given to those with an honours B.A. or a major that has included courses in all or most areas of English literature, including critical theory; however, graduates of other programs may also be considered if they have taken a wide spectrum of English courses.

In some cases students may be required to do extra work at the undergraduate and/or graduate level to make up for the gaps in their academic background.

5.7 ADMISSION REQUIREMENTS FOR PH.D. STUDENTS

Applicants to the Ph.D. program should normally hold an M.A. degree with a minimum average of A- in graduate courses.

In exceptional cases, it may be possible for a student in our M.A. program to enter the Ph.D. program before completing his or her M.A. degree. Transfer from the M.A. to the Ph.D. program is possible only after the student:
• has completed one Winter session;
• has demonstrated superior (A+) performance in five graduate courses;
• submits two letters of support providing evidence of his or her research abilities;
• submits an updated resume.

If the above conditions are met, the Graduate Adviser will determine the additional number of credits to be completed. In the event that transfer from the M.A. to the Ph.D. program may have implications for their funding, students are advised to consult the Faculty of Graduate Studies prior to their application for transfer.

5.8 REGISTRATION

5.8.1 Continuity of Registration

For every term (including the summer term), all students must either register for credit, register for personal leave of absence, formally request parental or compassionate/medical leave of absence, or formally withdraw from their program. Students who fail to do so are considered to have abandoned their program, and that program will be terminated and they will be “Withdrawn Without Permission” (see 5.8.2.ii).
5.8.2 **Leaves of Absence and Withdrawal from the Program**

Students who require a leave of absence or who wish to withdraw from their program must do so formally. Personal leaves can be processed directly by the student using the “My Page” portal. Parental, compassionate, and medical leaves are processed by submitting the following documentation to the Graduate Admissions and Records office: (1) Leave of Absence with Permission Request form; (2) a letter from the student explaining the circumstances; (3) a letter from a physician or other qualified professional, if applicable; (4) written acknowledgement from the student’s supervisor; and (5) written acknowledgement from the Graduate Adviser. See the University Graduate Calendar for complete information.

5.8.2.i **Leaves of Absence**

Tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended. Students can neither undertake any academic or research work nor use any of the University’s facilities during the period of the leave. Leaves of absence are normally granted in 4-month blocks, to coincide with the usual registration terms.

*Personal Leave*: Ph.D. students may take personal leaves for a maximum of 6 terms within the maximum 7-year period allowed. English M.A. students may take only one term of personal leave unless a second term of leave has been approved by the Dean of Graduate Studies. *M.A. students should note, however, that taking more than one term of personal leave might increase their total program fees.* Students planning to take personal leave must notify their supervisor in writing in advance of the planned absences, and make appropriate arrangements for care of ongoing research projects, if necessary, before registering for leave. The time taken for personal leave will be counted toward the maximum time allotted to degree completion. All program requirements, department expectations, and deadlines will remain the same.

*Parental Leave*: A student who is bearing a child, and/or who has primary responsibility for the care of a child immediately prior to or following birth or an adoption is entitled to request parental leave. Parental leaves may be granted for a minimum of one term (four months) renewable to a maximum period of three terms (12 months). This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

*Medical Leave*: Students are entitled to request medical leave. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

*Compassionate Leave*: Leaves of absence for compassionate reasons normally have a 3-term limit. Such leaves may be consecutive or cumulative (not to exceed 3 terms in total). Students requiring
additional time after 3 terms will need to officially withdraw from the Faculty of Graduate Studies. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

5.8.2.ii Withdrawals

Official Withdrawal: After completion of a minimum of one term, students who wish to withdraw indefinitely from their program must apply in writing to the Dean. A supporting memo from their supervisor (or Graduate Adviser if there is no supervisor) should accompany the application. The notation “Officially Withdrawn” will be placed on their permanent record. Should a student return to the program, the time spent “Officially Withdrawn” is not counted as part of the normal time allowed for completion of the degree program. Students who have outstanding fees cannot be officially withdrawn. Students who wish to return to their program must submit an on-line application.

Withdrawal Without Permission: Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to apply for re-instatement must submit an on-line application, upload a letter of appeal addressed to the Dean of Graduate Studies, and submit unofficial transcripts and other application documentation. Re-instatement also requires the approval of the department. A non-refundable $250 re-instatement fee will be assessed as part of this application. The time spent “Withdrawn Without Permission” will be counted as part of the total allowable time to degree completion.

Withdrawal for Failing to Meet Academic Standards: A student whose dissertation, thesis, or Master’s Essay or Project is not progressing satisfactorily, or who otherwise fails to meet academic standards, will be withdrawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for readmission to any graduate program in the Faculty of Graduate Studies.

5.8.3 Auditing Courses

Students may, with the permission of the instructor, audit a course by submitting a Graduate Course Change form. Students must register concurrently in credit courses, thesis, Master’s Essay or Project, or dissertation.

5.9 TRANSFER CREDIT FROM OTHER UNIVERSITIES

Applications for transfer of credits granted to courses at other accredited and recognized post-secondary institutions or at UVic must be approved by the Graduate Adviser. The final decision, however, rests with the Faculty of Graduate Studies. At least half of the graduate program units must be completed as part of the student’s degree program at UVic.

In order to qualify for transfer, courses must meet all of the following conditions:
• must be a graduate or senior-level undergraduate course;
• must be completed with a grade of at least 5.0 (B) or equivalent (Pass/Fail courses or equivalent are not acceptable);
• must not be used to meet the minimum admission standards of the Faculty of Graduate Studies;
• must not have been used to obtain any degree;
• must have been completed within the previous ten years.

For further information, please consult the Graduate Studies Calendar.

5.10 ADMISSION TO NON-DEGREE COURSE WORK

Applicants wanting to take courses in the Faculty of Graduate Studies that are not for credit toward a degree at the University of Victoria may be admitted as non-degree students under the following categories.

5.10.1 Visiting Students

Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants must complete an application for admission and provide a Letter of Permission or equivalent from the home institution. International students will be required to provide transcripts and evidence of English Language Proficiency.

5.10.2 Exchange Students

Exchange students can be admitted under the provisions of the Application form for Western Deans’ Agreement or other formal exchange agreements. If a student is admitted as an exchange student, all UVic tuition fees will be waived. Applicants must submit documentation from their home institution certifying the applicant as an exchange student under the provisions of an approved exchange agreement. Courses to be taken toward their degree must be specified in the documentation. International students will be required to provide transcripts and evidence of English Language Proficiency.

5.10.3 Non-Degree Students

Students who wish to improve their academic background may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedures as degree-seeking applicants (see sections 5.5 and 5.6), and must specify on the application form the course(s) they wish to take.

6 THE ENGLISH M.A. PROGRAM

Students are expected to familiarize themselves with the Faculty of Graduate Studies guidelines, “Responsibilities in the Supervisory Relationship Policy.” This document governs academic relationships between Academic Supervisors, members of supervisory committees, and graduate students.
The Department offers a general M.A. degree (course-only; essay/project; or thesis by special approval only) in British, Canadian, American, Irish, and Postcolonial literatures, and in Critical Theory; an M.A. (thesis only) with a concentration in Cultural, Social, and Political Thought (CSPT); an M.A. (course-only; essay/project; or thesis by special approval only) with a concentration in Literatures of the West Coast (LWC); an M.A. (course-only or essay/project) with a concentration in Medieval and Early Modern Studies (MEMS); and an M.A. (course-only or essay/project) with a concentration in Nineteenth Century Studies (NCS).

Students—other than those in the CSPT, MEMS, or NCS concentrations—who wish to pursue a thesis degree (or, for LWC students, a thesis or alternative creative, historical, or multimedia project) must find a supervisor willing to direct their thesis or project and must submit by April 30 of their first year in the program, for the approval of the Graduate Committee, a proposal (see 6.9.2), a rationale for pursuing the thesis option, and a letter of support from the prospective supervisor. Students in the LWC concentration must also submit a letter of support from the LWC Area Committee Chair. If a student’s proposal is denied by the Graduate Committee, the student will have one opportunity to revise and resubmit; if the proposal is denied a second time, the student will be required to complete the course-only option or the course and Master’s Essay or Project option.

For the course-only M.A., students take 15 units of coursework. This option provides a broader range of experience with different historical periods, methodological approaches, and literary genres than the project-based degree. Because courses generally demand a final research paper and at least one lengthy presentation, this stream provides students with rigorous training in scholarly writing and communication. And, as with the project-based M.A., the course-only route provides research, presentation, and writing skills that are considered excellent preparation for a variety of positions such as those in the cultural industries, public service, and business.

The Master’s Essay or Project-based M.A. offers students the opportunity to take many courses over a broad and diverse range of offerings. Students can participate in courses that vary not only in subject material, but also in critical approaches, requirements, and pedagogical methodologies. The wider background in literature and theory acquired through a Master’s Essay or Project program provides excellent preparation for admission into Ph.D. programs in general, and for doctoral candidacy examinations in particular. Further, it offers students the broad knowledge necessary to pursue a university or college teaching career (but for information about the academic job market, see section 2). The Master’s Essay or Project program also benefits students wishing to seek non-academic employment: the research, presentation, and writing skills honed in courses are considered excellent preparation for a variety of positions such as those in the cultural industries, public service, and business.

In designing their programs, students may benefit from consulting the English Graduate Adviser and, if applicable, the Area Committee Chairs (for students with an interest in particular fields).

The Department is open to the possibility of part-time study toward the M.A. degree. To this end, and if enrollment permits, 1.5 unit courses are offered in the evening, and at least one graduate course is also offered during the Summer session (May-August).

### 6.1 COURSE REQUIREMENTS

#### 6.1.1 General M.A.

**Course-Only**

ENGL 500 (Textual Studies and Methods of Research) .................................................. 1.5 units
Other English graduate courses* ................................................................. 13.5 units
**Total: 15.0 units**

*ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the required units.
**With Master’s Essay or Project**

ENGL 500 (Textual Studies and Methods of Research) .......... 1.5 units
Other English graduate courses* ........................................ 9.0 units
ENGL 598 (Master’s Essay or Project) ............................. 4.5 units

15.0 units

*ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the required units.

Students complete a Master’s Essay or Project (max. 10,000 words, plus notes and bibliography) and a final oral examination.

**With Thesis**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* ........................................ 6.0 units
ENGL 599 (Thesis) ............................................................ 7.5 units

15.0 units

*ENGL 502 (Teaching Literature and Composition) may **not** be taken as 1.5 of the required units; however, students are encouraged to take it as an extra course.

Students complete a thesis (18,000-27,000 words, plus notes and bibliography) and a final oral examination.

6.1.2 Concentration in Cultural, Social, and Political Thought (CSPT)

The CSPT is an interdisciplinary concentration for selected students in English, History, Political Science, and Sociology. It offers an exceptional challenge to people who wish to explore ideas at the intersection of literary theory, social theory, and political theory. **Prior to entering CSPT, M.A. applicants are expected to have some background in theory.**

Graduates receive an M.A. in English, History, Political Science, or Sociology, with a concentration in Cultural, Social, and Political Thought. Departmental requirements vary, but students normally are able to devote at least half their studies to contemporary social and political thought. This includes work on a graduating thesis, which must be on an approved topic within the fields of both English and CSPT. The Supervisory Committee must have at least two members who participate in the CSPT concentration.

**Participating faculty** are drawn from several departments. In rotation, they offer courses on themes of their choice to CSPT students. These courses are the focal point of the concentration.

For the special funding available for CSPT applicants and for further information about this concentration, students are advised to consult the CSPT Director (see section 5.2).

**With Thesis**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* ........................................ 3.0 units
CSPT 501 (Contemporary Cultural, Social and Political Thought I) ................................. 1.5 units
CSPT course at the 500 level* ............................................. 1.5 units
ENGL 599 (Thesis) ............................................................ 7.5 units

15.0 units

*ENGL 502 (Teaching Literature and Composition) may **not** be taken as 1.5 of the required units; however, students are encouraged to take it as an extra course.
With permission of the CSPT Director, a graduate theory seminar taught by a CSPT faculty member in another department may be substituted for this course.

Students complete a thesis (18,000-27,000 words, plus notes and bibliography) and a final oral examination.

Descriptions of CSPT courses are available on the CSPT website.

6.1.3 Concentration in Literatures of the West Coast (LWC)

The Literatures of the West Coast (LWC) concentration is an innovative M.A. program that combines interdisciplinary study of Canadian and US literature with topics in the local histories, environments, and aboriginal traditions of the West Coast. It brings into productive dialogue the several traditions that have constituted the literary on the West Coast: Indigenous, British, American, Asian, and Canadian. Rather than following the historical and geographical contours that typically define “English” as a discipline, LWC examines the history of boundaries, and the boundaries of history. The concept of the “literary” comes under scrutiny, as does the division between oral and written, the notion of tradition, and the cultural work performed by Literature when conceived of as the expression of regions, nations, peoples, environments, and other complex forms of social space. The concentration offers students the opportunity to pursue their research interests in one of several directions, including indigenous literatures; transnational writing; literature, space, and the environment; or a comparative study of any of the constitutive traditions of the West Coast.

The LWC concentration is open to students from a broad range of disciplines, and applicants from a variety of undergraduate and professional backgrounds are encouraged to apply. Students who are deemed admissible by the Graduate Committee, and who have specified an interest in the LWC concentration, will be admitted and considered for funding along with those pursuing the general M.A. degree.

Course-Only
ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
ENGL 582 (Core Seminar in Literatures of the West Coast) .......................................................... 1.5 units
Other graduate courses* ......................................................12.0 units
15.0 units

*4.5 units must be LWC-tagged courses (such as those in the ENGL 583 series or those approved by the Graduate Committee), and 1.5 of these 4.5 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval from the Graduate Adviser. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the required units.

With Master’s Essay or Project
ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
ENGL 582 (Core Seminar in Literatures of the West Coast) .......................................................... 1.5 units
Other graduate courses* ...................................................... 7.5 units
ENGL 598 (Master’s Essay or Project) .........................4.5 units
15.0 units

*3.0 units must be LWC-tagged courses (such as those in the ENGL 583 series or those approved by the Graduate Committee), and 1.5 of these 3.0 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with
approval from the Graduate Adviser. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the required units.

Students complete a Master’s Essay or Project (max. 10,000 words, plus notes and bibliography) on an LWC topic, and a final oral exam.

**With Thesis**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
ENGL 582 (Core Seminar in Literatures of the West Coast) ........................................ 1.5 units
Other graduate courses* ............................................................... 4.5 units
ENGL 599 (Traditional or Alternative Thesis) ..................... 7.5 units

15.0 units

*3.0 units must be LWC-tagged courses (such as those in the ENGL 583 series or those approved by the Graduate Committee), and 1.5 of these 3.0 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval from the Graduate Adviser. ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course.

Students complete a traditional or alternative thesis (18,000-27,000 words, plus notes and bibliography) and a final oral examination.

**6.1.4 Concentration in Medieval and Early Modern Studies (MEMS)**

The Medieval and Early Modern Studies concentration is designed for M.A. students who wish to make an intensive study of medieval and early modern literature. Students may declare the concentration at any time. Graduates receive an M.A. in English, with a concentration in Medieval and Early Modern Studies. The substance of the concentration will vary according to individual interests and annual course offerings.

**Course-Only**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* ...................................................... 13.5 units

15.0 units

* A minimum of 6.0 units must be in the medieval and/or early modern areas (choosing from ENGL 510, 515, 516, 520, 521, 530, and 531); if necessary, and if the usual conditions are met, students can also obtain concentration credit through Directed Studies or by taking interdisciplinary courses in the Medieval Studies Program. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the MEMS area.

**With Master’s Essay or Project**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* ........................................ 9.0 units
ENGL 598 (Master’s Essay or Project) .............................. 4.5 units

15.0 units

*A minimum of 4.5 units must be in the medieval and/or early modern areas (choosing from ENGL 510, 515, 516, 520, 521, 530, and 531); if necessary, and if the usual conditions are met, students can also obtain concentration credit through Directed Studies or by taking interdisciplinary courses in the Medieval Studies Program. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the MEMS area.

Students complete a Master’s Essay or Project (max. 10,000 words, plus notes and bibliography) on a topic in medieval and/or early modern areas, and a final oral examination.
6.1.5 Concentration in Nineteenth Century Studies (NCS)

The Nineteenth Century Studies concentration is designed for M.A. students who wish to make an intensive study of Victorian, Romantic, and nineteenth century American and Canadian literatures and cultures. Students may declare the concentration at any time. Graduates receive an MA in English, with a concentration in Nineteenth Century Studies. The substance of the concentration will vary according to individual interests and annual course offerings.

**Course-Only**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* .........................................13.5 units
15.0 units

*A minimum of 6.0 units must be in the Nineteenth Century Studies areas, such as ENGL 550 and 551 and those approved by the Graduate Committee. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the NCS area.

**With Master’s Essay or Project**

ENGL 500 (Textual Studies and Methods of Research) .... 1.5 units
Other English graduate courses* ........................................ 9.0 units
ENGL 598 (Master’s Essay or Project) ......................... 4.5 units
15.0 units

*A minimum of 4.5 units must be in the Nineteenth Century Studies areas, such as ENGL 550 and 551 and those approved by the Graduate Committee. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the NCS area.

Students complete a Master’s Essay or Project (max. 10,000 words, plus notes and bibliography) on a topic in the nineteenth century area, and a final oral examination.

6.2 TIME LIMITS

With a good Honours BA or a strong Major in English, a full-time student could complete the M.A. program in 12 months; however, most students in the course-only or thesis program take at least 16 months.

UVic requires that M.A. students (full-time and part-time) complete all the requirements for their degree within five years (60 months) from the date of the first registration in the Faculty of Graduate Studies. If this is not possible, and when there is a clear indication that the student is very close to completion and requires a short time to finish, an extension may be granted. To request an extension, students submit a Request for Program Extension form to the Graduate Secretary. Students must obtain approval for a program extension prior to the time limit expiry date. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

Students should be aware that they will be charged a larger re-registration fee for each term in which they register beyond five years.

6.3 PROGRAM FEES

For students registered in a one-year M.A. program such as English (which can be completed within 12 months), the minimum number of fee installments is 3. Up to 3 additional fee installments will be assessed if a student remains registered after having paid 3 fee installments (for a total of 6). Only one term of personal leave is allowed.
(unless a second is approved by the Dean of Graduate Studies). Please refer to the University Graduate Calendar for further information.

6.4 SCHEDULING OF COURSES

Students may take no more than 4.5 units of course work in each of the first term (September-December) and second term (January-April) of the Winter Session; however, ENGL 502 and language courses may be taken in addition to these units. Students may take no more than 4.5 units of course work in the Summer Session (May-August).

Both full-time and part-time students are encouraged to select a balanced range of courses insofar as the resources of the Department permit, rather than selecting courses that specialize in a particular period or area.

6.5 STANDING

M.A. students must maintain a B+ average (6.0 GPA), for each session, in all graded courses at the M.A. level. Students who fail to maintain this average may continue their M.A. program only with the permission of the Graduate Adviser and the Graduate Committee.

6.6 LANGUAGE REQUIREMENT

Students must demonstrate a reading knowledge of a language other than English. The language requirement is usually fulfilled by French, German, or Italian, but any other language, including a student’s mother tongue if it is other than English, may be substituted, after consultation with the Graduate Adviser.

For students in the LWC concentration, a West Coast aboriginal language can fulfill this requirement if a qualified examiner can be found. Students will also have the option of completing this requirement with at least a “B” in Linguistics 401 (Salish) or Linguistics 403 (Dene-Athabaskan).

For students in the MEMS concentration, the requirement will normally be fulfilled by a language (Latin, French, Spanish, etc.) appropriate to both the concentration and the student’s particular interest. The language should be chosen in consultation with the Graduate Adviser or with the student’s Supervisor.

Students who have a second language at third-year university level on their transcript, with a minimum grade of “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis), may apply to the Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French, German, or Italian by passing FRAN 300, GMST 405 (formerly GER 390), or ITAL 300 respectively (if offered). FRAN 300 is usually offered only in the Summer Session. GMST 405 is delivered online. For 2016/17, it is also possible to satisfy the language requirement by passing FRAN 180 or ITAL 149 (if offered). The minimum passing grade in these courses is “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis). Students should check the undergraduate Calendar to ensure they have the necessary pre-requisites for these undergraduate language courses. Registration is via a Graduate Course Change form. Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.
Language tests are held in mid-December, mid-March, and mid-July. Sample copies of past tests are available in the English Graduate Office. Students who have completed three units of second-year course work in a given language are usually able to pass the test. A perfect translation on the language test is not necessary; however, the student must demonstrate a reading knowledge of the language, with a focus on comprehension, and the student must demonstrate an adequate knowledge of the grammar of the source language and the ability to render the source text at a satisfactory level of accuracy and in grammatical English.

Students who choose to write the language test instead of taking course work will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the language requirement by doing course work.

6.7 THE COURSE-ONLY M.A.

6.7.1 The Supervisor and Supervisory Committee

The English Graduate Adviser usually serves as Supervisor for students completing a course-only degree. There is usually no supervisory committee.

6.7.2 Degree Completion

Students must notify the English Graduate Secretary when they plan to complete their program requirements: by November 1 for completion by the end of the First Term of the Winter Session, by March 1 for completion by the end of the Second Term of the Winter Session, and by June 1 for completion by the end of the Summer Session.

While it is possible to finish the course-only M.A. in 12 months (3 terms), students pursuing this stream are normally counseled to complete their M.A. in 16 or 20 months (4 or 5 terms).

6.7.3 Sample Chronology for Students Completing a Course-Only M.A. Who Wish to Complete in 16 Months (4 Terms)

September  Register for 4.5 units in the first term and 4.5 units in the second term.

December Possibly write language exam.

January Take the courses you registered for in September.

March Possibly write language exam.

May Register for 3.0 units in the Summer Session.

July Possibly write language exam.

September Register for 3.0 units for the first term (for a total of 15 units).

December Possibly write language exam. All degree requirements fulfilled.
6.8 THE MASTER’S ESSAY OR PROJECT AND ORAL EXAMINATION

6.8.1 The Master’s Essay or Project

Students registered in the Master’s Essay or Project program are required to complete a Master’s Essay or Project and a Final Oral Examination based on that essay or project.

The Master’s Essay or Project will not exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. It will normally be a revised and extended version of a paper or project prepared for one of the student’s courses.

The M.A. Essay or Project will typically follow one of these models:
• a scholarly essay that offers critical arguments, emulating an article published in a refereed journal;
• a scholarly edition (print or digital) of a significant text or texts, especially those not otherwise available or accessible;
• a digital humanities project (e.g., tools, models, prototypes, or databases), accompanied by appropriate technical documentation and theoretical discussion;
• a finding aid and/or extensive annotated bibliography of archival materials;
• a scholarly paper that offers arguments about the teaching and learning of literature and/or writing.

Alternative projects proposed by a student may be approved by the Graduate Committee with the support of the student’s Supervisor.

Any M.A. Essay or Project must comprise an original and cogent argument, and demonstrate the student’s research and writing abilities. It must meet acceptable scholarly standards as set by the Department (see section 9.5, “Marking of Graduate Papers”). The project design, research, writing, and revisions should take place in consultation with the student’s Supervisor.

For students doing a concentration in LWC, MEMS, or NCS, the topic must be in the relevant concentration areas, as determined by the Graduate Adviser.

6.8.2 The Supervisory and Examining Committees

The Supervisory Committee consists of a minimum of a Supervisor (from the English Department) and one other member (normally from the English department). Committee members must be members of the Faculty of Graduate Studies. The Examining Committee consists of the Supervisory Committee and an External Examiner from another department.

Students must choose a topic for the Master’s Essay or Project, and establish a Supervisory Committee and External Examiner, by the time they have completed 6.0 units of course work, excluding ENGL 500 and ENGL 502.

The Supervisor will provide comment on the Master’s Essay or Project in draft form, and will assist the student in preparing for the Final Oral Examination. The Department Member should be given the opportunity to read and comment on the essay or project in draft form before the final version is officially submitted. Nevertheless, students are encouraged to consult with both members of their Supervisory Committee any time they see fit. The External Examiner
will receive the final copy of the Master’s Essay or Project only after the oral examination has been scheduled; however, as students approach the completion of the final version of their essay or project, they should confirm with the External Examiner that she or he will be available for the Final Oral Examination.

Students are obviously expected to benefit from their Supervisor’s expertise, but they are responsible for conducting their own research, and for producing an essay or project that meets the standards of the Master’s Essay or Project. In turn, Supervisors bear the responsibility for ensuring the successful and timely completion of the students’ program. This includes reading drafts of the Master’s Essay or Project and coaching the student on how to prepare for the Final Oral Examination. Supervisors will not allow Master’s Essays or Projects to be submitted for approval unless they are completed to their satisfaction. If they plan to be absent from the University for an extended period of time, supervisors must give their students advance notice, and make suitable arrangements with the students and the Graduate Adviser for the continued supervision of the students.

Once a year, the Supervisor is asked by the Graduate Adviser to provide a brief report on the student’s progress; indicate whether his or her progress is “excellent,” “satisfactory,” or “unsatisfactory”; and recommend continuation of or withdrawal from the program.

6.8.3 The Oral Examination

In order to meet convocation deadlines, Graduate Studies recommends that Master’s Essay or Project orals be held no later than July 29 (for Fall convocation) or March 22 (for Spring convocation).

The Final Oral Examination will be chaired by the Graduate Adviser (or his/her designate), and will be conducted by the student’s Examining Committee. Following the procedures set out by the Faculty of Graduate Studies, the student will first give a brief 15-minute presentation on the paper. She or he will then be asked questions, first, by the External Examiner of the Examining Committee, followed by the two members of the Supervisory Committee, and subsequently by any members of the Faculty of Graduate Studies in attendance and by other members of the audience. To prepare for this event, students are encouraged to seek advice from their Supervisors and/or the Graduate Adviser.

Normally, the examination will take no longer than an hour and a half. The Final Oral Examination is open to the university community, and a notice announcing the event is circulated in the Department. The student may invite whomever she or he wishes to attend the exam.

Examining Committees can recommend one of the following results, taking into account the quality of both the Master’s Essay or Project and the oral examination: that the Master’s Essay or Project and oral defense are acceptable; that the Master’s Essay or Project is acceptable subject to minor revision and the oral defense is acceptable; that the oral examination be adjourned; fail. Adjourned requires that the student have a new oral examination no later than six months from the date of the first examination. Fail results when two members of the Examining Committee are opposed to passing the student. Students reserve the right to appeal a fail grade (see section 11).
The following conditions must be met in order for the Oral Examination to take place:

- the final draft of the Master’s Essay or Project must be submitted to the Supervisor at least 35 working days (and to the Department Member at least 25 working days) in advance of the desired date of the examination (in exceptional circumstances, the Supervisory Committee as a whole may waive these mandated timelines; or individual members of the committee may waive the timelines directly relevant to their own participation, provided this does not impinge upon the student’s meeting the timelines stipulated for other committee members);
- the Master’s Essay or Project must be approved by the Supervisory Committee;
- all other requirements for the degree (including the language requirement) must have been satisfied;
- the student completes page 1 of the Non-Thesis Oral Examination Checklist form, has the Supervisory Committee sign, and submits it to the English Graduate Secretary at least 15 working days before the anticipated examination date;
- the student submits to the Graduate Secretary three clean copies of the finished paper (each with a title page) at least 15 working days before the anticipated examination date, and distributes copies to the Supervisory Committee;
- the English Graduate Secretary will set the oral date and time, and forward the Non-Thesis Oral Examination form to Graduate Studies within five working days after the examination.

Students are strongly advised to plan ahead to ensure that they meet the necessary deadlines for the completion of their Master’s Essay or Project and the Oral Examination. They should set a firm deadline for the completion of their paper in order to ensure that their Supervisory Committee members will be on campus on the date for the eventual oral.

6.8.4 Sample Chronology for Students Completing a Master’s Essay or Project Who Wish to Complete in 12 Months (3 Terms)

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Register for 4.5 units in the first term and 4.5 units in the second term.</td>
</tr>
<tr>
<td>December</td>
<td>Possibly write language exam.</td>
</tr>
<tr>
<td>January</td>
<td>Take the courses you registered for in September.</td>
</tr>
<tr>
<td>March</td>
<td>Possibly write language exam.</td>
</tr>
<tr>
<td>April</td>
<td>Choose topic for Master’s Essay or Project; establish Supervisory Committee and External Examiner; discuss tentative dates for essay’s presentation.</td>
</tr>
<tr>
<td>May</td>
<td>Register for 1.5 units in the Summer Session and for ENGL 598.</td>
</tr>
<tr>
<td>June</td>
<td>Show Master’s Essay or Project draft to Supervisor; discuss possible date for the oral presentation.</td>
</tr>
</tbody>
</table>
Mid July  Have Master’s Essay or Project approved by Supervisory Committee.

Early August  Submit a Checklist for Non-Thesis Oral Examination Checklist and three copies of the finished paper to the Graduate Secretary (15 working days before the oral date).

Late August  Finish course work. Present Master’s Essay or Project.

August 31  All requirements must be fulfilled by this date for Fall graduation.

6.9 THE THESIS AND ORAL EXAMINATION

The process of writing a successful thesis teaches many skills essential to an academic and professional career. The ability to synthesize large amounts of information and to form it into a single, clear, and original argument; the ability to plan and create an extended written document that is carefully structured; the ability to document research accurately; the ability to re-conceive and re-write chapters in the light of criticism from the Supervisory Committee are all essential skills for the scholar or the public servant, the writer or the professional.

The weeks or months of thesis research, writing, and re-writing may be more, not less, demanding of a student’s time and effort than course work terms. Before requesting the thesis option, students should consider their work habits and lifestyle, and whether their plans for support and employment are conducive to an intensive long-term research and writing project. Students should also ask themselves whether the period coverage they have achieved in their undergraduate and graduate course program is sufficiently diverse to allow for specialization.

6.9.1 Finding a Supervisor and Choosing a Thesis Topic

CSPT students—and students who intend to request permission to pursue the thesis program—ought to think about possible thesis topics as soon as they have entered the program. If candidates have difficulty deciding upon an area of interest, they should feel free to discuss their ideas with the Graduate Adviser or their Faculty Mentor, or approach any faculty member who might be interested in supervising the thesis. Students should try to find a Supervisor who has compatible interests and a congenial attitude (and, for CSPT students, who is a participant in the CSPT program). Similarly, the potential Supervisor (from the English Department) will want to estimate the student’s strengths, academic interests, and work methods before taking the student on.

An exploratory interview with a potential Supervisor is exactly that, exploratory; students should feel free to meet with more than one faculty member before they choose their actual Supervisor. To prepare for this interview, students may wish to read scholarly publications by potential Supervisors, consult with the Graduate Adviser, or seek advice from their peers. Most Department members of the Graduate Faculty are willing to supervise theses in their areas and are open to student approaches. Nevertheless, students should keep in mind that some Department members, even though they might be specialists in the student’s area of interest, may not be available for supervision because of prior commitments. To avoid any future complications, students are advised to discuss with their potential Supervisors their tentative work schedule (i.e., when they plan to produce drafts of their thesis and when
they anticipate defending their completed project); similarly, prospective Supervisors should indicate when they will and will not be available for consultation and possible defense dates due to previously scheduled commitments or leaves of absence.

The Supervisor will coach the student on how to prepare for the Final Oral Examination.

6.9.2 The Thesis Proposal

After securing a Supervisor, students should explore current scholarship in their topic area in order to clarify the direction in which the thesis will develop, build a working bibliography, and establish the methodology they will employ in their thesis. Since the limits of the thesis preclude an exhaustive study, it is important to choose a topic that allows for intensive research within well-defined boundaries. Students are obviously expected to benefit from their Supervisor’s expertise, but they are responsible for conducting their own research, building up their own bibliography, and developing a coherent and original topic.

Students should take note that writing a thesis proposal usually takes more time and effort than initially expected. They should begin drafting their proposal and solicit feedback from their Supervisor before the end of the Fall term. During this drafting stage, students can begin thinking, in consultation with their Supervisor, of possible members for their Supervisory Committee, and may consult successful thesis proposals available in the English Graduate Office.

The objective of the thesis proposal is to present as clear a picture as possible of the central argument in the thesis and of how the student proposes to develop it. More specifically, the proposal should explain what the central argument entails, how it relates to current scholarship, and why particular authors and texts have been selected. In addition to providing a rationale for the argument, the proposal must also offer a clear sense of the student’s critical methodology and sketch out, chapter by chapter, the direction she or he expects to follow in pursuing the topic. The Graduate Adviser and the Graduate Committee are fully aware that students may not know all the details of each chapter at this stage. Indeed, chances are that the argument will probably shift and change over the weeks or months the student spends researching and writing. Still, the proposal should indicate the kinds and range of ideas, issues, and problems the student wishes to tackle, and the order in which they may be addressed.

Students planning a critical edition of a text should begin by explaining the history of that work and why a new edition is desirable. The proposal should then outline the contents of the editorial introduction (section by section), the presentation of the text itself (whether variants will be incorporated in footnotes, etc.), and the nature of the textual notes or glossary.

By April 30 of their first year in the program, students should have submitted their thesis proposals to the Graduate Secretary. The proposal:
• must be word-processed;
• must be attached to the Thesis Proposal form available in the English Graduate Office;
• must have a title and a bibliography on the proposed topic;
• should not exceed two to five double-spaced pages, plus bibliography;
- requires the approval of the student’s thesis Supervisor before being submitted to the Graduate Secretary for approval by the Graduate Committee (CSPT proposals do not require Graduate Committee approval);
- (general M.A. only) must be accompanied by a rationale for pursuing the thesis option rather than the course-only or Master’s Essay or Project option, and a letter of support from the prospective supervisor;
- (LWC only) must be in the LWC area and accompanied by a rationale for pursuing the thesis option rather than the course-only or Master’s Essay or Project option, a letter of support from the prospective supervisor, and a letter of support from the LWC Area Committee Chair;
- should recommend a Department Member and an Outside Member of the Supervisory Committee, if known; both must be members of the Faculty of Graduate Studies. (For CSPT, at least two members of the Supervisory Committee (including at least one member from outside English) must participate in the CSPT concentration. The Supervisor (or a Co-Supervisor) must be from English, and the Supervisor (or at least one Co-Supervisor) must participate in CSPT.

A thesis proposal may be approved exactly as submitted, approved subject to revisions, or not approved. The revisions recommended are always specific. For example, they may ask for greater clarity or require the scope of the topic to be limited (or the reverse); or they may demand a greater elaboration of the proposed methodology, or the addition of titles to the bibliography. Depending on the nature of the revisions recommended, the student may have to re-submit the proposal by a deadline specified by the English Graduate Committee, or complete the revisions to his or her Supervisor’s satisfaction. In either case, or in the case of the proposal’s rejection, the student must work closely with the Supervisor to ensure that the proposal conforms to the graduate program’s guidelines and expectations.

Except for students doing a concentration in CSPT, if a student’s proposal is not approved, he or she will have one opportunity to revise and resubmit; if the proposal is not approved a second time, the student will be required to complete the Master’s Essay or Project program.

6.9.3 The Supervisory Committee

Once the thesis proposal is approved, the student, in consultation with the Supervisor, must establish the Supervisory Committee—a Department Member (normally from the English Department) and an Outside Member (a faculty member from another Department)—and confirm their names with the Graduate Adviser. The student should maintain regular contact with his or her Supervisor, and the Supervisory Committee Members should be kept up to date on the progress of the thesis.

If substantial changes are made to the thesis topic, the Supervisor must seek approval of the Graduate Adviser and the Graduate Committee. In this case, the Graduate Committee may ask the student to re-submit his or her proposal, and may also recommend changes in the Supervisory Committee. When the changes or new proposal are approved, the Supervisor will then inform the other members of the Supervisory Committee or, if necessary, establish a new Supervisory Committee.
6.9.4 The Thesis

Supervisors and students should draw up detailed timetables for the submission of draft chapters which will be returned with commentary on a date agreed upon by the Supervisor and the student. Once the Supervisor determines that the draft of a chapter is substantially complete, then the student will submit the work to the other two Supervisory Committee Members. For more specific guidelines about the supervising process, see sections 7.8.9.i and 7.8.9.ii.

At this point, the student should ask the Supervisor to approach and confirm an appropriate External Examiner (someone from UVic but from outside the English Department who has an “arm’s-length” relationship with the student and Supervisor). Once the External Examiner is added to the Supervisory Committee, this Committee is henceforth known as the Examining Committee.

The acceptable length for a thesis is 18,000-27,000 words, plus notes and bibliography. Students are advised in the strongest possible terms not to exceed the upper limit. In cases where it seems likely that the upper limit will be exceeded, the Graduate Adviser should be notified as early as possible.

Students are responsible for ensuring the thesis conforms to the Faculty of Graduate Studies formatting standards and to the MLA style followed by the English Department.

Once a year, the Supervisor is asked by the Graduate Adviser to provide a brief report on the student’s progress; indicate whether his or her progress is “excellent,” “satisfactory,” or “unsatisfactory”; and recommend continuation of or withdrawal from the program.

6.9.5 The Oral Examination

In order to meet convocation deadlines, Graduate Studies recommends that M.A. orals be held no later than July 22 (for Fall convocation) or March 15 (for Spring convocation).

To ensure the completed thesis meets the necessary requirements, students should familiarize themselves with information available on the Graduate Studies website well in advance of preparing the final thesis and submitting a Request for Oral.

The following conditions must be met in order for the Oral Examination to take place:
• the final draft of the thesis must be approved by the Supervisory Committee;
• all other requirements for the degree (including the language requirement) must have been satisfied;
• the Supervisor must approach and confirm an External Examiner (It is very important that the Supervisor confirms the External Examiner as early as possible, especially if the oral is to be set between late spring and late summer, as this is a time when many faculty members are away. Even if the Examining Committee will be available on the desired date for the Defense, they may not be available when required to confirm their participation and sign the necessary forms.);
• a Request for Oral Examination form must be signed by the Supervisory Committee and handed in to the English Graduate Secretary at least 25 working days before the anticipated examination date;
• a **Withholding Form Thesis/Dissertation** (if applicable), signed by the Supervisor and Department Chair, must be handed in with the Request for Oral Examination;
• the student must submit to the Graduate Secretary **one** hard copy of the finished thesis copy **at least 25 working days before the anticipated examination date**, and must distribute hard copies to each Supervisory Committee member and to the External Examiner;
• the student must upload a PDF copy of the thesis to the GS 599 course shell on **Course Spaces** **prior to** submission of the Oral Request to Graduate Studies. Theses larger than the CourseSpaces site limit of 128 Mb, or those with appendices or ancillary information, must be submitted as an appropriately formatted PDF file on DVD directly to Graduate Studies;
• the Graduate Secretary will set the oral date and time, and the student will take the Request for Oral Examination and Withholding Form (if applicable) to Graduate Studies at least 20 working days before the anticipated examination date.

Defenses tend to be fairly informal. They are open to the university community, and an oral exam announcement is posted on the **Graduate Studies** website. It is not unusual for the candidate’s family members and friends to attend.

At the Defense, the Chair of the Examining Committee will explain, and moderate, the procedures. The candidate is required to make a presentation of 15-20 minutes about the thesis. She or he has the choice of reading a prepared statement or talking out of notes, or using devices that may enhance her or his presentation. Students often use this time to explain how they embarked on their project and what they think they have achieved in the thesis. The External Examiner begins the questioning, followed by the Outside Member, the Department Member, and the Supervisor. It is customary for the Examining Committee members to go through two rounds of questioning. The Chair may also question the candidate, and invite questions from auditors, if any. On average, the Defense lasts two hours.

Examining Committees can recommend one of the following results, taking into account both the quality of the Thesis and the Oral Examination: that the thesis and oral defense are acceptable; that the thesis is acceptable subject to minor revision and the oral defense is acceptable; that the thesis is acceptable subject to major revision and the oral defense is acceptable; that the oral examination be adjourned; fail. Minor revisions tend to refer to typographical errors or short passages to be re-written (work overseen by the Supervisor, as a rule); major revisions may include the recasting of entire sections (and the approval of the members of the Examining Committee, as a rule). Adjourned may require the student to do substantial further work and have a new oral examination set no later than six months from the date of the first examination. Fail results when two or more members of the Examining Committee are opposed to passing the student. Students reserve the right to appeal a fail grade (see section 11).

Upon conclusion of the oral, the student makes any revisions required by the Examining Committee and submits one PDF copy to **UVicSpace**. Once Graduate Records and the Library approve the thesis, the student submits to Graduate Records (preferably by e-mail to the Graduate Clerk for English) the Thesis/Dissertation Approval form. The student also submits an e-mail copy of the final thesis to the Graduate Secretary for the Department files.
6.9.6 Sample Chronology for Students Completing a Thesis Who Wish to Complete in 12 Months (3 Terms)

- **September**: Register for 4.5 units in the first term and 3.0 units in the second term (or vice versa).

- **December**: Possibly write language exam.

- **January**: Take the courses you registered for in September.

- **March**: Possibly write language exam.

- **April**: Finish course work; submit thesis proposal by April 30; establish Supervisory Committee.

- **May**: Register for ENGL 599 for the Summer Session; draw up detailed timetable for submission of draft chapters to Supervisory Committee; begin writing the thesis.

- **Mid June**: Have final draft of thesis approved by Supervisory Committee; submit Request for Oral Examination, Thesis/Dissertation Withholding form (if applicable), and one hard copy of the finished thesis, to English Graduate Secretary (25 working days before the oral date); upload a PDF copy of the thesis to the GS 599 course shell on CourseSpaces.

- **Late July**: Oral Examination.

- **August 31**: All requirements must be fulfilled by this date for Fall graduation.

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7 THE ENGLISH PH.D. PROGRAM

*Students are expected to familiarize themselves with the Faculty of Graduate Studies guidelines, **Responsibilities in the Supervisory Relationship Policy**. This document governs academic relationships between Academic Supervisors, members of supervisory committees, and graduate students.*

The Department offers Ph.D. degrees in British, Canadian, American, Irish, and Postcolonial literatures, and in Critical Theory; and a Ph.D. with a concentration in Cultural, Social, and Political Thought (CSPT).

7.1 CONCENTRATION IN CULTURAL, SOCIAL, AND POLITICAL THOUGHT (CSPT)

The CSPT Program is an interdisciplinary concentration for selected students in English, History, Political Science, and Sociology. It offers an exceptional challenge to people who wish to explore ideas at the intersection of literary theory, social theory, and political theory. **Prior to entering CSPT, Ph.D. applicants are expected to have a strong competence in theory.**

Graduates receive a Ph.D. in English, History, Political Science, or Sociology, with a concentration Cultural, Social, and Political Thought. Departmental requirements vary,
but students normally are able to devote at least half their studies to contemporary social and political thought. This includes work on a graduating dissertation, which must be on an approved topic within the fields of both English and CSPT. The Supervisory Committee must have at least two members who participate in the CSPT program. Descriptions of CSPT courses are available on the CSPT website.

Participating faculty are drawn from several departments. In rotation, they offer courses on themes of their choice to CSPT students. These courses are the focal point of the concentration.

For the special funding available for CSPT applicants and for further information about this concentration, students are advised to consult the CSPT Director (see section 5.2).

### 7.2 COURSE REQUIREMENTS

#### General Ph.D.
- English graduate courses (including ENGL 500) ......................... 6.0 units
- ENGL 693 (Candidacy Exam) ......................................................... 6.0 units
- ENGL 699 (Dissertation) .................................................................18.0 units minimum
  
  30.0 units minimum

#### Concentration in CSPT
- English graduate courses, non-CSPT designated
  - (including ENGL 500)................................................................. 3.0 units
- CSPT courses (including CSPT 601) ............................................... 3.0 units
- ENGL 693 (Candidacy Exam) ......................................................... 6.0 units
- ENGL 699 (Dissertation) .................................................................18.0 units minimum
  
  30.0 units minimum

*The Major or Focused Field candidacy exam must be in the CSPT area, based on a reading list set by CSPT.

None of the 30 units required for the Ph.D. program can include any units taken as part of an M.A. program. 1.5 units must be ENGL 500 (Textual Studies and Methods of Research) unless a student has already taken it or its equivalent.

Students may not take ENGL 502 (Teaching Literature and Composition) as 1.5 of the required units; however, they are recommended to take the course extra-to-load as preparation for future teaching (see section 7.11.2).

Students may take no more than 4.5 units in each of the first term (September-December) and second term (January-April) of the Winter Session (ENGL 502 and language courses may be taken in addition to these units); however, students usually take 3.0 units in each term. Students may take no more than 1.5 units in the Summer Session (May-August).

Students may register in ENGL 693 and 699 as many times as necessary (within the two years allowed for completion of the Candidacy Examination and the seven years allowed for completion of the degree), and must complete ENGL 693 (Candidacy Exam) before registering in ENGL 699 (Dissertation).
7.3 FULL-TIME STATUS ONLY

Ph.D. students must be registered full-time; there is no part-time program. Students who are registered for a single term in Winter Session (September-December OR January-April) OR Summer Session (May-August) are defined as full-time if they are:

• registered in courses totaling a minimum of 3 units, or
• registered in the candidacy exam (693), dissertation (699), or co-op work term (811+).

7.4 TIME LIMITS

Although the University allows students a seven-year period within which to complete their Ph.D. degree, students who wish to be competitive in the job market and in postdoctoral and other grant applications should aim at completing their doctoral program in four to five years.

If necessary, students may request an extension of the seven-year period. When there is a clear indication that the student is very close to completion and requires a short time to finish, an extension may be granted. To request an extension, students submit a Request for Program Extension form to the Graduate Secretary. Students must obtain approval prior to the time limit expiry date. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

Students should be aware that they will be charged a larger re-registration fee for each term in which they register beyond seven years.

7.5 PROGRAM ADVISING

In designing their programs, students may benefit from consulting the Graduate Adviser, and the Area Committee Chairs also serve as primary contact persons for prospective students with an interest in particular fields. Students are also advised to have at least a draft of their dissertation project ready upon entering their first term in the program in preparation (if eligible) for the SSHRC doctoral fellowship and scholarship applications (usually due by mid October), and are strongly encouraged to seek a supervisor early in their term who will assist them with their application.

7.6 STANDING

Students in the Ph.D. program are expected to maintain an A- average (7.0 GPA) for each session, on all graded courses taken for credit towards the Ph.D. program. Students who fail to maintain this average may continue their Ph.D. program only with the permission of the Graduate Adviser and the Graduate Committee.

7.7 LANGUAGE REQUIREMENT

Students must demonstrate reading knowledge of two languages other than English that are judged appropriate to their dissertation topic by the Graduate Adviser (a student’s mother tongue may be used for this purpose only if it is appropriate to the dissertation topic). These may be languages for which credit has been granted at third-year undergraduate level, with a minimum grade of “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis), or as part of their M.A. degree. Students should apply for that credit in writing to the Graduate Adviser, and must also apply for approval of the languages in which they wish to be examined (if other than French or German).
Students who pass an advanced oral competence examination (as opposed to the usual written language test) in one language may request to have one of the two required languages waived. Students who wish to take an advanced competence exam (at the regularly scheduled sittings of the exam in December, March, and July) must notify the Graduate Secretary in writing. The advanced competence examination will consist of an oral, sight translation, during a period not to exceed one hour, of either:

- one thousand words of standard, scholarly critical prose in the foreign language, and one thousand words of a canonical novel in the foreign language (the novel is to be no less than 200 pages); or
- two passages of one thousand words each from two different works of standard, scholarly critical prose in the foreign language.

The novel will be selected, in consultation with the examiner, shortly after the student declares his or her intention to take the exam. Though the critical prose will be selected by the examiner, the student is welcome to recommend articles and books in his or her field from which the passage may be selected. This translation exercise must demonstrate that the student has a highly reliable reading knowledge of the foreign language; thus the translation will not be evaluated in terms of the stylistic or literary qualities of the English version.

Students can satisfy the language requirement in French or German by passing FRAN 300 or GMST 405 (formerly GER 390) respectively (if offered). FRAN 300 is usually offered only in the Summer Session. GMST 405 is delivered on-line. Students who have received permission from the Graduate Adviser to use Italian as one of their second languages can satisfy the language requirement in Italian by passing ITAL 300 (if offered). For 2016/17, it is also possible to satisfy the language requirement by passing FRAN 180 or ITAL 149 (if offered). The minimum passing grade in these courses is “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis). Students should check the undergraduate Calendar to ensure they have the necessary pre-requisites for these undergraduate language courses. Registration is via a Graduate Course Change form. Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

Language tests are held in mid-December, mid-March, and mid-July. Sample copies of past tests are available in the English Graduate Office. Students who have completed three units of second-year coursework in a given language are usually able to pass the test. A perfect translation on the language test is not necessary; however, the student must demonstrate a reading knowledge of the language, with a focus on comprehension, and the student must demonstrate an adequate knowledge of the grammar of the source language and the ability to render the source text at a satisfactory level of accuracy and in grammatical English.

Students who choose to write the language test instead of taking course work will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the language requirement by doing course work.

### 7.8 CANDIDACY EXAMINATION, DISSERTATION PROSPECTUS/CONFERENCE, AND SUPERVISORY COMMITTEE

Doctoral students begin their candidacy exams after completing their coursework, and are expected to complete their exams within 24 months of registration in the doctoral program and within 12 months of completing course requirements. Students must pass the candidacy examinations before advancing to the Dissertation Prospectus and before registering in the Dissertation (ENGL 699).
The exams are administered and evaluated by a committee of faculty members and consist of two parts: a Major Field, typically a comprehensive historical field; and a Focused Field, which explores a topic in preparation for the dissertation. Each candidacy exam has two components: a written exam paper and an oral exam. Students must pass both the written and oral components in order to pass a candidacy exam. The exams represent both a culmination of coursework and a test of readiness for the dissertation. Studying for and completing the exams should allow students to develop expertise in chosen areas and to acquire the essential background to dissertation work and university-level teaching. The two candidacy exams, together with the Dissertation Prospectus and Prospectus Conference, constitute a three-tiered process of preparation for dissertation research and writing.

**Participating faculty** are drawn from several departments. In rotation, they offer courses on themes of their choice to CSPT students. These courses are the focal point of the concentration.

Students who have been accepted into the CSPT concentration must write either the Major Field or Focused Field examination in the CSPT area, and at least two of the committee members for this examination must participate in the CSPT concentration. A list of participating faculty is available on the CSPT website. CSPT will set the exam format and reading list. The English Graduate Secretary will handle the scheduling of the exam; however, students are responsible for following the CSPT Candidacy Exam Procedures Guidelines available on the CSPT website, and must notify the English Graduate Secretary which exam will be in the CSPT area.

### 7.8.1 The Major Field Examination

This examination is intended to provide students with the broad knowledge and critical background necessary to become specialists in a given field. The chosen field should provide the foundation for the dissertation’s expected historical period, interdisciplinary scope, and/or methodological concerns.

In preparation for this exam students should familiarize themselves with the literary, critical, and historical contexts of their major field; provide themselves with the background necessary to design a dissertation that will make an original and significant contribution to the given field; begin preparing to teach courses in the selected field; and set the foundation of knowledge necessary for future research in their primary area of interest.

Sample exams are available from the Graduate Secretary.

To pass the exam, students must demonstrate familiarity and facility with the field’s literary history and a wide range of its primary texts, and to evince knowledge of the field’s basic critical paradigms, as well as of basic literary and critical problems identified by recent criticism. Ability to articulate a position that goes beyond the received critical paradigms, while engaging with them, and to demonstrate originality of ideas or critical approach may earn a “pass with distinction.”

Exams will be assessed for logic, presentation of argument, and quality of analysis, as well as proficiency of writing. Exams that do not meet minimal standards in these areas will fail.
7.8.1.i Major Field Reading Lists

A list of Major Fields and their associated reading lists are available from the Graduate Program Secretary. Students should obtain copies of these lists and review them carefully.

The Department has established reading lists in twelve areas of specialization:
• Medieval
• Renaissance
• Restoration and 18th Century
• Romantic
• Victorian British
• 19th- and 20th-Century Canadian
• 20th- and 21st-Century British and Irish
• American (pre-1914)
• American (post-1914)
• Postcolonial Literature and Theory
• Modern Critical Theory
• Digital Humanities

Each reading list includes major works of canonical authors; selected texts that have been traditionally marginalized; seminal critical works; works reflecting the period’s intellectual milieu; and a selection of secondary literature on individual authors or particular themes in the given area. Students are of course expected to be familiar with the range of works included on a relevant list, but there is an equal expectation that students and the Chair of their Examining Committee will work closely to organize and prioritise listed items.

7.8.1.ii Major Field “Texts of Interest”

Once a Major Field has been chosen, a student may, in close consultation with the Chair of the Examining Committee, identify up to 8 texts (primary and/or secondary) of particular interest. If a student chooses to do this, s/he must submit the list of texts of interest, along with a one-paragraph rationale explaining the choices, to the entire Examining Committee at least 40 working days prior to the exam date. The student must also give a copy of the list and rationale to the Graduate Secretary. The Examining Committee will consult and must write at least one examination question that invites the student to discuss some of the texts of interest.

7.8.2 The Focused Field Examination

This examination is intended to prepare the student to develop a successful and focused dissertation project by developing and reading widely in an area of specialization directly related to the expected dissertation topic. The Focused Field topic and reading list should be designed by the student, in consultation with the Examining Committee. The goal of the exam is twofold: to enable students to develop thorough and expert knowledge in an area directly related to their upcoming dissertation research, and to allow them to advance their own critical views on the topic(s) selected.
In preparation for the exam, students should, in close consultation with the Chair of their Examining Committee, 1) choose a topic of specialization that is related both to the Major Field and to the student’s developing ideas about his or her dissertation project, and 2) develop an appropriate reading list of primary and secondary texts for examination (see section 7.8.2.i). The Focused Field Examination topic and reading list may be a modified version of a canonical historical field or approach (as represented by the existing Major Field Examination lists), or it may be an area of specialization entirely of the student’s design. In either case, its relationship to the Major Field should be clear: it may be (for example) a focused approach to an adjacent historical area, a theoretical or methodological paradigm, a focused study of a particular genre(s) or author(s), or a related interdisciplinary topic. Once the topic and reading list are developed, students should compose a 300-500 word statement that briefly describes the Focused Field topic, its relationship to the Major Field, and its expected relationship to the dissertation.

Sample statements, reading lists, and exams are available from the Graduate Secretary.

To pass the exam, students must demonstrate familiarity and facility with a wide range of their topic’s primary and secondary texts and show knowledge of the topic’s critical paradigms and relevance to standard area designations. In addition, because this topic is more specialized, more self-consciously designed, and directly related to the student’s research, students will be expected to communicate an original and/or sophisticated perspective on the designated topic.

Exams will be assessed for logic, presentation of argument, and quality of analysis, as well as proficiency of writing. Exams that do not meet minimal standards in these areas will fail.

7.8.2.i The Focused Field Reading List

This reading list is the result of the students’ own research interests, and students may, in consultation with the Chair of their Examining Committee, organize these texts in any categories they see fit. These categories may then be used by the Examining Committee as a means of structuring the examination question paper.

The reading list must not contain more than 15% of titles that appear on the reading list for a given student’s Major Field Examination.

There is no exact number of works that a Focused Field Examination reading list must include. The length of reading lists varies depending on the selected topics of individual students; the Graduate Adviser and the Graduate Committee ensure that all approved reading lists are equitable with regard both to length and complexity, and manageable for examination purposes (see section 7.8.2.ii).

The reading list must be compiled according to standard bibliographical practices. When necessary, students should specify the particular edition of a text they wish to be examined on. In cases of collections, say, of poetry, students may indicate that they wish to be examined only on a “selection” of the poems included in a given volume (it is recommended that students provide particular titles).
7.8.2.ii  Vetting the Focused Field Reading List

Students must submit their Focused Field Reading List and 300-500 word descriptive statement to the Graduate Secretary at least 60 working days prior to the exam date.

Students must attach to the front of their reading list a Focused Field approval form signed by each member of their Focused Field Examining Committee (form available from the Graduate Secretary). The reading lists and statements will be forwarded to the Graduate Adviser who, with the Graduate Committee, may approve the reading lists as submitted, or may require students to add and/or drop some titles. In cases where the Graduate Committee deems that major changes are necessary, a student will be asked to resubmit the reading list and statement. All changes are to be made in consultation with the Chair of the Examining Committee.

7.8.3  Compilation and Format of Candidacy Examination Papers

An examination paper typically consists of 9 to 15 questions, organized into sections. The sections are usually arranged by genre, methodology or critical focus (such categories will be predetermined by the Examining Committee, in consultation with the student). Students will be required to answer three questions, each from a different section. Students must demonstrate both breadth and depth across the three answers, and should avoid undue repetition in the examination.

For each written examination paper, students may choose either a five-hour on-campus exam (written by hand or with the use of the candidate’s own or the department’s laptop) or a three-day take-home exam. Although students writing the five-hour on-campus and the three-day take-home exam face different constraints, examiners will apply the same standards of competence regarding knowledge of the list as well as analysis of its content in awarding the grades “fail,” “pass,” and “with distinction.” A cleaner and more stylistically polished copy will be expected on the take-home exam. The word limit on the take-home exam is 1,500-2,000 words per question.

Students with disabilities who require special assistance with exam writing should notify the Graduate Adviser, and register with the Resource Centre for Students With a Disability (RCSD).

The Examination Committee (see section 7.8.5) will prepare and mark the examination question paper. Each member of the Committee will submit three to five questions to the Chair of the Examining Committee. The Chair will then design and draft a question paper, and the Committee as a whole will communicate to finalize the paper. In this process, members of the Committee meet with one another and with the student to achieve consensus as to the amount of preparatory help that the student should receive and the Committee’s shared expectations for the student to pass the examination. In the process of preparing for an exam, students are also strongly advised to meet individually with the members of their Examining Committee. The Chair of the Examining Committee will discuss the finalized structure of the examination question paper, and the instructions that will accompany it, with the student at least 15 working days prior to the sitting of an exam.
Once a year, the Graduate Adviser, in collaboration with one or two faculty members and two students who have passed at least one of their candidacy examinations, will offer an informal seminar to instruct students on how to prepare for these examinations. During the preparation stages, however, students are expected to be in regular contact with all of the members of their Examining Committees. While individual students and faculty members may approach exam preparation differently, faculty must make all reasonable efforts to facilitate regular contact and to aid the student in preparing for the exam. Such efforts may include: regular e-mail or phone contact, arranging informal meetings of the entire Examining Committee, discussion of exam format, providing of sample exam questions, etc.

### 7.8.4 Scheduling the Candidacy Examinations

Students are eligible to take the candidacy exams only after the successful completion of their course work, and are expected to do so during their second year. Normally, students are expected to complete their Major Field Examination first and their Focused Field Examination second. The Major Field Examination (written and oral) must be completed by November 15 and the Focused Field Examination (written and oral) by April 30 of the second year of doctoral studies, though a student may choose to take the two exams earlier or in quicker succession (see section 7.8.10).

After consulting with his or her Examining Committees, and at least 45 working days prior to each written exam, students must notify the Graduate Secretary—in writing—of the date on which they wish to write each exam and the choice of format for the written exam. The Graduate Secretary will schedule the oral exam for within ten working days after the sitting of the written exam paper.

Students are required to notify the Graduate Adviser by May 15 of their first year of:
- The Major Field Examination area;
- The faculty members who have agreed to be on the Examining Committee.

If a student chooses to provide the Major Field Examining Committee with a list of texts of interest (see section 7.8.1.ii), she or he must provide the committee and Graduate Secretary with that list at least 40 working days prior to the exam date.

Students are required to provide the Graduate Adviser by December 15 of their second year with:
- The Focused Field Examination topic;
- The faculty members who have agreed to serve on the Examining Committee (usually the same as the Major Field Examining Committee).

Students must submit their Focused Field reading list and statement, with the approval page and Examining Committee’s signatures attached, to the Graduate Secretary at least 60 working days prior to an anticipated exam date for vetting by the Graduate Committee.
7.8.5 Constitution of the Examining Committees

The Examining Committee for the Major Field Examination must consist of:
- A Chair;
- Two members of the Department.

The Examining Committee for the Focused Field Examination must consist of:
- A Chair;
- Two members of the Department.

In cases where it is deemed (by the Chair and Adviser) that a Focused Field Topic cannot be adequately assessed without a faculty member from outside the Department, a student may add a fourth, outside member to the Focused Field Examining Committee. Constitution of the Major Field and Focused Field Examining Committees may be the same.

In most cases, it is expected that the Chair of the Examining Committee(s) will become the student’s Supervisor and that some or all members of the Examining Committee will become members of the Supervisory Committee (see below). In all cases of Committee selection, students are strongly encouraged to consult with the Graduate Adviser to discuss possibilities and options before approaching faculty members.

All committee members must be members of the Faculty of Graduate Studies.

7.8.6 Vetting the Candidacy Examinations

The Graduate Adviser and two other members of the Graduate Committee will read all Focused Field statements and reading lists, and all Major Field and Focused Field examination papers, to ensure that they are equitable and reasonable.

7.8.7 Marking the Candidacy Examinations

Each of the Candidacy Examinations will be assessed on a Pass or Fail basis, though students may Pass with Distinction in exceptional cases. Students who Pass with Distinction will be so notified and a copy of that letter will be entered in their academic file.

Within three working days after the sitting of the exam, all Examining Committee members will mark the exam independently and e-mail their preliminary comments to the Examining Committee Chair. The Chair will distribute the preliminary comments by e-mail to the other Examining Committee members, and to the Graduate Adviser no later than seven working days after the sitting of the exam. The candidate will not see these preliminary comments, though the candidate does have a copy of the exam question paper and the written answers.

In the event that the written exam is a clear failure, the oral examination will be cancelled unless the Examining Committee, in consultation with the student, wishes to proceed for pedagogical rather than evaluative reasons. In most cases, the oral examination will be cancelled and the student will instead be debriefed by the Examining Committee.
Within ten working days after the sitting of the exam, the oral examination component of the candidacy examination is held. It is chaired by the Graduate Adviser. Where the Graduate Adviser is a member of the Examining Committee or is unavailable, the Department Chair will appoint a member of the Graduate Committee to Chair the oral examination. (It is best practice not to have the Chair and the Graduate Adviser on the same Examining Committee.) The oral examination will be 90 minutes long and will allow for a discussion of the written examination paper, as well as for a larger examination of the primary texts of the field, as expressed in the field examination list. It will proceed in two rounds of questions, beginning with one of the two Examining Committee members and ending with the Chair of the Examining Committee. The Examining Committee will meet with the Chair of the oral examination 15 to 30 minutes before the oral examination to discuss the written examination paper and, broadly, the areas for questioning.

The oral component will especially allow for clarification of written answers. After the oral examination, the candidate will be asked to leave and the Examining Committee must come to a unanimous decision on the result of the Candidacy Examination. The result is shared with the candidate by the Examining Committee Chair and/or Chair of the oral examination, and is communicated to the Graduate Secretary in writing by the Chair of the oral examination.

The Chair of the oral examination does not vote. If the Examining Committee is unable to reach a unanimous decision, the matter will be referred to the Graduate Adviser for adjudication.

Within three working days of the oral examination, the Examining Committee Chair will collate the Examining Committee’s comments on the written component (without attributing specific comments to individual members) and forward them to the candidate and to the Graduate Secretary.

Students who fail either of the two candidacy exams must re-sit the exam within three months. Deviation from this scheduling or requests to postpone any Candidacy Examination must be submitted in writing to the Graduate Adviser, and must be accompanied by a supporting memorandum from the Chair of the Examining Committee. Students must notify the Graduate Secretary of the date on which they wish to re-write the examination at least 25 working days before the expected sitting.

Students who fail the second sitting of either Candidacy Examination will be withdrawn from the program. However, they have the right to appeal a decision of Fail.

7.8.8 Dissertation Prospectus and Conference

The Dissertation Prospectus consists of an essay and bibliography setting forth the nature of the dissertation project, its relationship to existing scholarship and current criticism, and its anticipated arguments and value. It should normally be about 4,500 words long, with another 5 single-spaced pages of bibliography, and may contain a chapter outline. It should be prepared in consultation with the Supervisor and other members of the Supervisory Committee (see section 7.8.9), which must now be formally constituted. The Prospectus must be word-processed and attached to the Dissertation Prospectus Form (which must be signed by the student and Supervisor). This form is available from the English
Graduate Secretary. For students doing a concentration in CSPT, the project must be in the fields of English and CSPT. A sample prospectus is available from the Graduate Secretary.

The Dissertation Prospectus is submitted to the English Graduate Secretary. It is not adjudicated by the Graduate Committee, though the Graduate Adviser will read it, and may comment on it. *Within 20 working days* of submission, each doctoral candidate must have an oral Prospectus Conference with his or her Supervisory Committee to gain final approval of the project. During the process of writing the Prospectus, the student is expected to meet individually with members of the Supervisory Committee to discuss progress and/or review drafts. The Supervisory Committee should also meet as a whole (or communicate via e-mail) to discuss the student’s project. It is expected that by the time the Prospectus reaches the Prospectus Conference, the Supervisory Committee has reviewed the document, communicated about it, and is in general agreement with the overall shape and goals of the project. The goal of the Prospectus Conference, then, is to provide a formal setting for the Supervisory Committee to meet with the student and provide detailed feedback, indicating potential methodological or theoretical problems, important critical concerns, problems of text choices, scope of project, and other issues likely to arise as the candidate begins work on the Dissertation. Normally, the Supervisory Committee does not reject the Dissertation Prospectus at the stage of the Prospectus Conference.

In the event that the Dissertation Prospectus is rejected at the Prospectus Conference, the candidate must rewrite the Prospectus according to the Supervisory Committee’s feedback and submit it for a second Dissertation Prospectus Conference, normally within three months.

After the Conference, the candidate is required *within 10 working days* to submit a memorandum outlining the concerns and questions of the Supervisory Committee raised at the Prospectus Conference. A sample memo is available from the Graduate Secretary. The memo must be unanimously approved as an accurate record of the Conference and signed by the student and Supervisory Committee (who may before signing require clarification of the issues raised or correct omissions from the memo). A copy of the signed memo is submitted to the Graduate Secretary. The memo is understood thereafter to be part of the Dissertation Prospectus approved by the Supervisory Committee. In the event that the student so substantially changes his or her dissertation topic that the project cannot be called an evolution of the original Prospectus and/or requires reconstitution of the Supervisory Committee, the student will be required to write a new Prospectus and sit another Prospectus Conference. In cases of radical change of historical or disciplinary focus, the student may also be required to re-sit Candidacy Examinations.

The Prospectus should normally be submitted in mid-September of the candidate’s third year in the program, with the conference to follow in mid-October, and must in any case be approved within two semesters of completion of the written candidacy examinations. Students will seek the assistance of the Graduate Secretary in scheduling the Prospectus Conference.

Once a year, the Graduate Adviser, in collaboration with one or two faculty members, will offer an informal seminar to discuss with students how to write a successful and useful Dissertation Prospectus and how to prepare for the Prospectus Conference.
7.8.9 Constitution and Responsibilities of the Dissertation Supervisory Committee

At the Prospectus phase a student must make final decisions about the constitution of the Supervisory Committee that will guide her or him through completion of the degree. These are important decisions: the Supervisory Committee will assess the Dissertation Prospectus, conduct the Prospectus Conference, direct the writing of the Dissertation, and conduct the Final Oral Examination (called the Dissertation Defence). While the Supervisor of the Candidacy Examining Committee(s) will usually become the Dissertation Supervisor, and while the Supervisory Committee will normally include members of the Candidacy Examining Committees, this is not required. At this point, students may choose to work with different faculty members (i.e., faculty who were not members of their Candidacy Examining Committees) without undue difficulty. Once the Supervisory Committee has been constituted, however, student-initiated reconstitution of the Committee for any reason will require negotiation and open consultation with all Committee members and with the Graduate Adviser. In cases of reconstitution after the Prospectus phase, the new member will review the approved Prospectus, and may bring new concerns to be addressed during the composition of the Dissertation, but a new Prospectus Conference will not be required.

Each doctoral student’s Supervisory Committee must include at least:

- the Supervisor (from the English Department);
- one member (from the English Department);
- one member from outside the Department (but within UVic).

For students doing a concentration in CSPT, at least two of the committee members must participate in the CSPT program. A list of participating faculty is available on the CSPT website.

When a student reaches the Final Oral Examination, an External Examiner (a member from outside UVic) will be added to the Supervisory Committee, which is henceforth known as the Examining Committee.

Students are strongly encouraged to consult with the Graduate Adviser to discuss possibilities and options before approaching faculty members and are likewise encouraged to discuss their project and methodology with each potential member of their Supervisory Committee before finalizing its constitution.

All committee members (except the External Examiner) must be members of the Faculty of Graduate Studies.

7.8.9.i The Supervisor

Students should choose a Supervisor carefully. She or he carries the chief responsibility for guiding the academic progress of the student through the period of study. In accordance with Faculty of Graduate Studies policy, students have the right to address situations that are not working and are encouraged to deal directly with the Supervisor and Supervisory Committee so that dissatisfactions, issues, and conflicts can be resolved. If for any reason the situation cannot be resolved, the student may consult with the Graduate Adviser, or the head of the academic unit, or take counsel from the Office of the Faculty of Graduate Studies on how to proceed.
The Supervisor counsels the student in academic matters, and provides guidance on the nature of research and graduate study, the standards expected, the adequacy of progress, and the quality of work. It is recommended that students and their Supervisors establish a work schedule to ensure that deadlines are met. Supervisors will assist the student with crafting the Dissertation Prospectus, read the student’s Dissertation drafts, and will offer feedback on all matters pertaining to the completion of a successful Dissertation: content, cohesiveness and originality of argument, research standards, structure, documentation, and writing style. The Supervisor will not act as a copyeditor; nevertheless, when necessary, she or he will help the student overcome any stylistic difficulties. The Supervisor will not allow the Dissertation to be submitted for approval unless it is completed to his or her satisfaction, and will coach the student on how to prepare for the Final Oral Examination.

To ensure the successful and timely completion of the program, it is essential that Supervisors and their students maintain regular contact. Supervisors must give their students advance notice if they plan to be absent from the University for an extended period of time, and make suitable arrangements with the student and the Adviser for the continued supervision of the student. If it is not feasible for the Supervisor and the student to maintain regular contact during the Supervisor’s extended absence, the Department Member(s) of the Supervisory Committee, another faculty member, or the Adviser should be asked to take on the Supervisor’s responsibilities during the given period.

Once a year, the Supervisor is asked by the Graduate Adviser to provide a brief report on the student’s progress; indicate whether his or her progress is “excellent,” “satisfactory,” or “unsatisfactory”; and recommend continuation of or withdrawal from the program.

As the faculty member most familiar with her or his student’s work, the Supervisor will also be responsible for providing advice on such issues as SSHRC doctoral fellowship and/or postdoctoral applications, conference papers, and job application letters. The Adviser will complement the Supervisor’s work on these matters.

All Supervisors and students should consult the Faculty of Graduate Studies Responsibilities in the Supervisory Relationship Policy. Faculty of Graduate Studies policy supersedes Department guidelines, though every effort has been made to ensure that Department guidelines and FGS policy are complementary.

7.8.9.ii The Department Member and Outside Member

The Department Member does not play as significant a role as the Supervisor, but she or he is nonetheless a significant contributor to the project. The Department Member of a Supervisory Committee will provide advice to the student when approached by her or him, but is not expected to read and comment on the early versions of any written work. The Department Member will be asked to read drafts of the Dissertation Prospectus and drafts of parts and all of the Dissertation after they are approved as satisfactory by the Supervisor. Students will
maintain contact with the Department Member and meet with her or him occasionally throughout the Prospectus and Dissertation phases. In cases of major dissertation problems, the Department Member may be asked to provide feedback at any time. The Department Member will be required to read and approve what the Supervisor considers to be the finished draft of the Dissertation Prospectus and the Dissertation and will be present to ask questions and assess the student’s work at the Prospectus Conference and the Final Oral Examination.

The Outside Member should be chosen in consultation with the Supervisor and should be faculty with expertise related to the dissertation topic. She or he may be consulted at various stages of the Prospectus and Dissertation writing process but is generally expected to have a less active role in the Supervisory Committee than the Department Member. Normally, the Outside Member will be asked to read and approve only complete drafts of the Dissertation Prospectus and the Dissertation, though students may seek more feedback from the outside member if she or he is willing to give it. The Outside Member will be present to ask questions and assess the student’s work at the Prospectus Conference and the Final Oral Examination.

In consultation with their Supervisors, students are expected to take into account the feedback or comments they receive from any member of their Supervisory Committee.

Because every student’s project and progress are different, the supervisory procedures outlined here may require a slightly different course of action. In such cases, the Supervisor will use his or her discretion and, when necessary, consult the Adviser. Students are expected to communicate with their Supervisor clearly and regularly. Students are responsible for meeting deadlines, discussing with their Supervisor any difficulties they may encounter, and submitting drafts following the agreed-upon scheduled arranged with their Supervisor. They should also keep all members of their Supervisory Committee informed of the various stages of their Dissertation progress.

On the role of the Supervisory Committee, see also Graduate Studies Committees, Advisers, and Supervisors in the Graduate Studies Calendar.

7.8.10 Sample Timeline

| Year 1 | May 15 | Notify Graduate Secretary of Major Field Examination Area and Major Field Examining Committee Members. |
| Year 2 | August 27 | Submit written notification of the Major Field Examination date and format to Graduate Secretary (45 working days prior to exam). |
| September 4 | Submit List of Texts of Interest, with one-paragraph rationale, to Major Field Examining Committee Members and to Graduate Secretary (40 working days prior to exam, optional). |
October 10 Meet with Chair of Major Field Examining Committee to discuss format of examination question paper (15 working days prior to exam).

October 31 WRITE MAJOR FIELD CANDIDACY EXAMINATION*. Oral examination to be held within 10 working days.

December 15 Notify Graduate Secretary of Focused Field Examination Topic and Focused Field Examining Committee Members.

January 17 Submit Focused Field Reading List and Statement, with approval form signed by all Examining Committee members, to Graduate Secretary (60 working days prior to anticipated exam date).

February 7 Submit written notification of Focused Field Examination date and format to Graduate Secretary (45 working days prior to exam).

March 25 Meet with Chair of Focused Field Examining Committee to discuss format of examination question paper (15 working days prior to exam).

April 15 WRITE FOCUSED FIELD CANDIDACY EXAMINATION*. Oral examination to be held within 10 working days.

May-August Formal Constitution of Dissertation Supervisory Committee.

Year 3

September 15 Submit Dissertation Prospectus to English Graduate Secretary.

October 15 PROSPECTUS CONFERENCE (20 working days after submitting the Prospectus).

October 29 Submit Memorandum of Prospectus Conference to Supervisory Committee and Graduate Secretary (10 working days after the Conference).

*Note that examination categories (of genre, methodology or critical focus) should be determined by the Examining Committee, in consultation with the student, well in advance of the exam date (see section 7.8.3).

7.9 THE DISSERTATION

The dissertation is the culmination of a student’s doctoral program. It is expected to be a sophisticated work of the highest possible caliber, and potentially publishable. The length of a dissertation is between 60,000-120,000 words, plus notes and bibliography. Normally a dissertation undergoes an extensive revision process before it is ready to be submitted as a finished piece of work (see section 7.8.9.i).

Students are responsible for ensuring the dissertation conforms to the Faculty of Graduate Studies formatting standards and to the MLA style followed by the English Department.
7.10  THE FINAL ORAL EXAMINATION

In order to meet convocation deadlines, Graduate Studies recommends that Ph.D. orals be held no later than July 8 (for Fall convocation) or March 1 (for Spring convocation).

To ensure the completed dissertation meets the necessary requirements, students should familiarize themselves with information available on the Graduate Studies website well in advance of preparing the final dissertation and submitting a Request for Oral.

Students will be allowed to proceed to the Final Oral Examination (also known as the Defense) after having satisfied all other requirements for the Ph.D. degree (including the language requirement).

The English Graduate Secretary requires at least 35 working days notice for the scheduling of the Defense. If a suitable External Examiner (someone who has an “arms-length” relationship with the student, the Supervisor, and the Department) has not been approached and confirmed by the Supervisor, or if the oral is to be held by video-conferencing, additional time will be necessary. Final Oral Examinations can be held at any time of the year, but it is very important that students, in consultation with their Supervisory Committee, decide on the date (or alternative dates) as soon as they have a clear sense of when they will submit the final copy of their dissertation. At the same time that possible dates are discussed, the Supervisor must submit to the Graduate Secretary the name of the External Examiner. Even if they are to be available on the desired date for the Defense, the Supervisory Committee members may not be available when required to confirm their approval of the dissertation and sign the form requesting the Final Oral Examination.

No oral exams will be scheduled until the student has submitted to the English Graduate Secretary a Request for Oral Examination and one hard copy of the dissertation.

7.10.1  Scheduling of the Final Oral Examination

At least 35 working days prior to the anticipated oral examination (or sooner, if the External Examiner has not been confirmed or will participate by video-conferencing), the student must submit to the English Graduate Secretary a Request for Oral Examination form signed by all Supervisory Committee members. The Oral Exam will be scheduled only after this form is received by the English Graduate Secretary. A Withholding Form Thesis/Dissertation (if applicable), signed by the Supervisor and Department Chair, must be handed in with the Request for Oral Examination, along with one hard copy of the finished dissertation. The English Graduate Secretary will finalize a date and time for the oral, and the student will then take the Oral Request and Withholding form to Graduate Studies at least 30 working days prior to the Oral Exam. The student will also distribute hard copies of the dissertation to each Supervisory Committee member.

The student must upload a PDF copy of the dissertation to the GS 699 course shell on Course Spaces prior to submission of the Oral Request to Graduate Studies. Dissertations larger than the CourseSpaces site limit of 128 Mb, or those with appendices or ancillary information, must submit an appropriately formatted PDF file on DVD directly to Graduate Studies.

Upon conclusion of the oral, the student makes any revisions to the dissertation required by the Examining Committee and submits one PDF copy to UVicSpace. Once Graduate Records and the Library approve the dissertation,
the student submits to Graduate Records (preferably by e-mail to the Graduate Clerk for English) the Thesis/Dissertation Approval form. The student also submits an e-mail copy of the final dissertation to the Graduate Secretary for the Department files.

7.10.2 Final Oral Examination Procedures

Once the External Examiner is added to the Supervisory Committee, this Committee becomes known as the Examining Committee. External Examiners do not usually attend the Defense in person; instead, they participate by audio conferencing, video conferencing, or skype conferencing. For audio conferencing, the External Examiner needs only a regular phone; for video conferencing, the External Examiner must have access to the appropriate technology/equipment; for skype conferencing, the Supervisor and External Examiner need a computer or mobile device capable of skyping. The Defense will take place before the Supervisory Committee and the External Examiner, and will be administered by a Chair appointed by the Faculty of Graduate Studies.

At the Defense, the Chair will explain, and moderate, the procedures. The student is required to make a twenty-minute presentation about the thesis. She or he has the choice of reading a prepared statement or talking from notes, or using devices that may enhance her or his presentation. Students are expected to explain how they embarked on their project, what issues they set out to investigate, what they think they have achieved and through what methodology, and how they have contributed to the existing scholarship in the field. Students should not hesitate to seek their Supervisor’s advice on the statement they have to prepare. The External Examiner begins the questioning, followed by the Outside Member, the Department Member, and the Supervisor. It is customary for the Committee members to go through two rounds of questioning. The Chair may also question the student, and invite questions from auditors, if any. On average, the Defense lasts two hours, but may last longer.

7.10.3 Evaluation of the Final Oral Examination

Examining Committees can recommend one of the following results, taking into account both the quality of the Dissertation and the oral examination: that the dissertation and oral defense are acceptable; that the dissertation is acceptable subject to minor revision and the oral defense is acceptable; that the dissertation is acceptable subject to major revision and the oral defense is acceptable; that the oral examination be adjourned; fail. Minor revisions tend to refer to typographical errors or short passages to be re-written (work overseen by the Supervisor, as a rule); major revisions may include the recasting of entire sections (and the approval of the members of the Examining Committee, as a rule). Adjourned may require the student to do substantial further work and have a new oral examination set no later than six months from the date of the first examination. Fail results when two or more members of the Examining Committee are opposed to passing the student. Students reserve the right to appeal a fail grade (see section 11).
7.11 INSTRUCTIONAL EXPERIENCE

7.11.1 Ph.D. Sessional Lecturers

The graduate program offers Ph.D. students the opportunity to teach courses in composition and literature as part of their overall professional training. The Department will normally provide each Ph.D. student the opportunity to teach three course sections (at least two of which will be at the first-year level) under the conditions outlined below. After they have completed this teaching, advanced Ph.D. students may apply to teach additional upper-year courses if they become available. Teaching assignments are dependent on satisfactory progress towards the degree.

Holders of SSHRC awards are expected to concentrate on their studies for the duration of the award, and not to teach every year of their grant.

Students eligible to teach may not normally defer to a later date any teaching offered when they were admitted to the program.

In addition, the department offers a course in pedagogy—ENGL 502, Teaching Literature and Composition (see section 7.11.2).

7.11.1.i Sessional Teaching for Which Ph.D. Students May Normally be Eligible

No separate application forms are required of those seeking Ph.D. Sessional Lecturer appointments at the first-year level (i.e., those courses at the first-year level normally provided as part of the doctoral program). To be eligible for this teaching, students must be registered full-time, be in their third or subsequent year, have maintained a minimum 7.0 grade point average, show scholarly and teaching potential, have taught fewer than three course sections in the Department, and, for students entering the program in or after September 2010, have successfully completed their Teaching Assistantship(s) in the Department with a good teaching record. Students must also have passed their Candidacy Examinations (by August 1 for Fall teaching and by December 1 for Spring teaching) before receiving any teaching appointments.

Students may teach a maximum of one section of ENGL 135 (Academic Reading and Writing) or ENGL 146 (The Literature of Our Era) per term in the Winter Session. Course allocations will be determined by the Chair in consultation with the Graduate Adviser.

Under exceptional circumstances, the third course section may be in a second-year or upper-year course, should such a course be available. The application process will be the same as that outlined in section 7.11.1.ii.

7.11.1.ii Additional Sessional Teaching by Request

Advanced Ph.D. students who wish to apply for second-year or upper-year teaching (whether as the third of their normally provided courses or as additional teaching) will be asked to submit a letter outlining their eligibility and qualifications. They must also arrange for their
Supervisor to send a letter of support and must be registered students in the term(s) in which they teach. The Graduate Committee will then determine applicants’ eligibility, and produce a ranked and annotated list of applicants. This list is passed on to the Chair, who consults with the Graduate Adviser and the relevant Area Committee Chair(s), to match those applicants recommended by the Graduate Committee to the areas of Departmental need for second-year and upper-year undergraduate courses.

Successful candidates will normally meet the following criteria:
• support of the supervisor in the form of a confidential letter that provides a frank assessment of the student’s a) closeness to completion of the dissertation; b) solid grounding in the area of the requested course(s) (e.g., dissertation topic, fields covered in exams, course work, publications, and other relevant indicators); and c) ability to communicate orally.
• year 4+, with a significant portion of the dissertation completed
• successful completion of major field and/or focused field exam(s) and current work on dissertation in the area of the requested courses
• at least 3.0 units of first-year teaching at UVic, with evaluations not below the average for the course
• excellence in course work.

A designated member of the Department (normally the supervisor) must be identified who will act as mentor, assisting the student in preparing the course, and ensuring that grading practices are in accordance with Departmental standards.

### 7.11.2 Training and Supervision of Ph.D. Sessional Lecturers

The program has a responsibility to provide graduate instructors with methods and advice that will lead to successful teaching. ENGL 502, Teaching Literature and Composition, offers one way to satisfy this need: it provides instruction on a wide range of teaching techniques, including lecturing and class discussion, marking and grading, syllabus and exam design, ESL issues, techniques of teaching grammar and composition, and professional skills. As well, the course presents the opportunity to consult with peers. Students are recommended to take ENGL 502, though it cannot be used to satisfy Ph.D. course requirements.

Students will be supervised by the Director of the Division of Academic Writing (for ENGL 135), by the Literature Program Adviser (for ENGL 146), or by a faculty mentor (usually the student’s supervisor) (for second- or upper-year courses). Students who teach and take ENGL 502 concurrently will also be assigned an ENGL 502 faculty mentor who will provide formal and informal teaching evaluations and be available for consultation and advice.

The following supervision guidelines will apply:

• All graduate instructors teaching first-year courses are required to attend training sessions. In addition, all graduate instructors teaching first-, second-, or upper-year courses are required to have their teaching formally evaluated. The Adviser or mentor will write a letter of evaluation for each student at the end of that student’s teaching term. The supervision of all Ph.D. students who are teaching ENGL 135 or 146 will include a group meeting with either the Director of the Division of Academic Writing or the Literature Program.
Adviser, scheduled at least two weeks before the start of the term. This meeting will address such topics as course requirements, syllabus, marking, and the elements of good teaching. A student teaching a second- or upper-year course should discuss the same issues with her or his mentor.

• At regular intervals during the term, the Advisers will lead group sessions which will offer practical help in teaching and writing and provide a forum for an exchange of ideas about the student’s classroom experiences (graduate instructors who are concurrently registered in ENGL 502 are welcome to attend these group sessions, but are not required to do so). Also, the student or the Adviser may request individual meetings to discuss the student’s work.

• For all graduate instructors, there will be an informal classroom visit at the beginning of October and February, preceded by a brief meeting between the student and the Adviser or mentor to go over the aims of that particular class. The visit will be followed by a talk between the student and Adviser or mentor to review the strengths and weaknesses of the student’s performance. This visit will not form any part of the evaluation of the student; its sole purpose will be to give the student information and provide appropriate suggestions for improvement. Students may request that the Adviser or mentor visit their classes more than once during the term.

• There will be a formal classroom evaluation at the beginning of November and March, again preceded by a brief meeting between the student and the Adviser or mentor. The classroom visit will be followed by a conference in which the student and Adviser or mentor assess that particular class. On the basis of this discussion and on other information (such as essays marked by the student), the Adviser or mentor will write an evaluation and forward a copy to the student by the end of November and March. At that point, either the student or the Adviser or mentor can request a meeting to discuss the evaluation. The student will sign the evaluation (or its revision) to indicate awareness of its contents and, by the first week of December and April, will send it to the Graduate Secretary who will then place it in the student’s graduate file. The student may attach a written reply to the evaluation before sending it to the Graduate Secretary. In such cases, or when an evaluation indicates a serious need for improvement, the Graduate Adviser and the student will meet to discuss the problems. Following this meeting, the student may request a written evaluation by another member of the Department, chosen by mutual agreement.

• At the end of each term, student course evaluations for ALL graduate instructors will be submitted to the Department and a summary will be placed in each student’s graduate file.

7.11.3 Information for International Students

Citizenship and Immigration Canada does not require a work permit for international students working on the campus of the institution where they are registered if 1) the student has a valid study permit, 2) the student is registered on a full-time basis, and 3) the student is only working on the campus where she or he is registered. Students who are hired as Sessional Lecturers must ensure that they provide the Graduate Secretary with a copy of their study permit in order for their appointments to be processed.
In addition, every person who works in Canada is required to have a valid Social Insurance Number (SIN). Further information is available from Service Canada. To apply, students must have a valid study permit that indicates they “may accept employment” or “may work” in Canada.

7.11.4 Learning and Teaching in Higher Education (LATHE) Graduate Certificate

Through the Faculty of Graduate Studies, the Learning and Teaching Center, and the Faculty of Education, the University of Victoria offers the LATHE Graduate Certificate, which focuses on the pedagogical knowledge and practical skills required to teach effectively in higher education. It can be considered an in-depth extension of the training offered in ENGL 502.

The admission requirements are: 1) completed or in the process of completing an M.A., Ph.D., or Post-Doctoral degree (preference will be given to students currently enrolled in a Ph.D. program); 2) minimum GPA of 6 (B+ average) in the last two years of academic work; 3) enters the program in September; and 4) meets the minimum requirements set by the Faculty of Graduate Studies, including English Language Proficiency.

The program’s content is 6 units of coursework (1.5 of which English doctoral students will already have taken as ENGL 502). The certificate will appear on students’ transcripts once complete, and will include the construction of a teaching dossier, important for today’s academic job market. Application is necessary and additional fees (discounted for UVic students) apply. Additional information and application instructions can be found at the Learning and Teaching Centre. Interested students should consult the departmental Graduate Adviser before applying to this program.

8 GRADUATE CERTIFICATE IN DIGITAL HUMANITIES

The Graduate Certificate in Digital Humanities is undergoing revision. For further information, please contact the Director, Jentery Sayers.

9 GRADUATE COURSES

9.1 GRADUATE COURSES AND THEIR SELECTION

The Department offers a wide range of graduate courses in the Winter Session (September-April), with a mix of area courses and special topics courses.

Two sections of ENGL 500 (Textual Studies and Methods of Research) are offered in the first term (September-December). ENGL 502 is a foundational course of the graduate program, providing and deepening students’ key research skills, methodologies, and professionalization.

Area courses correspond to the areas on which Ph.D. students write their Major Field Examinations, and are designed by individual faculty in consultation with their Area Committees. Courses in given areas are not always offered every year, the only
exception being the area course on critical theory, which will be offered in the first or second term every Winter Session. Faculty will teach their respective area courses on a rotation principle. Area courses not only provide doctoral students with excellent preparation in the area in which they will take their Major Field Examinations, but they also serve as preparation for university, college and high school teaching. Further, they offer M.A. students interested in pursuing doctoral studies the broad range of period coverage they are expected to have as Ph.D. applicants.

**Special topics courses**, conversely, are designed around the current research interests of faculty members, thus providing students with the opportunity to delve deeply into highly advanced and original research areas.

Please note that students may take an Area course in the same field more than once only with permission of the Graduate Adviser. They may take different Special Topics courses with the same number more than once.

The Department also offers a course on “**Teaching Literature and Composition**” (ENGL 502). The course is intended to provide students with a practical preparation for teaching English literature and composition at universities and colleges. It has two elements: a seminar on various aspects of teaching (ranging from designing assignments to theory of pedagogy) and a practicum element totaling 36 hours. The course, worth 1.5 units, takes place over two terms to allow time for students to be placed in classrooms both at UVic and at Camosun College in Victoria. This course provides TAs with a robust background in pedagogy, and it a required course for those with an ENGL 147 TA position, but please note that the responsibility for the training and supervision of TAs lies entirely with the ENGL 147 instructors.

M.A. students in the course-only or Master’s Essay or Project program may take ENGL 502 as part of their course requirements. Ph.D. students, and M.A. students in the thesis program, will **not** be allowed to take this course as one of their required courses; however, they are encouraged to take it as an extra course. **CSPT students considering taking ENGL 502 should have a background in English literature and composition. Those who do not should consult the ENGL 502 instructor prior to the start of classes.**

The Department usually offers at least one—but whenever possible two—graduate courses in the Summer Session (May-June or July-August).

All courses are vetted by the Graduate Adviser, in consultation with the Graduate Committee. In their selection of courses, the Graduate Adviser and the Graduate Committee take into account the feedback solicited from graduate students.

### 9.2 COURSE ATTENDANCE

Weekly attendance in graduate courses is expected. A student who must be absent from a course for a serious reason is expected to contact the instructor before the missed class and explain why she or he will not be in attendance. Individual instructors will announce in their course syllabi their policy for any students’ unwarranted absences, and will notify the Graduate Adviser if a student has three such absences.

### 9.3 COURSE ASSIGNMENTS

Course assignments differ from course to course and from instructor to instructor. Typically they include one or more oral presentations to the class, a short essay, a longer researched essay, and some form of participation grade. Some instructors may require a final examination or assignments that differ substantially from those listed here. The
nature and value of all course assignments are vetted by the Graduate Adviser, in consultation with the Graduate Committee.

9.4 GRADING PROCEDURES

Instructors are required to state in their syllabus the number, length, and relative weights of all assignments. The specific aims and expectations of individual assignments, such as seminar reports, annotated bibliographies, and research essays, are also typically outlined in writing either in the syllabus or in handouts distributed in class in the first two weeks of the term. A statement regarding the instructor’s policy on late papers and extensions must also be included in the course’s syllabus.

Apart from grades, instructors typically provide detailed written commentary on each assignment submitted. These comments indicate areas of both strength and weakness in the work, and provide the student with an explanation of the grade received.

9.5 MARKING OF GRADUATE PAPERS

Graduate papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented following the MLA bibliographic style, carefully proofread, and professionally presented.

The following chart indicates the guidelines followed by instructors:

- **A+ (90-100%)**: Papers in this range are especially sophisticated and perceptive pieces of work that make an original contribution to scholarship. They are of publishable quality.

- **A (85-89%)**: Papers in this range are perceptive and original, but may require substantial revision for publication. They would normally be accepted as conference presentations.

- **A- (80-84%)**: Papers in this range are adequate on the graduate level both with regard to the quality of content and writing and to research and presentation.

- **B+ (77-79%)**: Papers in this range have significant weaknesses in some areas, though still meet graduate standards.

- **B (73-76%)**: Papers in this range are marginally acceptable at graduate level.

9.6 COURSE EXPERIENCE SURVEYS (CES)

Near the end of each term, students receive an e-mail inviting them to complete a CES for each course in which they are registered that term. They will click on the link within the e-mail and log in with their UVic Netlink ID. The CES asks students to assess the structure and effectiveness of the course, and knowledge and pedagogical abilities of the instructor. Responses are processed in such a way as to assure their complete anonymity: the instructor receives only summary reports that do not include any identifying student information, and only after grades have been submitted. The Department Chair will also see the summary reports and, when appropriate, will discuss the results with the instructor.
9.7 DIRECTED READINGS (PRO FORMA COURSES)

9.7.1 ENGL 509

ENGL 509 is a directed studies course in an area of the digital humanities that is combined with curriculum offered by the Digital Humanities Summer Institute (DHSI). Registration is by permission of the instructor via a Pro Forma form (the Graduate Adviser and the student’s Supervisor must also sign the form). Before registering for ENGL 509, students should discuss their plans with the instructor and register in the corresponding DHSI course.

Students pay the usual graduate tuition and fees for the term, plus the DHSI registration fee. A limited number of DHSI scholarships are available, and must be applied for before registering in the DHSI course.

See DHSI for further details.

9.7.2 ENGL 590

9.7.2.i General Information

Directed Readings are considered an exception rather than the norm. However, it is possible for a student to take a Directed Reading course (1.5 units) in an area of study not covered by the courses offered. Normally, a student may take no more than one Directed Reading. A Directed Reading may be in the general area of the thesis (should the student be writing one), but in no circumstances can the material covered in a Directed Reading duplicate preparation for a thesis.

When the Department only offers one summer graduate course, M.A. students in the course-only or Master’s Essay or Project program who plan to complete all the requirements of their program in one calendar year (September to August) may take a directed reading with a regular faculty member (she or he must be a member of the Faculty of Graduate Studies). The student’s Supervisor will be required to provide evidence that the student will complete all requirements of the program by the end of August. This option is not available for M.A. students who are writing a thesis.

9.7.2.ii Applications

Students wishing to apply for an ENGL 590 Directed Reading must first ensure that an English instructor is available and willing to direct the reading. In consultation with the instructor, the student then submits a Pro Forma proposal for approval by the Graduate Adviser and the Graduate Committee. The student’s Supervisor must also approve the application.

The application must include the following:
• a rationale in which the student explains the reasons why the Directed Reading is central to their research interests and not otherwise available to them;
• a title for the proposed course;
• a succinct but detailed description of the reading project;
• a bibliography of primary and secondary texts to be studied;
course assignments and the grade value assigned to them (details concerning the evaluation techniques must include dates of tests and examinations, and when papers are due); a schedule of meetings (at least one hour per week for a September-December, January-April, or four-month Summer course; two hours per week for a two-month Summer course); the instructor’s signature.

Applications for Directed Readings will not be considered if submitted after the end of the first week of the term in which they are to begin (for Winter Session), or after the first day of classes (for Summer Session).

9.8 REGISTRATION IN COURSES OUTSIDE THE GRADUATE PROGRAM

Students may register in courses that are not part of the formal requirements of their graduate program if a) the courses will contribute to the research or provide background for the program, and b) the courses have been approved by the Graduate Adviser. This provision is not intended to be used to take courses for eventual transfer to a subsequent program or degree. Students need the Dean’s permission to register in undergraduate courses.

9.9 LETTER OF PERMISSION FOR STUDIES ELSEWHERE

Students currently registered in the graduate program who wish to undertake studies at another institution for transfer credit toward their program here must seek the approval of their Supervisor and the Graduate Adviser. In doing so, they must offer a rationale for wanting to study elsewhere, and provide information about the exact courses and their unit values. Once they secure the Supervisor’s and Graduate Adviser’s approval, students must apply in writing to Graduate Admissions and Records.

The application must:
- specify the host institution, and the exact course and unit value;
- include the calendar description or course syllabus;
- be supported in writing by the Supervisor and Graduate Adviser.

If permission is granted, the student must either take a leave of absence or register concurrently in a Master’s Essay or Project, thesis, dissertation, or a Co-op Work Term at UVic. Students must make arrangements for an official transcript to be sent directly to Graduate Admissions and Records upon completion of the course work.

Students may be eligible for “exchange” status under the provisions of the Western Deans’ Agreement or other formal exchange agreements. Specific details of agreements and procedures are available from the Graduate Admissions and Records Office.

10 HOW STUDENTS MONITOR THEIR PROGRESS

10.1 CURRICULUM VITAES (CVS)

Students must regularly update the CV they submitted with their application, by e-mailing a revised current academic CV to the English Graduate Secretary (copying in the Graduate Adviser) every year by April 30 as a word attachment. The updated CV
can include forthcoming conference papers and publications, and should be in the conventional format of an academic CV. The Graduate Adviser runs yearly ProD workshops on writing and updating the academic CV, and the Adviser’s suggested format is available on the Course Spaces site for the ProD workshops.

Along with the students’ academic record, the CV assists the Graduate Adviser in her or his decisions regarding such matters as awards and funding. It is very important that you keep your CV current.

10.2 STUDENT ACCOMPLISHMENTS

Graduate students are expected to update the Graduate Adviser with timely news of their accomplishments, such as conference paper acceptances, publications, guest speaker invitations, awards and prizes.

11 APPEAL PROCEDURES

11.1 GENERAL INFORMATION

There are two categories of appeals. The procedure to be followed depends upon whether an appeal is Academic or Procedural. Authority for determining whether a matter should be considered an Academic or Procedural appeal rests with the Dean of Graduate Studies.

If a student is dissatisfied with a course grade, the student should discuss the matter with the instructor within 10 working days of the grade being posted, and the review completed within 21 working days of the start of the discussion. If the instructor confirms the original grade, the student can appeal to the Graduate Adviser.

All appeals must be received within 45 working days of the communication of the result (as in the case of a doctoral candidacy examination, language examination, or final oral examination) or after a grade review (as in the case of a course). A final decision on the appeal will be announced by the Graduate Adviser within 30 working days of the appeal being filed.

Launching an Academic Appeal reopens the grading process: the resulting grade or result is final and official.

For further information on appeal procedures see “Appeals” in the Graduate Studies Calendar.

11.2 ACADEMIC APPEALS

Academic appeals are those that deal with the evaluation of the academic merit of students’ work. Examples include, but are not limited to:

• the grade assigned in courses graded on the University’s “A+ to F” scale;
• the outcome of a doctoral Candidacy Examination;
• the outcome of a language examination;
• the outcome of a public Final Oral Examination for an M.A. or Ph.D. degree;
• the outcome of an assessment to determine if a student’s academic performance warrants continued enrollment in the Faculty of Graduate Studies.
If a student wishes to make an academic appeal, the student should appeal to the Graduate Adviser in writing, stating clearly and in detail the basis on which s/he feels that the academic result was unjust.

In appeals on work marked by one faculty member, the Graduate Adviser will have an unmarked and anonymized copy of the work reassessed by another faculty member, whose identity shall also be confidential, chosen by the Graduate Adviser.

In appeals concerning work marked by more than one faculty member (as in the case of the candidacy examination), the Graduate Adviser will have an unmarked copy of the work reassessed by the Graduate Committee.

Qualitative decisions about students’ work fall within the responsibilities of the Graduate Adviser and the Graduate Committee, but the Office of the Dean ensures that proper procedures are followed, academic decisions are arrived at fairly, and the processes used are consistent and fair. At her or his discretion, the Graduate Adviser may invite the Faculty to assist in rendering an academic decision. The Faculty of Graduate Studies will not hear Academic Appeals unless they are accompanied by a procedural Appeal.

11.3 PROCEDURAL APPEALS

Procedural appeals are those that deal with whether the procedures of the Department and the Faculty of Graduate Studies were properly followed in the department’s academic assessment of and relation to a student.

If a student wishes to make a procedural appeal, the student should appeal to the Graduate Adviser in writing, stating clearly and in detail which procedures s/he feels were incorrectly followed, how, and by whom. The student should provide evidence of omissions or violations if possible. The Adviser will forward to the Graduate Committee the student’s rationale for appeal together with a response in writing by the concerned faculty members should they choose to submit one. Should the Graduate Committee decide that procedures have been violated, the committee will seek a reasonable remedy to present to the student. Should the student remain dissatisfied with the departmental process, s/he may pursue an appeal through the Faculty of Graduate Studies.

12 FINANCIAL ASSISTANCE

12.1 FULL-TIME REGISTRATION

Students who hold awards (other than Research Assistantships) must be registered full-time (a minimum of 3.0 units per term) in each term for the duration of the award.

12.2 INFORMATION FOR INTERNATIONAL STUDENTS

Citizenship and Immigration Canada does not require a work permit for international students working on the campus of the institution where they are registered if 1) the student has a valid study permit, 2) the student is registered on a full-time basis, and 3) the student is only working on the campus where she or he is registered. Students who are hired as Sessional Lecturers, Teaching Assistants, or Research Assistants must ensure that they provide the Graduate Secretary with a copy of their study permit in order for their appointments to be processed.
In addition, *every person who works in Canada is required to have a valid Social Insurance Number (SIN).* Further information is available at Service Canada. To apply, students must have a valid study permit that indicates they “may accept employment” or “may work” in Canada.

### 12.3 UNIVERSITY FELLOWSHIPS AND GRADUATE AWARDS

These may be awarded by the Faculty of Graduate Studies to new Ph.D. and M.A. students who have outstanding academic records. The values may vary from year to year, but currently are $10,000-$20,000 per year (Ph.D. fellowships), $10,000-$17,500 per year (M.A. fellowships), and $1,000-$10,000 per year (Graduate Awards).

Students interested in the CSPT concentration should approach the CSPT Director for information on fellowships specifically awarded to CSPT applicants.

For Ph.D. students, a condition of this funding is that they must apply for all awards for which they are eligible throughout their degree, including external awards such as Social Sciences and Humanities Research Council of Canada (SSHRC) awards.

Fellowship holders must maintain continuous full-time registration during the tenure of the award. In addition, they are not normally allowed to hold another major award (e.g., SSHRC) in conjunction with a University Fellowship. Should students be offered such an award after acceptance of the University Fellowship, the Fellowship may be forfeited. In addition, SSHRC holders may have reduced teaching assignments, at the discretion of the Graduate Adviser, to allow them to concentrate on their research.

### 12.4 DEPARTMENT FELLOWSHIPS

The Department offers fellowships to outstanding new PhD. and M.A. students registered full-time. The values may vary from year to year, but currently are $15,000 per year (Ph.D. fellowships) and $1,000-$10,000 per year (M.A. fellowships).

For Ph.D. students, a condition of this funding is that they must apply for all awards for which they are eligible throughout their degree, including external awards such as Social Sciences and Humanities Research Council of Canada (SSHRC) awards.

Fellowship holders must maintain continuous full-time registration during the tenure of the award. In addition, they are not normally allowed to hold another major award (e.g., SSHRC) in conjunction with a Department Fellowship. Should students be offered such an award after acceptance of the Department Fellowship, the Fellowship may be forfeited. In addition, SSHRC holders may have reduced teaching assignments, at the discretion of the Graduate Adviser, to allow them to concentrate on their research.

### 12.5 PROGRESS EXPECTED OF STUDENTS HOLDING FELLOWSHIPS

Students who fail to maintain their full-time status or who take a personal leave of absence from their program will normally lose their University Fellowship, Graduate Award, or Department Fellowship.

M.A. Fellowships are usually for one year, and are not renewable. Ph.D. Fellowships are usually for four years, but are not renewed automatically. Renewals are dependent on the maintenance of a cumulative grade point average of at least 7.0, and the recommendation of the Graduate Adviser.
12.6 TEACHING ASSISTANTSHIPS

All incoming Ph.D. students and some incoming M.A. students will typically be offered the opportunity to work as Teaching Assistants in the department. Normally, these positions are only available in the Winter Session and support the delivery of ENGL 147 (Great Moments in English Literature). They entail attending two hours of lecture per week, keeping up with the readings for the course, and running one one-hour tutorial per week. The tutorial groups are capped at 18 students. Additionally, T.A.s are required to do all the marking for their tutorial group, and to meet with students on a regular schedule.

Students working as T.A.s are required to take ENGL 502 (Teaching Literature and Composition) concurrently with their T.A. post, and to attend mandatory ENGL 147 training run by the instructors (who have sole responsibility for the supervision and direction of the T.A.s). Students with equivalent training or experience may apply to the Graduate Adviser to have the ENGL 502 requirement waived. Each full T.Aship is for two sections of ENGL 147, normally in two consecutive terms; half T.Aships for only one term are sometimes available.

12.7 RESEARCH ASSISTANTSHIPS

Both M.A. and Ph.D. students can also work as Research Assistants (R.A.s) or on Work Study programs within the University. The R.A.s’ salary is estimated on an hourly basis and must comply with the salary guidelines of the University. Students interested in such positions are responsible for approaching faculty members.

12.8 SSHRC AWARDS—PH.D.

Ph.D. students (and M.A. students who will be pursuing full-time Ph.D. studies next year) may apply for a Social Sciences and Humanities Research Council of Canada (SSHRC) Doctoral Fellowship or Doctoral Canada Graduate Scholarship (CGS). In 2016/17, a Fellowship was valued at $20,000 per year, and a CGS was valued at $35,000 per year. Applicants must be citizens or permanent residents of Canada. A Ph.D. student who holds a University or Department Fellowship must forfeit this fellowship if she or he receives a SSHRC award. In addition, at the discretion of the Graduate Adviser, SSHRC award holders may have their teaching load reduced to allow them to concentrate on their research.

12.8.1 Applications and Scheduling

Applications and general information about SSHRC can be accessed on their website.

Applications (including all supporting documents) are due to the Graduate Secretary in mid-October. Students are strongly encouraged to begin drafting their proposal as much in advance of this deadline as possible, and to solicit feedback from their Supervisor and the Graduate Adviser. They are also advised to keep copies of their applications.

12.8.2 Vetting of Applications

Applications are vetted by the Graduate Adviser, in consultation with the Graduate Committee. The Graduate Adviser appends to each application a support letter. According to SSHRC and University guidelines, the Graduate Adviser must rank the applications and evaluate them as “Outstanding,” “Very
Good,” “Good,” “Average,” or “Below Average.” The Graduate Adviser forwards the applications (with all supporting documents) to the Dean of the Faculty of Graduate Studies by late October. A University Selection Committee, appointed by the Dean, will rank all University applications, and forward the top applications (the number may vary from year to year) to SSHRC, which will announce the results in April.

12.9 SSHRC AWARDS — M.A.

The Social Sciences and Humanities Research Council of Canada (SSHRC) offers 12-month, non-renewable Masters Canada Graduate Scholarships (CGS) valued, in 2016/17, at $17,500. Canadian citizens or permanent residents are eligible to apply if—at the time of taking up the award—they will be entering an M.A. program, or will have completed no more than 12 months of full-time M.A. study. Students are not allowed to hold a CGS in conjunction with a University Fellowship or Department Fellowship.

12.9.1 Applications and Scheduling

Applications and general information about SSHRC can be found here.

Applications (including all supporting documents) must be submitted on-line by December 1. Students are strongly encouraged to begin drafting their proposal as much in advance of this deadline as possible, and to solicit feedback from their Supervisor (if they have one), a faculty member specializing in their field of interest, or the Graduate Adviser. They are also advised to keep copies of their applications.

12.9.2 Vetting of Applications

Applications are vetted by the English Graduate Committee and the Faculty of Graduate Studies Selection Committee. Results will be entered in the SSHRC Research Portal and students will be notified by e-mail by April 1, and they will have three weeks to accept or decline scholarship offers via the Research Portal. Offers not accepted within three weeks will be deemed to have been declined.

12.10 OTHER AWARDS AND PRIZES

Full information on other awards and prizes that English graduate students are eligible for can be obtained from the Graduate Studies website and under Awards for Graduate Study in the Graduate Studies Calendar.

12.10.1 Awards Requiring Nomination by the Department

Each September, the Graduate Adviser submits nominations to the Dean of Graduate Studies for the following awards. Except for the Cassels Shaw Fellowship, Köster Scholarship, and Louis Award, students do not have to apply for these awards—the Graduate Adviser nominates individuals based on their records and on the criteria outlined below. Please note that award values may vary from year to year.

Cassels Shaw Graduate Fellowship: One or more fellowships are awarded to outstanding entering or continuing graduate students in the Faculty of Graduate Studies. Interested students will be asked in August to submit an application. The recipient will be selected on the basis of high academic achievement and demonstrated financial need. Students must be nominated by their academic
department, and complete a Financial Need Assessment Form. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on recommendations from departments. Students with GPAs below 7.0 will not be considered.

Kelly Curtis Award: An award of $650 to a graduate student registered in ENGL 502 (Teaching Literature and Composition) in the previous Winter Session who showed the most promise as a future instructor. Selection of the recipient will be made at the end of the Winter Session by the Faculty of Graduate Studies Awards Committee on the nomination of the ENGL 502 instructor(s), and approved by a majority vote of the English Department’s Graduate Committee.

General Graduate Scholarships: One or more scholarships are awarded to outstanding entering or continuing graduate students. The number of scholarships and the value of each varies year to year. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee.

Charles and Ruth Hayward Memorial Scholarships: One or more scholarships are awarded to outstanding graduate students in the English Department. The number of scholarships and the value of each varies year to year. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on a recommendation from the department.

Albert Hung Chao Hong Scholarship: One or more scholarships based on academic excellence are awarded to undergraduate and graduate students attending the University of Victoria who are citizens of Hong Kong or Mainland China. Value and number of awards to be determined by the Faculty of Graduate Studies Awards Committee.

William and Doreen Kerby Scholarship in Medieval British Literature: A scholarship of $1,000 is awarded to an outstanding graduate student in the English Department pursuing a Ph.D. in Medieval British literature. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on a recommendation from the department.

Pat Köster Scholarship in Women’s Writing: One or more scholarships are awarded to outstanding graduate students in the English Department doing research in women’s writing from 1660-1914, with preference given to students researching in the area of the Restoration period and the 18th century. Interested students will be asked in August to submit an application. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on a recommendation from the department.

Margot K. Louis Award: An award of $2,325 to an outstanding graduate student doing research in the Department of English. Interested students will be asked in August to submit an application, including a research plan showing clearly how the monies will be spent. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on a recommendation from the department.

Sam and June Macey Graduate Scholarship in English or History: A scholarship of $1,000 is awarded annually to the best entering first-year Master’s student in English or History. Selection of the recipient is made by the
Faculty of Graduate Studies Awards Committee based on a recommendation from the department.

Dr. Shelley Anne Martin Memorial Scholarship: One or more scholarships are awarded to outstanding full- or part-time graduate students in the English Department. The value varies year to year. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on recommendations from the department.

Martlet Chapter IODE Graduate Scholarship for Women: A scholarship to the value of $375 is awarded to a woman student with high standing who is entering the second year of a Master’s program. Selection of the recipient is made by the Faculty of Graduate Studies Awards Committee based on recommendations from departments.

Howard E. Petch and David F. Strong Research Scholarships: Seven Petch scholarships and one Strong scholarship of $7,500 each are available to students receiving either major Canadian national awards valued between $15,000 and $25,000 (e.g., SSHRC), or University of Victoria fellowships (Department fellowship holders are not eligible) valued between $15,000 and $20,000, and are tenable for one year only. Criteria for selection of these recipients include GPA of the preceding year, research potential/success, and publications/presentations. Selection of the recipient is made by the Faculty of Graduate Studies Awards Committee based on recommendations from departments. Each department is limited to one nomination for the pool of eight awards. Students who have received a national award other than a SSHRC should notify the Graduate Secretary by the beginning of August.

President’s Research Scholarships: Scholarships of $4,000 are available to a few holders of SSHRC awards. The number of scholarships varies year to year.

Mairi Riddel Memorial Book Prize: A book prize of $200 is awarded to a graduate student in the English Department for the best seminar essay written during the past year. Faculty members are asked for nominations at the end of each term. Selection of the recipient is made by the Department’s Graduate Committee.

University of Victoria Alumni Association Graduate Award: A grant of $2,000 is awarded annually to a graduate student who holds a University of Victoria fellowship (Department fellowship holders are not eligible) and is preferably in the Humanities. The award is made possible through annual fundraising by the Alumni Association. Selection of the recipient is made by Faculty of Graduate Studies Awards Committee based on recommendations from departments.

12.10.2 Awards Requiring Student Application

Ian H. Stewart Graduate Fellowships (2) and Vandekerkhove Family Trust Graduate Student Fellowships (2): The Centre for Studies in Religion and Society (CSRS) awards four fellowships of $5,000 each to graduate students in the process of writing an M.A. thesis or Ph.D. dissertation on issues that meet its mandate of promoting the interdisciplinary study of religion in relation to any and all aspects of society and culture, both contemporary and historical. Applications are due by November 17 via e-mail and must include: a 500-word summary of the project written for an interdisciplinary audience, current cv, transcripts, supporting letters from both the student’s supervisor and a current
or former professor, and a completed application form. Further information is available on the website.

Hugh Campbell and Marion Alice Small Fund for Scottish Studies Graduate Student Scholarship: A scholarship is awarded to a graduate student in the Humanities involved in any aspect of Scottish Studies at the M.A. or Ph.D. level. Applications must be submitted to the Faculty of Humanities by March 15, and must include a 500-750 word essay outlining the student’s proposed research project in the field of Scottish Studies, an additional 500-750 word statement explaining the student’s background and interest in the field of Scottish Studies, a cv, unofficial transcripts, and two letters of reference from instructors familiar with the student’s work. Selection of the recipient will be made by the Graduate Studies Admissions and Awards Committee. Further information is available on the website.

12.11 BURSARIES

Bursaries are non-repayable awards offered based on financial need and reasonable academic standing. They are administered by the Office of Student Awards and Financial Aid (SAFA) and are open to graduate students who (1) are Canadian citizens or permanent residents of Canada, (2) receive the maximum student loans for their period of study, and (3) are registered full-time (i.e., in 3 units per term). Bursaries are open to international graduate students who (1) are registered full-time and (2) submit a completed budget sheet to the SAFA office (budget page is available on the online application).

There are two application deadlines per year: October 15 for Winter Session (September to April) and June 1 for Summer Session (May to August). Only one application per session is necessary to be considered for all bursaries administered by SAFA.

Full graduate bursary eligibility and application information is available from Student Awards and Financial Aid.

12.12 GRADUATE STUDENT TRAVEL GRANTS

Students may apply for a Travel Grant from the Faculty of Graduate Studies (which represents combined support from both the Faculty and the Graduate Students’ Society) to assist in travelling to academically-related conferences or to do research. There is a limited amount of funding given out each month, and it is distributed on a first-come first-served basis, with priority given to first-time recipients. Applications should be handed in to the English Graduate Secretary as soon as possible—before the travel/conference, but no sooner than four months before the date of travel—to reserve funding for the month in which the student plans to travel.

To be eligible to receive a Travel Grant, students must: 1) be registered full-time in the term in which they plan to travel; 2) not owe outstanding fees to the university; 3) not have received a travel grant during the period (April 1-March 31), based on departure date; and 4) include with the application a copy of the letter of acceptance, if they are presenting a paper. There are four award amounts:

Category 1: A maximum of $600 for a student presenting a paper/poster at a conference outside BC, Alberta, or Washington State.
Category 2: A maximum of $400 for a student presenting a paper/poster at a conference outside Vancouver, Vancouver Island, or Seattle, but within BC, Alberta, or Washington State.

Category 3: A maximum of $300 to be used to attend conferences/workshops or to conduct research outside of Vancouver, Vancouver Island, or Seattle.

Category 4: A maximum of $150 to be used to present or attend conferences/workshops or to conduct research in Vancouver, Seattle, or on Vancouver Island.

12.13 THE ENGLISH GRADUATE STUDENT SUPPORT FUND (EGSSF)

Based on individual donations from Department members, this fund is intended to aid students with expenses related to their academic and professional development (e.g., travel expenses to attend conferences, expenses for research, funds to cover emergency situations, etc.). The fund is disbursed on a first-come first-served basis at the Graduate Adviser’s discretion, but certain restrictions apply, and receipts must be submitted before reimbursement. Students must be registered full-time in the term in which they plan to travel, and are eligible for one conference grant per academic year (September-August). The maximum award is usually $300; however, depending on the availability of funds, students who receive a conference grant may also apply for funds in support of a research or other project; additional support of this kind is not normally to exceed $150 per year. The amounts cited above may decrease or increase from year to year. There may be a year when there are not enough funds to support all eligible applicants (hence the first-come first-served principle). Because the funds available are limited, students who anticipate having eligible expenses may wish to ear-mark the appropriate amount early in the year for later usage. The Graduate Adviser will consult with the Graduate Committee in the event of an unusual request.

For students who are also applying for a Travel Grant from the Faculty of Graduate Studies (see section 12.12), when the English Graduate Secretary receives the Graduate Studies Travel Grant application it will also serve as application for support from the EGSSF.

Students who are not applying for a Travel Grant from the Faculty of Graduate Studies apply for support from the EGSSF by sending an e-mail to the English Graduate Secretary, specifying the purpose of the travel, travel dates, etc.

The Graduate Adviser will notify students of her or his decision, and explain how they should submit their receipts for reimbursement. If a student receives support, she or he must submit to the Graduate Secretary a completed Travel Expense Reimbursement Claim and attach original receipts, including boarding passes. Travel Expense Reports must be submitted within 30 calendar days of the last day of travel.

12.14 CONFERENCE AWARD FUND (CUPE 4163)

Through collective bargaining, CUPE 4163 and the University of Victoria have created a conference fund to support CUPE 4163 Component 1 members in their professional and/or academic pursuits. Graduate students who have worked in a CUPE 4163 Component 1 position within the last 12 months (as Teaching Assistants, Lab Instructors, Computer Lab Assistants, and Academic Assistants) are eligible to apply. Grants to a maximum of $250 are allotted on a first come, first served basis, to the maximum amount available in a given month. Further information is available from CUPE 4163.
13 RESEARCH INVOLVING HUMAN SUBJECTS

In order to protect the rights and safety of research participants and researchers, the University requires that all students whose research involves human participants must receive approval from the Human Research Ethics Board (HREB) prior to conducting such research. Violations of this policy will be investigated by the Office of Research Services and may result in the cancellation of a student’s registration and/or withdrawal from the University. Ethical research guidelines, and application procedures and materials are available from the Office of Research Services.

14 STUDENT CONFERENCE PAPERS

Many of our M.A. and Ph.D. students are professionally active in a number of ways, including presenting refereed papers at academic conferences in Canada, the United States, and Europe. Students who have papers accepted at conferences are encouraged to present these papers to members of the Department. This provides an excellent opportunity for the student to rehearse his or her paper in a familiar, supportive environment. In this collegial venue, the student can receive feedback on issues ranging from the content of the paper to its manner of delivery. These presentations are very popular; they often have standing-room only, a sign that the Department is supportive of its students’ professional activities. The audience consists of both faculty and students. Interested students should contact the M.A. or Ph.D. Graduate Student Representative.

15 THE THEORY DISCUSSION GROUP

On the initiative of the Graduate Student Representatives in the Department, the Theory Discussion Group was organized for the first time in 1997, and has since become a most successful venue for students to discuss and familiarize themselves with various kinds and aspects of theory. The Theory Discussion Group holds weekly meetings, which are very well attended. The seminars are conducted either by students or faculty, who are provided with carefully-considered guidelines for leading a seminar. These guidelines are the consequence of much discussion among the graduate students concerning how they want the seminar to be conducted. It is necessary that the seminar be as inclusive as possible of graduate students at various levels of preparation, and at the same time to achieve a level of discussion that would give students the background necessary to become active scholars in their discipline.

The continuation and success of the Theory Discussion Group depends both on each year’s elected Graduate Student Representatives and on the interest demonstrated by the graduate student body in general. Please contact the graduate student representatives to find out if the Theory Discussion Group is still active.

16 UVIC SPEAKERS BUREAU

The UVic Speakers Bureau is a well-established community program consisting of lectures by faculty, staff, and graduate students, on topics in their areas of expertise. The lectures, presented in non-technical language, are delivered free of charge to community groups such as schools, clubs, and various other organizations (upon their invitation), and represent one way in which the
university can reach out to the community to share the intellectual wealth of research and scholarly activity conducted on campus.

Every year students receive a memo inviting them to become members of the UVic Speakers Bureau. Those interested in participating should complete the form attached to the memo, and return it to the office of the Dean of Graduate Studies. UVic Communications will compile the information received on the forms for release to the community. The lectures would take place between September and April, and the Office of Graduate Studies will offer an honorarium of $50 per speaking engagement, to a maximum of $200 per student for September to April.

17 ENGLISH GRADUATE FACULTY

BLANK, G. KIM
Professor
B.A. (Simon Fraser), M.A. (Wales), Ph.D. (Southampton)

BRADLEY, NICHOLAS P.R.
Associate Professor
B.A. (Brit. Col.), Ph.D. (Toronto)

**CARSON, LUKE**
Associate Professor, CSPT Faculty Participant  
B.A. (McGill), M.A., Ph.D. (UCLA)  

**CHALYKOFF, LISA A.**  
Assistant Teaching Professor  
B.Sc., B.A. (Queen’s), M.A., Ph.D. (University of British Columbia)  
**Research Interests:** Modern and contemporary Canadian fiction and poetry, Canadian literary history, literary regionalism, literary nationalism, First Nations literature, ethnic minority literatures. **Articles and Reviews:** Studies in Canadian Literature; Painting the Maple: Essays on Race, Gender, and the Construction of Canada; Mosaic; Canadian Literature; Canadian Dimension. **Books:** Staging the North: Twelve Canadian Plays (Playwrights Canada: 1999). **Editor:** Staging the North: Twelve Canadian Plays (forthcoming 2013).

**CHAPMAN, ALISON**  
Associate Professor, Graduate Program Adviser  
M.A. (Oxford), Ph.D. (Glasgow)  

DEAN, MISAO A.
Professor
B.A., M.A. (Carleton), Ph.D. (Queen’s University at Kingston)

DOPP, JAMES A.
Associate Professor
B.A. (Laurier), M.A. (Victoria), Ph.D. (York)

DOUGLAS, CHRISTOPHER D.
Professor
B.A. Hons. (Brit. Col.), M.A. and Ph.D. (Toronto)

ELLERBECK, ERIN
Assistant Professor
B.A. (Victoria), M.A. and Ph.D. (Toronto)
Research Interests: Renaissance literature; early modern English drama; history of medicine, science, and horticulture.
FULTON, GORDON D.
Associate Professor

GROSSI, JOSEPH
Associate Professor
B.A. (Providence), M.A., Ph.D. (Ohio State)

GROVE-WHITE, ELIZABETH M.
Associate Professor and Professional Writing Program Adviser
B.A. (Mod.), Ph.D. (Trinity College, Dublin)

HIGGINS, IAIN M.
Professor and Department Chair

JENSTAD, JANELLE AURIOL
Associate Professor
B.A. (University of Victoria), M.A., Ph.D. (Queen’s)

KAY, MAGDALENA MARIA-ANNA
Associate Professor and Honours Program Adviser
B.A. (Harvard), Ph.D. (U. C. Berkeley)
Research Interests: 20th-century British literature, Irish literature, Polish literature, comparative literature, poetry and poetics. Articles and Reviews: The American Scholar; The Humanist; World Literature Today; Early Modern Literary Studies; Polish Review; Harvard Review; An Sionnach: A Journal of Literature, Culture and the Arts; New Hibernia
Review: Canadian Journal of Irish Studies; Comparative Literature; Comparative Literature Studies. Books: Knowing One’s Place in Contemporary Irish and Polish Poetry: Zagajewski, Mahon, Heaney, Hartwig (Continuum, 2012); In Gratitude for All the Gifts: Seamus Heaney and Eastern Europe (University of Toronto Press, 2012).

KELLY, ERIN E.
Associate Professor
B.A. (American University, Washington, DC), M.A. and Ph.D. (Maryland)

Kuchar, Gary
Associate Professor, Graduate Program Adviser (to December 31, 2015)
B.A. (Winnipeg), M.A. and Ph.D. (McMaster)
LEIGHTON, MARY ELIZABETH
Associate Professor and Literature Program Adviser
B.A. (Trent), M.A. (Guelph), Ph.D. (Alberta)

MILES, ROBERT
Professor
B.A. (Simon Fraser), M.Phil. (London, UK), Ph.D. (Sheffield, UK)

MILLER, ERIC
Associate Professor
B.A. (Toronto), M.A., Ph.D. (Virginia)
MITCHELL, J. ALLAN
Associate Professor and CSPT Faculty Participant
B.A. (Victoria), M.A., Ph.D. (Dalhousie)

NOWLIN, MICHAEL
Professor
B.A. Hons. (Western Ontario), M.A. (Toronto), Ph.D. (California, Los Angeles)

PICKARD, RICHARD
Assistant Teaching Professor
Research Interests: Environmental Humanities, ecocriticism, nature writing, 18th-century poetry, Literatures of the West Coast, Canadian literature, teaching composition and writing. Articles and Reviews: Renaissance and Reformation, Lumen: selected proceedings from the Canadian Society for Eighteenth-Century Studies, Brunei Studies in English, Hothouse: A
Place of Inquiry, The Goose. Chapter: A Sense of Place: Re-Evaluating Regionalism in Canadian and American Writing; Sustaining the West: Cultural Responses to Canadian Environments.

RABILLARD, SHEILA M.  
Associate Professor  
B.A. (Queen’s), B.Ed. (Western Ontario), M.A. (Queen’s), Ph.D. (Princeton)  
**Research Interests:** Modern drama, theories of drama and performance, gender studies, modern literature.  
**Books:** Spectacle and Festival: Problems of Knowledge and Experience in Modern Drama (in progress); Essays on Caryl Churchill: Contemporary Re-Presentations, editor (Blizzard, 1998).

ROSS, STEPHEN  
Professor, CSPT Faculty Participant  
B.A. (Simon Fraser), M.A., Ph.D. (Queen’s)  
**Research Interests:** International modernism (especially the novel), critical theory, Digital Humanities.  
**Other:** Director, Modernist Versions Project; General Editor, The Routledge Encyclopedia of Modernism (Routledge).  
**Articles and Reviews:** Cultural Critique, Modern Fiction Studies, Conradiana, Canadian Literature, Joseph Conrad Today, ARIEL, Essays on Canadian Writing, Novel: A Forum on Fiction, Nineteenth-Century Studies, Literature Compass.  
**Books:** Conrad and Empire (Missouri 2004); Modernism and Theory: A Critical Debate (ed. Routledge 2009); The Modernist World (co-ed. Routledge); Pointed Roofs (co-ed. and intr. Broadview); The Tunnel (co-ed. and intr. Broadview).

SAYERS, JENTRY  
Assistant Professor and CSPT Faculty Participant  
B.S., B.A. (Virginia Commonwealth U.), M.A., Ph.D. (U. of Washington)  
**Research Interests:** Digital humanities, comparative media studies, literary modernism, sound studies, cultural histories of technologies, hybrid pedagogy.  
**Articles and Reviews:** American Literature; Keywords for American Cultural Studies; Victorian Review; Digital Pedagogy in the Humanities; Debates in the Digital Humanities; Rhetoric and the Digital Humanities; Between Humanities and the Digital; The New Work of Composing; Computers and Composition Online; New American Notes Online; International Journal of Learning and Media; Journal of Electronic Publishing; Literature Compass; Journal of e-Media Studies; Digital Studies/Le champ numérique; The New Everyday; Scholarly and Research Communication; Critical Making; Writing and the Digital Generation; Kairos: Rhetoric, Technology, and Pedagogy; Collaborative Approaches to the Digital in English Studies; Digital Rhetoric Collaborative; The Information Society; Resource Center for Cybertulture Studies; Sounding Out; Computational Culture: A Journal of Software Studies; Off Paper; ProfHacker.
SHLENSKY, LINCOLN
Associate Professor and CSPT Faculty Participant
B.A. (Brown), M.A., Ph.D. (California, Berkeley)

SHUKIN, NICOLE
Associate Professor and CSPT Faculty Participant
B.A., M.A. (Calgary), Ph.D. (Alberta)
Research Interests: Canadian literature, cultural studies, animal studies, critical theory, cultural histories of capitalism, biopolitics. Articles and Reviews: CR: The New Centenniel Review; English Studies in Canada (ESC); Postmodern Culture; Canadian Literature; Discourse: Journal for Theoretical Studies in Media and Culture; Social Semiotics; Prairie Fire; The Dalhousie Review; The Goose (Journal of the Association for Literature, the Environment and Culture in Canada). Book Chapters: Deleuze and Feminist Theory (Edinburgh UP, 2000), Against Automobility (Blackwell, 2006); Material Cultures (Wilfrid University Press, 2014); Animal Life and the Moving Image (British Film Institute, 2015) Book: Animal Capital: Rendering Life in Biopolitical Times (Posthumanities Series, University of Minnesota Press, 2009).

SIEMENS, RAYMOND G.
Distinguished Professor and Canada Research Chair in Humanities Computing (x-listed with Computer Science)
B.A. (Waterloo), M.A. (Alberta), Ph.D. (Brit. Col.)
SURRIDGE, LISA A.
Professor and Director of the Division of Academic Writing
B.A. (Queen’s), M.A., Ph.D. (Toronto)

VAN OORT, RICHARD
Associate Professor
B.A., M.A. (Victoria), M.A. (Western Ontario), Ph.D. (California, Irvine)

WILLIAMS BOYARIN, ADRIENNE S.
Associate Professor
B.A., Ph.D. (California, Berkeley)

WONG, SAMUEL G.
Assistant Teaching Professor
B.A. (Columbia), Ph.D. (Princeton)
Research Interests: Renaissance literature, Restoration literature, history of science, early modern philosophy.