

THE PH.D. PROGRAM IN COMPARATIVE LITERATURE

UC Irvine's Ph.D. Program in Comparative Literature prepares the student for a professional career in literary and cultural studies. To this end, we maintain a **flexible curricular structure** that enables students to make the most of faculty expertise and programmatic strengths in the Department and across the School of Humanities and the campus while also maintaining the freedom to develop independent and innovative projects. The guidelines and regulations laid out here support these goals by ensuring uniform requirements, standards, and evaluation for graduate student performance. They are therefore obligatory and may not be modified without formal action of the faculty and joint faculty of the Department of Comparative Literature.

Advising

Entering students will be advised by the Director of Graduate Studies. By the end of their first year, students are expected to select a committee for their MA review. The chair of the committee serves normally as an advisor. Following the MA review students should select a committee and chair for the PhD exam process. Students are free to change advisors and committee members at any time and should not feel bound to a specific professor, but they need to inform the faculty member or DGS when making changes. The department encourages students to work with various faculty both within and outside the department. Students may also request two co-chairs for the dissertation committee.

Course Work

Although the Program does not require a fixed number of courses, we do provide the following guidelines:

Students who have not done graduate work at another university normally complete at least eighteen (18) courses before the Qualifying Examination. Three (3) of these courses should be taken after the completion of the MA review and should be chosen to lead directly into the Ph.D. exams

Students who have completed a MA before entering the Ph.D. program should complete twelve (12) courses before the Qualifying Examination. Three (3) of these courses can be taken as pro-seminars after the completion of the MA review (on pro-seminars, see below); these seminars should have minimal requirements arranged in collaboration with the instructor, and should be chosen to lead directly into the Ph.D. exams.

At least half should be taken as seminars, in which the final work is a sustained research paper. Some departments (such as Comparative Literature or English) may offer a pro-seminar option for graduate seminars which requires a different kind of final work (e.g. annotated bibliography, several short interpretive papers, examination). The requirements of pro-seminar work for pre- and post-MA review students are tailored to suit the needs of the student at the relevant stage of his or her time in the program: For example, third-year students taking pro-seminars to help them toward the Ph.D. exam might compile annotated bibliographies of reading relevant to their exams

to fulfill the requirements of a pro- seminar.

Students are encouraged to take a wide range of courses within the department or courses taught by Comparative Literature faculty in other programs. It is advised that students enroll in at least 5 such courses and that they do so before the M.A review

Students may also do independent study in a **guided reading course**. A guided reading course functions as a normal one-quarter course, with a syllabus, regular meetings of the student with the instructor, and required written work. During coursework, students may take up to 3 independent studies, including group independent studies. Students who have special circumstances such as restrictions on courses in their area at UCI may petition the program for additional independent studies.

Students may also take an **Arbeitsseminar** (or "extended seminar"), in which the student arranges a two-quarter sequence consisting of a regular seminar and an independent studies course (CL 290) for a total of eight units. The second course entails a substantial research project and a long paper. With the instructor's permission, the student may choose to receive a grade of IP (in progress) for the first quarter of the sequence, in which case one grade is given for both courses. Students may take one Arbeitsseminar before the M.A. examination and, with permission, a second one after the M.A.

Similarly, students are welcome to make use of the **double paper** format: submitting a paper that is double the usual length as the final paper for two different courses taught in the same quarter (with the approval of both professors secured in advance). This format is particularly useful when the topics of two courses auspiciously converge and for the preparation of the MA paper.

The Department offers yearly seminars (CL 280A and B) that focus on **professionalization** for academic employment and include sessions on topics such as the securing of external funding and grants, attending conferences, getting your first article published, designing syllabi and teaching statements and the job application process. Students may also take a Teaching Practicum course (CL292) in order to shadow and undergraduate class and discuss course design and teaching methodologies with faculty. We also encourage students to investigate various other avenues of professional development (e.g. Humanities Out There workshops, participation in self-designed outreach programs, community scholarship programs, organization of or work with faculty on conferences, the development of a reading or film series, internships on- or off-campus). To this end, the Comparative Literature graduate students are engaged actively in reading groups and dissertation writing groups, and sponsor an annual conference in the spring (see the department web site for the topics of past conferences). Students who participate in such additional activities both broaden their vision of the profession and enhance their individual profile.

Foreign Language Requirements

The student of Comparative Literature must demonstrate a command of foreign languages consistent with her or his particular focus of study within the program. One method of demonstration will require **advanced competency in one foreign language**, consistent with the

ability to work on a range of materials in the language. The other will require **substantial reading proficiency in a second language**, sufficient for purposes of research.

The student will be required to satisfy the requirements for one foreign language before the M.A. review, and the second before taking the Ph.D. Qualifying Examination.

Faculty grading the foreign-language tests will look for facility in overall reading comprehension. Of special importance will be accuracy in translating verb forms (reflexive, tenses, and modes, for example). Basic sentence structures must be clear (subject, object, indirect object); accurate rendering of key vocabulary words for the reading selection is necessary (e.g. a mistranslation of a key term for the reading is more problematic than a mistranslation of less central terms). The amount of time taken and the length of the text will also be assessed so that the grader is assured of the student's ability to work easily with more than textual sound-bites.

Ways to Satisfy the Foreign Language Requirements

1. **A blind test**, conducted over two hours, with dictionary, designed to assure substantial reading proficiency in academic writing and critical material required for research. The test may be retaken.
2. **A translation exam**: an examiner approved by the Director of Graduate Studies will select a previously untranslated text of approximately 50 pages and give students up to two months to prepare. The examination itself will consist of a blind test, two hours long, with dictionary, of a set of passages from the text. The test may be retaken.
3. **A graduate course or Independent Study course**, approved by the Director of Graduate Studies, in which a major portion of the texts are read in the foreign language.
4. **A translation project**: the student will translate a previously untranslated text of 15-20 pages under the supervision of a faculty member approved by the Director of Graduate Studies. The translation must be accompanied by an introduction. Work done in the Translation Workshop course (CL220) or the Translation Theory course (CL200B) may be submitted, but must be assessed and passed by the supervising faculty member (who will not necessarily be the faculty instructor of the course). Translations will be of the source languages' alphabetic scripts.
5. Advanced competence in a language not offered at UCI, or not offered at the level or on a schedule required by the student's work, can be satisfied by the equivalent of three years of study in the language in **programs approved by the Director of Graduate Studies**.

M.A. Review

The purpose of the MA. Review is to confirm that the student is prepared to proceed with the next step in the doctoral program: the Ph.D. Qualifying Examination. Students who enter the program with a B.A. or other bachelor's degree and students who enter the program with an M.A. or other Master's degree must participate in an M.A. Review before proceeding to the Ph.D.

Qualifying Examination.

For students entering with a B.A., **the M.A. Review** is normally taken during the quarter in which the student completes nine courses or in the following quarter. At least one foreign language requirement must be completed prior to the M.A. Review. Taking the M.A. later than the fifth quarter of residency requires the permission of the Director of Graduate Studies. The student will form an M.A. Review committee at least eight weeks before the review. At least two of the members of the three-member M.A. examination committee must be Comparative Literature or joint faculty; the third member may be from outside the Department. The Chair of the M.A. committee is normally the student's advisor.

The M.A. paper is a polished research paper that has undergone revision. Typically it will be a somewhat more ambitious or expanded version of a seminar paper. The student will revise the paper by sharing the paper with the 3 members of the MA review committee, and obtaining comments from at least 2 of those 3. The student will submit the final version of the revised M.A. paper to the committee at least three weeks before the examination. Before the M.A. Review is scheduled, the student's advisor will confirm that the paper is acceptable to the M.A. committee. Along with the paper, the student submits a Statement of Purpose outlining past and future course work, preliminary plans for the Qualifying Examination, and perhaps some thoughts about a dissertation topic.

The examination consists of a one-hour discussion of the student's Statement of Purpose and revised paper. The student may begin with a brief presentation, augmented by comments from the advisor. In practice the examination resembles an extended advising session, with particularly close attention to the student's paper and plans for the Ph.D. Qualifying Examination.

The student is informed of the outcome of the M.A. Review at the end of the session. The M.A. committee will either award the M.A. and permit continuation toward the Ph.D. without conditions or fail the student.

Within three weeks of the M.A. Review, the student's advisor submits in writing a summary of the discussion and the M.A. committee's recommendation. The advisor's summary of the M.A. Review is made available to the student and included in the student's file. In the event of a negative decision, the report is sent to the Graduate Committee for discussion and possible action.

Students who have completed previous graduate work when they enter the program—for instance, an M.A. from another institution—may proceed to the M.A. Review as soon as the third quarter of enrollment in the program. The procedure for preparing and conducting the M.A. Review is otherwise the same for students who already have a Master's degree. All students, whether or not they have previous M.A.'s, receive an M.A. in Comparative Literature from UC Irvine upon a completion of a successful M.A. Review.

All students must be advanced to candidacy for the M.A. at least one quarter before taking the degree. The deadline for filing is thirty days before the beginning of the degree quarter. (Note: students who plan to take the degree in the fall quarter must file thirty days before the end of the

preceding spring quarter.)

Immediately after the M.A. examination, the student begins planning for the Ph.D. Qualifying Examination.

The Ph.D. Qualifying Examination

Preparation

The Ph.D. Qualifying Examination is usually taken at the end of the third year or during the fourth year of graduate study. The examination is based on four topics formulated by the student in consultation with the faculty members who make up the examination committee.

The examining committee will consist of three members. No outside member is required. However, a student can elect to have an optional outside member on their committee. More than one examiner may be responsible for one topic. The Chair or Co-Chair of this committee must be a Comparative Literature faculty member or joint faculty member, and a majority of the committee must be Comparative Literature or joint faculty.

The student should complete the process of drawing up **the four reading lists** and consulting with the examiners at least six months before the examination. The examining committee will meet at this time with the student to make final suggestions and to approve the list of topics. In its final form, each list should include a one-page headnote (single spaced between 250-500 words) and a reading list. Though there is no fixed rule as to the amount of material to be covered on an individual topic, each list should conventionally contain between 30-50 texts, for a total number ranging between 120-150 works. The number of texts should be adjusted in relation to genre for example, a larger number in relation to poetry, a smaller number in relation to novels, etc.

Although the headnotes may undergo some changes until one month before the examination, the reading lists should be established at the committee's meeting with the student about six months before the examination. A minimum participation of 3 members for the list meetings is required, if for emergency reasons, not everyone can make it. Any further changes in the reading lists will have to be approved by the examining committee before the call for questions is issued a month before the examination.

Examination Topics

The Ph.D. examination serves the following purposes: it reflects the student's identification of a likely professional field; and it prepares in various ways for the dissertation, including by providing depth and breadth of knowledge.

I. The examination requires the preparation of four topics. The first topic reflects the student's identification of her or his likely professional field. The other three topics are areas converging toward the dissertation from various angles, listed here in alphabetical order.

1. Major Field

This list reflects the area of expertise that will constitute the student's professional profile in the later career. Typically, this list will reflect a historical period, a segment of a national culture, literature, or medium, a comparison of regional, national, and global cultures, literatures, or media of the same era, a literary, visual, acoustic, or textual genre, or some other significant area of professional knowledge, such as critical theory or rhetoric, which the student will claim to have covered with a coherent, sophisticated overview. The major field can be specific to one medium (for example, the literary, the cinematic, or the digital), but it can also embrace differing media individually or in multimedia formats. The MLA Job List or other professional job advertising vehicles may provide suggestions for major field topics.

2. Secondary Field

This list will reflect a field that is allied importantly to the major field, and provides additional breadth or depth. The secondary field may either broaden the major field or *give* it a more specialized context or augment its intellectual scope in some other way. It may reflect such topics as a literary movement, a thematic current, a specific historical development or formation, an area of intellectual history, the history of a genre or development of a medium, etc. The secondary field list must avoid replicating elements of the major field list.

3. Special Topic

This list will reflect a student's specialized research and dissertation interest, and will therefore focus on a more highly specialized area of exploration within the major field list. Optimally, this list will provide the specialized expertise required to make the student's dissertation topic unique.

4. Theory

This list will generally be comprised of readings in a particular theoretical area related to the dissertation. Alternatively, students whose dissertations require preparation in adjacent fields (e.g., anthropology) or in particular methodologies (e.g., film theory; theories of modernism) may undertake such preparation in this list. This list may add an interdisciplinary dimension to the dissertation project.

II. One or more of the lists should additionally exhibit the following features:

- 1) historical breadth or continuity that will give the topic either genealogical depth or chronological extension into its later manifestations
- 2) generic diversity to assure that students have experience with more than one genre
- 3) work that reflects competency in at least two national languages
- 4) some address to problems of ideology, gender issues, ethnicity, or minority discourses

III. If the student is participating in the Critical Theory Emphasis, the Graduate Feminist Emphasis, the Asian American Studies Emphasis, the Translation Studies Emphasis or a course of study with another department (e.g. Emphasis in Chinese Language and Literature, Classics, East Asian Cultural Studies, French, German, Japanese Language and Literature, or Spanish), the expectations of these emphases should be reflected in the Qualifying Examination lists.

The Examination Process

The examination will have a written and an oral part. The student may distribute the topics between the oral and the written parts with 2 written essays on two of the four topics, and one oral of 2 hours on the other two topics.

The written part of the examination is taken first, with 7 days allotted for each topic: that is, the student picks up the questions for the written topic on one day and turns in an answer of approximately 15 and no more than 20 double-spaced pages at the same time seven days later. The written part of the examination takes place during a period of no fewer than eighteen and no more than thirty-five days.

Between the completion of the written exam and the scheduled oral, the chair of the student's committee will write to the other committee members to ask whether they are satisfied with the written exam to proceed to the oral. The written exam must raise extremely serious doubts in order for a faculty member to suggest not going on with the oral. The chair may also wish to solicit ideas and questions from the written exam from the other members at this time.

The oral examination will normally be held no later than one week after the two written exams are completed, and will be two hours long. The student may expect to answer questions on aspects of the written examination as well as on the topics that have been reserved for the oral. The student and her or his chair will decide how to conduct the oral: whether all faculty will be able to ask questions at any time, or whether to assign different areas covered to specific faculty who will lead those portions of the exam, while others also participate. The student and her or his chair will also decide whether at the beginning of the oral exam the student will give a brief (10 min.) presentation. In such a presentation, the student may update the committee on the state of her or his project by reflecting on her or his findings from studying the works on the lists or otherwise relating the exam to the possible dissertation project.

The examination committee may: a) pass the student; b) fail the student; c) recommend that the candidate repeat the examination (either in oral or in written form) on one or more of the topics; d) recommend remedial work (a course, an annotated bibliography, a formal essay, etc.) on one or more of the topics. The candidate does not qualify for candidacy until the examination committee rules that the entire examination has been completed satisfactorily.

Dissertation Prospectus

After passing the qualifying examination, the student forms a dissertation committee of three faculty members, chaired or co-chaired by a member of the Department of Comparative Literature. The student formulates a dissertation topic in consultation with this committee. Within the quarter following the completion of the Qualifying Examinations, the student and dissertation

committee will meet over a rough draft of the prospectus. The purpose of this meeting is to collect ideas and suggestions for a final draft of the prospectus. **The final prospectus (generally 10-20 pages, with a preliminary bibliography) must be submitted within two quarters following the completed Qualifying Examinations.**

The Dissertation

The dissertation is an opportunity to engage in a long-form project with the support and advice of a committee. Many students will go on to write other book-length projects in the future, but this might be the first time to practice a process that is surprisingly different from writing shorter pieces. Every student will figure out what works best for them and their committee, but students should build-in regular contact with committee members and gradual deadlines.

All students who are writing will sign up for CL 299 Dissertation Research with their advisor or another committee member. For each quarter of CL299, students should provide some plan of what they hope to accomplish that quarter (to draft a chapter, to conduct research and produce an annotated bibliography, to submit revisions etc.). Their progress is evaluated as either satisfactory or unsatisfactory for the quarter (S/U).

Early in the dissertation writing process, students should also work out a schedule and a procedure for submitting dissertation chapters to committee members for review and comments.

The department encourages students to form writing groups with others, which could consist simply of writing alongside others for a certain amount of time (e.g. Wednesdays for two hours) or could also include exchanging writing and workshopping some of it. Students can also use Brown Bag presentations to share work in progress with other graduate students and/or faculty.

Students must submit the completed draft of the dissertation to the Chair and committee members no later than two (2) months before the deadline for filing for the degree in any given quarter. Committee members are obligated to review and communicate comments and suggestions for revisions to the student no later than one (1) month before the deadline for filing the degree in that quarter. Draft dissertations that are not received by the Chair and committee members at least two (2) months before the deadline for filing for the degree might not be read in time for the proposed deadline. Students submitting materials within two months from the deadline for filing for the degree must thus reckon with having to file the following quarter (and paying additional fees).

Although Comp Lit does not require a dissertation defense, we hold a final Ph.D. Review in which the committee gathers with the student one last time for an hour to give collective final feedback and to offer suggestions for any future plans for the dissertation (e.g. whether it should be published as a book). Student can choose to opt out of the final review upon consultation with their director.

Dissertations can vary greatly in length but are usually a minimum of 150 pages and include around four chapters. Models of dissertations are available on Proquest.

Students should consult the Thesis/Dissertation Formatting Manual for information on the requirements for formatting the manuscript, as established by UCI's Graduate Division, the Graduate Council of the Irvine Division of the Academic Senate, and the University Libraries (<https://guides.lib.uci.edu/gradmanual/home>).

Progress to Degree after Qualifying Exams

UC Irvine's Office of Research and Graduate Studies recommends that students complete their dissertations within a maximum of nine (9) enrolled quarters after the Ph.D. qualifying exam has been taken (not including leaves of absence). Students who are nine quarters beyond the exam and have not filed for completion of the degree are tracked closely and strongly discouraged by the campus. We are of course aware that it may not always be possible to finish the Ph.D. on this schedule. Students who are in exceptional circumstances must communicate these circumstances to the Graduate Program and work toward a viable plan for completing the degree.

Students in the seventh enrolled quarter beyond the Ph.D. exam will receive a letter from the Director of Graduate Studies requesting that the students and their advisor formulate a plan for completing the dissertation within the current academic year, if at all possible, and forward this plan, including a timeline for completing remaining chapters, to their Director of Graduate Studies, who will do their best to help the student with any obstacles that so far have obstructed progress. The Director of Graduate Studies and the Graduate Committee may follow up based on the timeline submitted.

Students who do not complete plans on the timeline submitted without further, serious extenuating circumstances, may, following consultation between the Director of Graduate Studies, the Graduate Committee, and the student's advisor, receive a grade of "U" for Unsatisfactory Progress, with a letter explaining reasons for the grade. The Director of Graduate Studies will then request a meeting with the student and advisor to discuss options for finishing the dissertation. Unless the student decides to withdraw from the program, this meeting will result in a second, binding plan for completing the dissertation on an agreed-upon schedule. Students working under the terms of the new agreement regarding the schedule will be considered to be in good standing in the program as long as they adhere to the terms of the agreement and will receive grades of "S." Students who do not adhere to the terms of the agreement may receive a second grade of "U." A second "U" at any point indicates persistent unsatisfactory progress, and academic disqualification measures may ensue.

It is technically possible for students who enter the program with the M.A. to be seven enrolled quarters beyond the Ph.D. Qualifying Examination and yet within normative time to degree. Since taking more than seven quarters to complete the dissertation may indicate problems with the dissertation process, regardless of impact on time to degree, students in this situation will also receive a letter from the Director of Graduate Studies requesting a plan for completion. No student will, however, receive grades of U unless she or he has been in the program for more than six enrolled years.

Students should be advised that after completing the Ph.D. Qualifying Examinations by the end of the fourth year of enrollment, and after having the dissertation prospectus approved by the dissertation committee within two quarters of the completed exams, dissertation work should begin immediately, as completion of all requirements including the dissertation is expected by the end of the sixth year of enrollment.

Emphases

School-wide graduate emphases are available in Asian American Studies, Critical Theory, Feminist Studies, and Visual Studies. For information, consult the individual program websites:

Asian American Studies: <https://www.humanities.uci.edu/aas/>

Critical Theory: <https://www.humanities.uci.edu/critical/>

Feminist Studies: <https://www.humanities.uci.edu/genderandsexualitystudies/>

Visual Studies: [humanities.uci.edu/visualstudies/](https://www.humanities.uci.edu/visualstudies/)

Latin American Studies: <https://www.humanities.uci.edu/latinamericanstudies/>

Students may also complete one of the following **departmental emphases**. In this case students will submit to the Director of Graduate Studies in Comparative Literature an application for the Emphasis, and the Ph.D. Program in Comparative Literature will track the students' progress and fulfillment of the Emphasis requirements. To fulfill these emphases: students will take five (5) graduate courses in the relevant area; the emphasis will be reflected in the student's PhD exam and dissertation; one member of the examination committee will be from the relevant program/department. Upon graduation, students will receive a letter from the Director, certifying completion of the Emphasis.

Emphases in Japanese Language and Literature, Chinese Language and Literature, East Asian Cultural Studies are available through the Department in East Asian Languages and Literatures. (<https://www.humanities.uci.edu/eastasian/graduate/concentration.php>)

An emphasis in French or German is available through the department from European Languages and Studies. (<https://www.humanities.uci.edu/els/german/grad.php>)

An emphasis in Spanish is available through the department of Spanish (<https://www.humanities.uci.edu/spanishandportuguese/graduate/index.php>)

The emphasis in Translation Studies is offered through the department of Comparative Literature. Students will take five (5) courses that deal with issues of translation theory, the practice of translation, and the student's specific area of study: 1 CL 200B: Theories of Translation seminar; 3 translation-workshops (2 CL 220s: Translation Workshops and 1 CL 290: Independent Project in Translation); and 1 course specific to field and literature of choice (e.g., with readings in the major-focus language; this course may be taken in either Comparative Literature or in another department). Students electing the Emphasis will be working in languages in which the supervising faculty have competence.

GENERAL POLICIES

Academic Honesty

As apprentices and practicing teachers, graduate students are expected to be familiar with standards of academic honesty, both generally and as articulated by UCI every quarter in the Schedule of Classes and available on the Web at: http://www.senate.uci.edu/9_IrvineManual/3ASMAppendices/AppendixO8.html. They are expected, of course, to uphold these standards in their own work. One aspect of academic honesty deserves further explanation.

From time to time, students may find work they are doing in separate courses converging towards related projects or even a single project, and this is not only to be expected, but positively desirable, especially when there is some real overlap in material. In cases where some of the same work might reasonably be submitted in different courses, a couple of principles need to be followed: first, that the permission of every instructor involved be sought in advance of beginning such a project; second, that the total amount of work reflects the number of courses involved. In the case of converging topics, faculty will probably want to see the work submitted in each course. In the case of the single paper submitted in two courses (see “double paper” above), the faculty in each course will probably want to confer with one another as well as with the student, and the final product should be a project which at least from the perspectives of research, subject matter and, perhaps length, is doubly substantial. In the more problematic (and much less easy to justify) case of submitting revised versions of work previously handed in for an earlier course, faculty will certainly need to see both early and current versions of the work. Since all of these cases entail extra work for faculty, students should expect that sometimes proposals of this kind will be turned down even when they have intellectual merit.

Once faculty approvals have been obtained, a record must be put in the student's file that details the nature of the project with the signatures of the faculty involved; forms for this purpose are available from the Graduate Program Administrator.

As the *UCI Schedule of Classes* reminds us every quarter, it is the policy of the Academic Senate that "Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved" constitutes "Dishonest Conduct," the consequences of which are likely to be disastrous to a graduate student's career. When in doubt, therefore, graduate students should consult their instructors and inform them of all relevant circumstances.

Incompletes

It goes without saying that courses should be completed before the end of the quarter. To avoid Incompletes students should make wise use of seminar and pro-seminar options, as well as Extended Seminars. An Incomplete that lingers on the transcript may be construed as evidence of unsatisfactory progress and will reduce a student's chances of receiving support. The presence of two Incompletes at any time indicates a failure to make normal progress. A student who requires an Incomplete must negotiate a contract with the instructor and fill out a form available from the Graduate Program Administrator. The contract must indicate reasons for the Incomplete including the status of the work in progress and give a due date for completion of the work. The Director of the Graduate Studies, the student, and the instructor must sign the contract, which goes into the student's file. Students give completed work to the Graduate Program Administrator, who will report that it is in and pass it on to the instructor who will grade it as soon as possible.

Incompletes to be made up before the beginning of the succeeding quarter usually cause no special difficulty. A later due date will receive greater scrutiny and require more substantial justification. Failure to meet the new deadline can generate correspondence with the Associate Dean and jeopardize appointment to a teaching assistantship, which by University policy requires the satisfactory completion of eight units of courses each quarter in addition to the four attached to an assistantship. Beyond the contractual deadline, the School of Humanities makes the last business day of August a checkpoint for Incompletes for the preceding academic year. The School will not allow those with outstanding Incompletes at that time to hold Teaching Assistantships, and may recommend disqualification for students who have not submitted the required work.

For Grading Policy Change, effective Fall 2010 onwards, please go to the link on the Graduate Studies website: http://www.grad.uci.edu/news/update_07_2010_policy.htm

Progress Toward the Degree

Each stage of our Ph.D. is designed to be reached in a normative period, and it is to every student's advantage to try to move forward according to those periods. Obviously, illness and unforeseen personal circumstances may cause delay, but where these are not at issue, the Department does exert some pressure on the side of normative progress. Students should be aware that lack of reasonable progress is a consideration in the awarding of teaching. In extreme cases it can result in disqualification from the program. Please keep the following points in mind.

1. **The M.A. examination** should be completed soon after the student has completed nine graduate courses at UCI, and no later than the fifth quarter of residency. Taking the M.A. later than the fifth quarter of residency requires the permission of the Director of Graduate Studies.

General Policies

2. The usual time to take **the qualifying examination** is before the end of the fourth year or twelfth quarter of residence. Those who have had one or two years of fellowship are expected to take the qualifying examination by the end of their third year of residence.

3. Within six months of successful completion of the Qualifying Examination, students are expected to have their **dissertation prospectus** approved via a meeting with their dissertation committee.

4. **The requirements for the Ph.D.** should be completed in the sixth year of residence. Those who continue beyond that time should be aware that the Graduate Dean's office begins to question whether they should continue. Students who have not completed their degree by the end of their sixth year of residence and who are otherwise eligible for teaching appointments will have a less compelling claim on these appointments than those who have moved more swiftly and deliberately through their course of study. Also, those who have been awarded fellowships, mentorships, and similar compensated non-teaching appointments are expected to make faster progress.

5. Incompletes that extend into the next quarter are discouraged because they inhibit work during that quarter. Only under exceptional circumstances will more than one at a time be allowed. Incomplete work must be finished by the date indicated on the contract and turned in to the graduate administrator. An incomplete unfinished by the last business day in August disqualifies a student for support in fall quarter.

For student's reference, here is an ideal timeline (assuming a first year fellowship):

	Fall	Winter	Spring	Summer
Year One	coursework (approx. 3 courses per quarter; 9 courses total)			revise MA paper
	language study		1 st language exam	
Year Two	MA review			read for PhD exam
	coursework (2-3 courses per quarter; up to 6 courses)			
	2 nd language study			
	teach Composition			
Year Three	list meeting/read for PhD exam		PhD exam	work on prospectus
	complete coursework for any emphases			
	2 nd language exam			
	teach Composition or TA for other classes			
Year Four	prospectus	work on dissertation		
	teach Composition or TA for other classes			
Year Five	dissertation			
	teach Composition or TA for other classes (inc. Hum Core)			

Teaching Assistantships

Some teaching is required of all students, and most students support themselves by it. The Department discourages students from assuming other jobs while holding teaching assistantships. Students who hold fellowships are not permitted to take other jobs. It is only in exceptional cases that students can enroll less than full time after advancement to candidacy.

In the spring quarter, students who wish to teach the following academic year will be required to complete a School of Humanities (SOH) TA Application through the online Graduate Student Portal (GSP). The application will include a CV and teaching evaluations (if available). In addition to positions in Composition and Comparative Literature, students will be able to view and apply to any open TA positions in the School of Humanities through this application system. Specific directions and requirements will be sent out to students when the SOH TA Application opens during the spring quarter each year.

Most students will teach in the Composition Program housed in the Department of English and are required to take ENGLISH 398: Rhetoric/Teaching of Composition in preparation for such teaching. However, there are also opportunities to T.A. for other departments which students can pursue usually after one year of teaching Composition. These include: Classics, African American Studies, Academic English, Asian American Studies, Film and Media Studies, Gender and Sexuality, East Asian Studies or European Languages & Studies and Humanities Core.

There are also generally between 3-7 TAs per year available in the department for our larger lower division courses (CL60A or CL10). Students may apply to be considered for these TA positions in spring for the following year. Although the faculty member teaching the course chooses the TA, the decision is undertaken in consultation with the graduate committee and following some minimal principles. Students must be in good academic standing and have a strong record of teaching; as such students are generally at least in their third year. As these opportunities are scarce, the department is committed to giving the maximum number of students the chance to TA; thus priority is given to students who have not had the opportunity to TA in Comparative Literature before. Priority is also given to students whose research interests overlap with the topic of the course.

Given good academic standing in the program, graduate students can reasonably expect to receive twelve quarters before qualifying (becoming ABD) per Graduate Division policy and an additional three quarters after qualifying, for a total of fifteen quarters of TAship. Under campus guidelines, no student is eligible for more than a total of eighteen quarters of teaching support from any source; this is eligibility for support, and neither a guarantee nor an ironclad entitlement. Recent experience nevertheless tells us that students can reasonably expect funding through the fifteenth quarter or sixth year, whichever comes first. It is important to note that students with poor academic records and poor teaching records risk losing support; all other considerations being equal, students making normative progress toward the degree have a more compelling claim to support than those who do not. Finally, although students can receive up to eighteen quarters of support, priority is normally given to those who have not yet used fifteen quarters.

As noted above, students with more than two Incompletes at any time or with an Incomplete on the last working day of August are not eligible for a teaching assistantship in the Fall.

Other Financial Support

Apart from teaching assistantships, there are a number of other **awards**. Chancellor's Fellowships, the Murray Krieger Endowed Fellowship in Literary Theory, the Graduate First-Year Fellowship, the Schaeffer Fellowship in Comparative Literature, Regents' and Humanities Pre-Doctoral Fellowships can be awarded to entering students. Students who are working on their dissertations are eligible for an In-Candidacy Fee Offset Grant through their eighteenth quarter of registration. These students may also apply for one-quarter Regents' Dissertation Fellowships, Humanities Dissertation Fellowships, and Summer Dissertation Fellowships. The Strauss Dissertation Fellowship provides a full year of dissertation support. Humanities Research grants, Humanities Center grants, and International Center for Writing and Translation (ICWT) grants, which are awarded for specific research projects, are also available for continuing students. These grants are usually awarded for summer travel. Through the Diversity Fellowship Program, the University offers the Faculty Mentor Program Fellowship and the President's Dissertation Fellowship. The Humanities Research Institute offers fellowship opportunities for advanced UC graduate students to work in collaboration on interdisciplinary topics. We also encourage application for national and international fellowships, and in recent years, our students have received American Association of University Women, Ford Foundation, Fulbright, Huntington, Korea Foundation, Mellon, Newcombe, and Pew grants, and other fellowships.

Community Principles

The department expects all of its members to adhere to university guidelines which are intended to create an environment conducive to working and learning that is free of discrimination (unequal treatment) and harassment (a hostile environment). UC policy prohibits discrimination or harassment against individuals who are part of the university on the following protected bases: race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. (For the full policy, see <https://www.policies.uci.edu/policies/procs/700-18.php>.)

The university also has a specific policy on Sexual Violence and Sexual Harassment. Prohibited conduct includes unwelcome sexual or romantic advances, sex-based conduct (including acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation), stalking, relationship violence, invasion of sexual privacy, retaliation and others. (For the full policy, see: <https://policy.ucop.edu/doc/4000385/SVSH>.)

Faculty and students who are teaching are required to undergo yearly training entitled "UC Sexual Violence and Sexual Harassment Prevention Training for Supervisors and Faculty" to familiarize themselves with their responsibilities and rights according to university policy.

We recognize, however, that these are minimal guidelines, phrased in juridical terms. More affirmatively, the department strives to build an intellectual community bound by openness, curiosity, and generosity. We welcome intellectual risk-taking and difference-making and see the climate for that as dependent upon the real diversity of the members of the community. Accordingly, the department is committed to pursuing diversity in admissions and hiring and to fostering a safe and supportive space for its undergraduate students, graduate students, staff and faculty, especially those who are particularly vulnerable (women, students of color, undocumented students, Indigenous students, LGBTQ students, international students, students with disabilities.)

We expect all faculty, staff and students to treat each other with civility and respect both in university spaces (the department, offices, classrooms, lecture halls) and in other spaces of interaction. The department is committed to supporting all its members in the face of bullying and harassment.

Any student experiencing distress or social/academic/emotional/economic welfare issues should not hesitate to approach the Director of Graduate Studies or the department Chair for support. The department emphasizes the availability and necessity of this support network.

Sexual Harassment & Discrimination Procedures

The university's Title IX provisions provide basic outlines of the responsibilities, expectations and procedures to be followed by member of the university community in the case of sexual harassment, discrimination or sex offenses.

According to these, faculty are considered “responsible employees”—they are required by policy to report all incidents and disclosures of sex offenses to the Title IX Office/Office of Equal Opportunity and Diversity (OEOD; <http://www.oeod.uci.edu>).

If approached by a student who has experienced harassment from faculty or peers, faculty will keep the conversation confidential, aside from the mandated reporting. Faculty will inform the student of the options available to them and offer support regardless of the path the student chooses to pursue. Importantly, according to university policy, faculty are required to maintain neutrality as they are neither investigators, nor in a position of legal judgment. Such neutrality does not indicate a lack of support or concern.

In addition to following mandated procedures, the department may also provide additional support (whether or not students decide to embark on a Title IX investigation). This may include making accommodations that will allow students to maintain their academic standing or petitioning for a leave of absence, if it is requested. Under no circumstances will students be pressured to take a leave of absence.

In their role as instructors or TAs, graduate students may find themselves approached by students who have been harassed, abused or assaulted. Like faculty, graduate student instructors are required by policy to report such incidents to the OEOD. Like faculty, graduate students should

generally inform students who confide in them that they are obligated to report. They may also recommend the resources listed below and refer students to social workers. Graduate students should consult with the Instructor of Record or Course Director for the course and get their support in handling such situations.

If graduate students are the recipient of hostile behavior or harassment in the classroom in their capacity as instructors, they should consult with the professor with whom they are working or the director of the program (in the case of Hum Core or Composition). (For information on dealing with disruptive or threatening students, consult: <https://aisc.uci.edu/faculty-staff/disruptive-students.php>.)

Students in the Department are also committed to supporting friends and peers who approach them with an experience of bullying or harassment (including sexual harassment or sexual assault). To this aim, students should:

- a. Familiarize themselves with this guide: [How To Help a Friend | Title IX](#)
- b. Remember that they are **not** a mandatory reporter for a fellow graduate student.
- c. Remember that people respond to experiences of sexual violence in different ways. The focus should be on what such a peer or friend wants and needs; peers should avoid exerting pressure or centering themselves.

Resources

[All credit goes to grad reps for compiling this list of sources]

Confidential resources are also available to anyone considering making a report. The following resources provide a place where information can be obtained in a safe place and where concerns can be discussed and individuals can learn about procedures and potential outcomes while remaining anonymous:

Anyone may call the Sexual Harassment Hotline at 949.824.7037.

Office of Equal Opportunity and Diversity (OEOD) is responsible for receiving and conducting the administrative investigation of all reports of sex offenses, sexual harassment, discrimination, and retaliation filed on campus regarding students, staff, or faculty, and is available to discuss options, provide assistance, explain University policies and procedures, and provide education on relevant issues. The OEOD investigation is not a criminal procedure. OEOD is available Monday through Friday, 8am to 5pm. Address: 103 MSTB, Irvine, CA 92697 Phone: (949) 824-5594. <http://www.oiod.uci.edu/>

Campus Assault Resources and Education (CARE) is a primary, confidential source for information, crisis intervention and follow-up support regarding sexual assault, dating and domestic violence and stalking for students, staff, and faculty on the UC Irvine campus. CARE can assist with issues regarding housing, academic accommodations, financial aid, VISA status, workplace accommodations, and No Contact & Stay Away Orders. CARE, in collaboration with an in-office Community Service Program Victim Advocate, coordinates accompaniment services for victims to the police, evidentiary exams and the court system. In addition, individual and

group counseling is available. CARE is available Monday through Friday, 8am to 5pm. Address: G320 Student Center, Irvine, CA 92697 Phone: (949) 824-7273. <http://www.care.uci.edu/>

Counseling Center offers free and confidential short-term and crisis counseling by licensed mental health providers to all students on an urgent basis, or by appointment. The Counseling Center also offers certain free and confidential psychiatric services. Referrals to off-campus psychotherapeutic and psychiatric providers are also available through the Counseling Center. The Counseling Center is available Monday through Friday, 8am to 5pm. Address: 203 Student Services 1, Irvine, CA, 92697 Phone: (949) 824-6457. <http://www.counseling.uci.edu/>

The Office of the Ombudsman provides a safe and comfortable environment to discuss complaints, concerns or problems confidentially. The Ombudsman acts as an independent and impartial resource. The Office of the Ombudsman does not serve as an office of notice or record for the university. The Office does not conduct formal investigations, nor does it maintain or keep records. If the ombudsman deems it proper, he or she will refer visitors to the office most appropriate to his/her concern or complaint. The Office of the Ombudsman serves all students, faculty, staff and administrators of the UCI community – both on the main campus and at the UCI Medical Center. The Office of the Ombudsman is available Monday through Friday, 8am to 5pm. Address: 205 MSTB, Irvine, CA 92697 Phone: (949) 824-7256. <http://ombuds.uci.edu/>

The Campus Social Worker is responsible for providing private support for individual students, staff, or faculty during a medical, physical, familial and/or emotional crisis. The Campus Social Worker can help develop an action plan to coordinate and monitor the delivery of services to help students meet their goals. The Campus Social Worker can mobilize necessary campus and community resources to maximize the person's physical, social, and/or emotional well-being. The Campus Social Worker also helps students navigate their relationships and responsibilities with UCI academic and administrative departments. For students to visit the campus social worker, they need a referral from a staff or faculty member. To make an appointment to speak to the campus social worker, please let an investigator know and OEOD can make you a referral. Phone: (949) 824-1418. <http://www.whcs.uci.edu/csw/>

Respondent Services Coordinator is the designated individual on campus who can help student, staff, and faculty Respondents understand their rights if they have been accused of sexual violence, sexual assault, sexual harassment, dating/domestic violence or stalking. The Respondent Services Coordinator can explain and help navigate the investigation and adjudication processes, including accompanying respondents to formal hearings, assist with securing interpreter/translation services, make referrals to campus and community resources, such as for psychological counseling, legal services (including help understanding and complying with protection orders), alternate housing, academic changes and other needs. Phone: (949) 824-5208. <http://www.chs.uci.edu/rs/>

The Office of Academic Integrity and Student Conduct is responsible for UCI's campus-wide non-academic student conduct process and manages the formal hearing process for sex offense cases with student Respondents. The Office of Academic Assistance and Student Conduct also provides assistance, information, and referrals for students involved in sex offense cases. The

Office of Student Conduct is available Monday through Friday, 9am to 5pm. Address: G308 Student Center, Irvine, CA 92697 Phone: (949) 824-5590. <https://aisc.uci.edu/index/>

Off Campus Resources:

Wayfinders is an Orange County community resource that provides certified sexual assault counselors twenty-four hours a day, seven days a week via a rape crisis hotline, and to police departments and hospitals, and through two rape crisis centers. Comprehensive and confidential services are provided to victims of rape and other sexual assaults, sexually abused children, and their family members. Wayfinders programs are also available to help victims of dating and domestic violence apply for a temporary restraining order, explore options for safe housing, assist in accessing counseling services for themselves and their children, and to provide support during criminal justice system proceedings. Address: 1221 East Dyer Rd. Suite 120, Santa Ana, CA 92705 Phone: (949) 831-9110. <http://wearewayfinders.org/>

Human Options is an Orange County community resource that provides assistance to victims of domestic and dating violence and their families. Human Options provides emergency shelter and long term assistance for women and children who are in a dangerous situation due to an abusive relationship. Human Options Services provides emergency shelter and transitional living programs, including: safe housing, counseling, legal advocacy, case management and job readiness training for abused women and their children. Human Options provides long-term support to help rebuild lives through the Children and Families Counseling Center. They additionally provide a domestic violence hotline at: (877) 854-3594. For more information go to: <http://humanoptions.org/contact/>

Other Resources

Disability Services Center (DSC) provides services to students with documented permanent and temporary disabilities. Services include reasonable accommodations, auxiliary aids, and individualized support services based on your disability documentation, functional limitations, and a collaborative assessment of needs. Address: 100 Disability Services Center, Building #313. Irvine, CA 92697-5250, Phone: (949) 824-7494. <http://disability.uci.edu/>

The Dreamers' Resource Office is dedicated to serving the AB540 and undocumented student population through advocacy, guidance, and support. The programs and services are designed for students to achieve academic, personal, and professional excellence. The resource office provides guidance on financial aid, legal support and referrals, academic consultations, student wellness support and emotional support, and general consultation. For Appointments visit Main Office: 112 Cross Cultural Center. Phone: (949) 824-6390. <http://dreamers.uci.edu/support/>

The Lesbian Gay Bisexual Transgender Resource Center (LGBTRC) provides support, education, and advocacy from an intersectional perspective regarding sexual orientation/attraction and gender identity for the UC Irvine Campus Community including all lesbian, gay, bisexual, intersex, transgender, queer, asexual, ally, and questioning students, faculty, staff, and the larger campus community. Phone: (949) 824-3277. <https://lgbtrc.uci.edu/index.php/>

Womxn's Hub aims to advance equality and access to resources for all women, across lines of ethnicity, gender identity, religion, orientation and social class by promoting community consciousness, social justice initiatives and individual growth for all women at UCI.

<http://whub.ccc.uci.edu/>

FRESH Basic Needs Hub provides services, resources and support to help students thrive on campus. The pantry at the Hub provides emergency food and toiletries to students. Students can access the pantry using their UCI student net ID. All information is kept confidential. The Smart Eaters Life Skills Series gives students the education and skills they need to eat healthy on a budget and to learn how to cook affordable, nutrient-dense food for themselves. Phone: (949) 824-0607. 4079 Mesa Rd fresh@uci.edu <http://www.basicneeds.uci.edu/>

The Student Health Center can provide on campus medical attention to students. It is important to note that any health center or physician treating the victim of a violent crime is obligated by law to report the crime to the police. The Student Health Center can see staff and faculty for urgent medical services and for pre-arranged occupational services with pre-authorized campus recharge. Phone: (949) 824-5301. <http://www.shs.uci.edu/>

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