



GRADUATE STUDIES IN LITERATURE AND CRITICISM DOCTORAL PROGRAM

Department of English

Email:
gradeng@iup.edu

Program Website:
www.iup.edu/english/grad/literaturecriticismphd/

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Carnegie Public Libraries one of the largest public libraries in the U.S. The Folger Library and the Library of Congress are also only a few hours away in Washington, DC.

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To strengthen the university for academic success I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Affirmative Action

www.iup.edu/gradcatalog

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action equal educational and employment rights for all persons, without regard to race, religion, national origin, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document with state and federal laws signed in Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as state executive orders. This policy extends to disabled veterans and Vietnam veterans. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, Indiana, PA 15705-1046 U.S.A. (See: <https://www.iup.edu/socialequity/index.html>)

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

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

7. To assure that reasonable accommodations will be made for the physical disabilities of an applicant or student.

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

The IUP Affirmative Action Plan supersedes the Affirmative Action Plan of 1985, the 1983 IUP Plan; the August 8, 1975, Affirmative Action Plan adopted by the Board of Trustees; and the March 31, 1982, Affirmative Action Plan submitted to the U.S. Office for Civil Rights.

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

For more information regarding student rights and responsibilities, view:

www.iup.edu/studentconduct/policies/

www.iup.edu/gradcatalog

Department of English

Graduate Studies in Literature and Criticism

Indiana University of Pennsylvania's doctoral program in English began in 1967. In the early 1970s we found our focus. We defined our primary goal as working with career teachers at community and four-year colleges who wished to return to school for their doctorates. A Rhetoric and Writing Program (now Composition and Applied Linguistics) was developed for students whose primary work was teaching composition or communication skills, while the Literature and Criticism Program emphasized an integrative approach to the research and to literary and cultural studies. Changes in the profession, including shifts in the canon, a new role for theory, and the increasing significance of digital humanities led us to restructure the Literature and Criticism Program in 1987. We now encourage students to consider a wide variety of career paths as they apply theory, consider the role of the critic and scholar in a variety of professional spaces, and explore established and emerging trends in English Studies.

The IUP Literature and Criticism program aims to provide knowledge of both general and specialized fields and integrates instruction related to teaching scholarship, and career preparation. Our current curriculum reinforces the student's understanding of literature's historical, cultural, and intellectual

As part of our mission to meet all these objectives, in addition to the full year academic program, we have established a Summer only residency program designed to make doctoral work in Literature and Criticism available to working professionals. This is one of a kind: the only summer residential Ph.D. literature program in the United States specifically designed to meet the needs of educators otherwise would not have opportunity for further academic development.

Faculty

Melanie Holm, Ph.D. (Rutgers University) mholm@iup.edu

--18th century British and European literature; Gothic literature; aesthetics; epistemology; skepticism

Christopher Orchard, D.Phil. (Oxford University) orchard@iup.edu

--Renaissance literature; modern British literature

Mike Sell, Ph.D. (University of Michigan) msell@iup.edu

--Modern world drama; the avant-garde; African American literature, especially the Black Arts Movement; modernism and postmodernism; critical theory

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Admission

The Literature and Criticism Program recognizes dates for making admissions decisions: January 15, March 15, and November 15. Decisions regarding all applications received prior to January 15 will be made as soon after that date as possible; decisions regarding applications received after January 15 will be made as soon after March 15 as possible.

scores. The minimum TOEFL score for admission to the Literature and Criticism doctoral program is 560 (or its equivalent in other scales). TOEFL scores are not required of international students who completed an M.A. in the U.S.

6. A writing sample, while not required, is strongly recommended as a part of the application.
7. GRE scores are not required but can be submitted by the applicant if desired

Further information, including online application platform and links to the graduate admissions office, are available on our website, www.iup.edu/english/grad/litercritismphd/.

The program does not normally admit students who are classified as seeking a degree, nor does it provisionally admit international students who have not demonstrated suitable proficiency in English. Applicants who indicate that they do not plan to work toward the degree but wish to enroll in one or two graduate courses for which they are qualified may apply to SGSR for Special Graduate Standing, but such enrollment does not constitute admission to the Program. For information regarding Admission Classification and Provisional Admission for International students, see the current Graduate Catalog: www.iup.edu/graduatestudies/catalog/

FURTHER INFORMATION FOR INTERNATIONAL APPLICANTS

In addition to the academic prerequisites and procedures for admission given above, international students must complete an international student preliminary application form and present evidence to SGSR of financial resources sufficient to meet the cost of living in Indiana, Pennsylvania, the cost of travel to and from the student's native country, and the cost of graduate education at Indiana University of Pennsylvania. The Office of International Education, www.iup.edu/international/, assist with general information about the university and obtaining certificates of eligibility such as I-20s and DS-2019's for admitted students. Questions about these and other legal matters should be directed to the Office of International Education, intl-rn, D S

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

Other Forms of Financial Aid

- Other forms of financial aid, including loans and work study, are available. For information, please contact the Office of Financial Aid at 352-2218 or visit their website:
www.iup.edu/financialaid/
- <https://www.iup.edu/admissions/graduate/financialaid/graduateassistantshipsat-iup.html>
- Office of Financial Aid www.iup.edu/financialaid/

Academic Advisement

The academic advisor guides and supports students through the program. However, graduate students are expected to assume full responsibility for knowing and following graduate program and university requirements, procedures, and regulations.

Once admitted, the Program Director serves as the student's advisor, and the Director remains the advisor throughout the time the student completes coursework. Prior to

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/gradcatalog

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

Office of Social Equity: www.iup.edu/social-equity/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/veterans/center

Coursework

A minimum of thirty-six hours of program coursework (including the research skills requirement, as explained below). It is also possible for a student to pass a second foreign language test, in which case the student then needs only 30 hours of coursework. Academic good standing is maintained with a 3.5 average in the coursework. If after any given semester, a student's cumulative GPA falls below 3.5, that student will be placed on academic probation, which means the student will have to raise the cumulative GPA to at least 3.5 in the succeeding semester or be dismissed from the program. Any student dismissed from the program may reapply for admission. Full-time enrollment is normally three courses per semester.

In summers, students may enroll for one or two courses for each of the two summer sessions; Research Skills courses are scheduled during week-long sessions. The 30 hours (normally ten courses carrying semester hours of credit each) includes a number of requirements, discussed below. The Literature and Criticism doctoral program does not transfer credit hours from other programs or institutions.

All doctoral students (including summers-only doctoral students) who have completed all courses and who have passed the candidacy review process must register continuously for 1 credit in Fall and 1 credit in Spring, until they graduate. In that situation, any student who has not registered for at least 1 credit for each of those required semesters will face dismissal from the program. De-activation from the program will occur at the end of the drop period at the beginning of the second semester of registration (i.e., if a student does not register for a spring semester, de-activation will take place at the end of the drop for fall semester).

Dissertation hours can be taken whenever necessary to accrue credits, as for instance, when 9 credits per semester are necessary for candidacy.

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

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

The seminars incorporate literary approaches and scholarly techniques learned in earlier courses. The development of a research project resulting in a paper suitable for publication or presentation is an element of all seminars.

ENGL 983 Literary Theory Applied to a Major American Author or Theme

ENGL 984 Literary Theory Applied to a Major British Author or Theme

ENGL 985 Comparative Literary Theory Applied to Traditional and Special Literatures

The aims of these seminars are:

- a. to undertake, in a seminar context, a full scholarly and critical study of a literary topic;
- b. to put into practice the skills in writing, presentation, and critical analysis gained in the core courses and the courses in traditional and special literatures;
- c. to help students produce a long critical paper of publishable quality on an aspect of the seminar topic;
- d. to prepare the student for the work involved in the dissertation and other advanced research projects that the student may choose to explore in their career as a teacher and scholar;
- e. to teach techniques appropriate for analyzing traditional special literatures; and
- f. to use the critical perspectives of the core courses to develop scholarly assessments of individual works and to help students write well-articulated statements of these assessments.

4. Open Electives 6-9 S.H.

In addition to the above requirements of seven courses (21 semester hours of credit), two additional courses offered by the Program must be selected as Electives. These courses cannot include Research Skills courses.

5. Research Skills Requirement 3-6 S.H.

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take approved sections of Teaching Writing and other approved composition, rhetoric, and linguistics courses from the Composition and Applied Linguistics program. All such courses must be at the 800 level or above.

2. Six semester hours of graduate credit beyond the thirty hours required, with a grade of B or above, in history, philosophy, or other humanities courses (at IUP) directly related to the student's research needs and approved by the Director of Graduate Studies in Literature and the Dean of SGSR.
3. Proficiency in a second foreign language (not English) as measured by an exam designed by -

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

ENGL 864 Topics in British Literature since 1660

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

ENGL 865 Topics in Literature as Genre

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

ENGL 866 Topics in Comparative Literature

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

ENGL 871 Topics in Postmodern Literature

Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered.

speaking, independent seminars are assigned to three faculty members during each semester, and students make arrangements with the respective faculty member whose specialty is closest to their interests. Independent seminars are intended to complement coursework, focusing on specific areas needed for the student program that may not be available in regularly scheduled courses.

ENGL 954 Candidacy Proseminar

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- Uses feedback constructively, works independently, and handles problems or conflicts in a professional manner (Grades, instructor evaluations)

The evaluations of the CP Conference Paper will include considerations of whether the paper successfully:

Part 2: Conference Proposal Abstract

This 250-300 word abstract should respond to a Call for Papers (CFP) for a regional, national or international conference.

Part 3: Statement of Teaching Philosophy

This 1-page, single-spaced document should create a narrative that complements your chosen field of research, demonstrating your identity as a ~~teacher~~ scholar.

Part 4: Choose ONE of the following

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The portfolio is not assigned a letter grade. The outcome of the CP review will be sent to a student's IUP email account within a few days of the evaluation, including any particular strengths and/or weaknesses that were identified during the Candidacy Review process

FOREIGN LANGUAGE PROFICIENCY

The Literature and Criticism doctoral program requires reading ability in a foreign language (not English) as measured by an exam designed by University Testing Services.

The Foreign Language Competency Test is administered by University Testing Services and more information about the test are available at <https://www.iup.edu/news-events/news/2021/08/university-testing-center-to-close-permanently.html>

COMPREHENSIVE EXAMINATIONS AND ACTING ADVISOR

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

Each student is responsible for setting up a comprehensive examination committee consisting of one faculty member for each of the three areas. This is a period of crucial transition towards the dissertation. It is important, therefore, that all students select their committee members with great care, making sure that the faculty members' areas of expertise are appropriate for the exam. Most commonly, the comprehensive examination committee will subsequently become the dissertation committee, although this is not a requirement, and it is possible to make changes for the dissertation.

In the early stages of setting up the comprehensive committee, each student requests one of the committee members to serve as Acting Advisor. Typically, the Acting Advisor is the first faculty member a student would consult. The Acting Advisor may assist the student in selecting additional committee members, and the Acting Advisor will then serve as chair, organizer, and implementer of the actual exam. The Acting Advisor will also take over most ordinary advising duties for each student advisee, replacing the program director as the student's program advisor. The transition from Acting Advisor to Dissertation Director officially takes place when the student successfully defends the Dissertation Proposal and the Research2 (a)1 (r)-2 (c)-3 on1 ()-5-6.1 (e)1 (b1 (ng)i)-1 (ssm)1 s iv(e)1 (r)-3 o

Advisor, although changes can be made at this stage. Under the guidance of the dissertation director, the student will prepare a proposal for research. The student will also, in consultation with the director, select a committee of two additional faculty members who must then agree to serve as readers of the dissertation.

It is possible for students to engage outside readers as dissertation committee members. Faculty members outside the Literature and Criticism program but employed at IUP must be approved for graduate teaching. Faculty members at other universities must be approved by the University Wide Graduate Committee (UWGC). The procedures for obtaining such approval are fairly simple: the student should request from the outside reader that they submit an electronic version of their recent curriculum vitae (CV), and the student should then forward the CV with the request for approval to the L&C graduate director, indicating the expertise and appropriateness of the outside reader for the student project. The graduate director is then responsible for submitting the request for approval to the UWGC. Students should consult with their dissertation director regarding the possibility and appropriateness of having one or more outside readers. Outside readers cannot be approved by the UWGC until the Research Topic Approval Form (RTAF) has been signed and approved by the dissertation committee.

DISSERTATION READING PROTOCOLS

The Literature and Criticism Program Committee has recommended two general protocols for establishing working relationships between the student and committee members. It is important that the committee and student clarify which option, or modification of these options, pertains:

Protocol A: When a substantial portion of the project (2/3) has been drafted, has been revised with director comments and then sent to the committee for general comments and a green light, then committee readers should be allowed ~~at least~~ ^{at least} 4 weeks to review such a 2/3 copy, after which the student should have at ~~least~~ ^{least} 4 weeks (or more if necessary) after receiving the 2/3 copy back from the committee to respond to any suggestions at this stage [readers should inform the director of the dissertation if there are significant problems or other postponements of the

Grade Appeal Policy

www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Doctoral Dissertation

www.iup.edu/gradcatalog

No Transfer of Credits Policy

www.iup.edu/gradcatalog

The IUP Doctoral Program in Literature and Criticism does not accept transfer credit. This program-specific policy differs from the general policy maintained by the School of Graduate Studies and Research, and the SGSR recognizes such difference as legitimate.

Program-Level Policies and Procedures

These program-specific policies may differ from the general policy maintained by the School of Graduate Studies and Research, and the SGSR recognizes such difference as legitimate.

Regrettably, sometimes students must be deactivated from the L&C Program. Reasons may include but are not limited to: academic misconduct, failing the Candidacy or Comprehensive Examinations, lack of consistent progress towards the degree, failing the dissertation defense or not maintaining continuous enrollment. Students inactivated from the program will not be considered for re-admission.

Research

For more information about Research Support available to students, see the following:

Applied Research Lab: www.iup.edu/arl/
www.iup.edu/gradcatalog
www.iup.edu/research/

Literature and Criticism Program Awards

The Literature and Criticism Program makes several awards each year every spring semester as a way of honoring the outstanding achievements of our graduate students. The number and distribution of the awards will be decided by the Awards Committee on an annual basis. The awards are as follows:

Excellence in Teaching Award

Award description: This award honors one student per year for excellence in undergraduate instruction in literature and/or composition at IUPUI. The award is intended for students who are currently enrolled in the doctoral program in Literature and Criticism and who also teach in the IUPUI English Department as either a Temporary Faculty member or a second-year Teaching Associate. All candidates must have evaluations by faculty observers on file.

Nomination process: Graduate faculty members may nominate a Temporary Faculty member graduate student or second-year T.A. for this award by submitting a nomination form to the Awards Committee. Nominated students must then provide a packet containing student evaluations, syllabi and other course materials, classroom observation reports, and a statement of teaching philosophy to the Awards Committee. The Awards Committee will review these materials, rank the nominees, and select a winner.

Outstanding Dissertation Award

Award description: This award honors the outstanding (completed and successfully defended) dissertation in the Literature and Criticism Ph.D. program for each academic year. To be eligible, the dissertation must have been successfully defended by April 15 of the year in which the award will be given.

Nomination process: Dissertation committee chairs may nominate a student for this award by submitting a completed nomination form, a dissertation abstract, table of contents, and sample chapter or section to the Awards Committee. The Awards Committee will review these materials, evaluate the quality of the work, rank the nominees, and select a winner.

Scholarly Excellence Awards (2 awards)

Award description For both M.A. and Ph.D. students currently enrolled in the literature programs, this award honors a single significant scholarly production published or presented in the past two years.

Award A, M.A. Scholarly Excellence Award: To be awarded for work done by a currently enrolled IUPM.A. student.

Award B, Doctoral Scholarly Excellence Award: To be awarded for work done by a currently enrolled IUPPh.D. student.

Nomination process Graduate faculty members may nominate a scholarly work for either category by submitting a completed nomination form to the Awards Committee. Nominated students must then provide a copy of the nominated work. The Awards Committee will review these materials, evaluate the quality of the work, rank the nominees, and select a winner.

Service and Citizenship Award

Award description This award honors positive, voluntary contributions made by a graduate student to the graduate programs, the English department, the university, or the greater Indiana community. The award is intended to recognize the importance of work that graduate students perform outside the classroom to improve quality of life and education for all graduate and undergraduate students at IUP. Such service must go beyond the student's duties and responsibilities related to participation in a class, a thesis or dissertation, a graduate assistantship, or any other type of paid employment.

Nomination process Graduate faculty members may nominate a student for this award by submitting a completed nomination form to the Awards Committee. Nominated students must then provide a vitae and a personal statement outlining their service work. A subcommittee consisting of three members will review these materials. The Awards Committee will review these materials, rank the nominees, and select a winner.

Appendix

Literature and Criticism Dissertations, 2010-2021

- Abu Odeh, Tayseer Y. 2016. Exile, Counterpoint and Late Style in the Work of Edward Said, Mahmoud Darwish, and Nuruddin Farah. Director: Dr. Susan Comfort
- Achenbach, Pamela 2018. The Doctor, or the Hero of the Millennials: A Generational Study of the Relationship Between Doctor Who and Its Audiences. Director: Thomas Slater
- Aiken, Elizabeth 2014. Capitalizing on Appalachia: Resisting Colonization and Exploitation in the Works of Ron Rash and Fred Chappell. Director: Dr. James Cahalan

Alatrash, Muhammad

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

Alwairan, Met Eb. 2017. Representations of Muslims on the English Restoration Stage. Director: Dr. Christopher Orchard

Alqahtani, Beshair Mohammed. 2020. Representing Black Women's Activism: Understanding Social Change through Autobiographical Narrations of the Civil Rights Era. Director: Dr. Veronica Watson

Alreshoud, Aisha. 2019. Gender Identities and Self Representations in Post 9/11 Global Arab and Muslim Women's Literature. Director: Dr. Lingyan Yang

Al-Sarrani, Abeer. 2011. Challenges of Cross

Farr, Sheila. 2019. "And They Lived Happily Ever After": The Seductive Narratives of Domestic Fairy Tale Adaptations in Popular Victorian Periodicals, 1850-1900. Director: Dr. Tanya Heflin

Faziana, Peter. 2020. The Intrusion of Trauma into the Daily Routine: The Consequences of the Interwar, the Cold War, and the Vietnam War in Literature. Director: Dr. Michael T. Williamson

Ficalora, Dominique. 2015. Beyond Visible Cities: Gendered Actions & The Materialized Word in 21st Century New York. Director: Dr. Mike Sell

Fitzpatrick, Theresa. 2019. Hyperrealities and Inverted Fakes: Purposes of the Otherworld Journey in Sir Gawain and the Green Knight, Alice in Wonderland, and American Gods. Director: Christopher Orchard

Frances (Gallagher), Debra. 2012. Shakespeare's Gardens and Nature Settings: Landscapes of the

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Hagenrater, Amy. 2012. Men Who Mother and Women Who Won't: Giving Birth to a New Maternity.

Director: Dr. Ronald Emerick

Hamren, Kelly. 2020. The Poetics of Metamorphosis in Russian Modernism. Director: Dr. Michael T.

Williamson.

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

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

Konda Ntusi, Jean Paul. 2015. White Double Consciousness and Blind Justice in Lillian Smith's *Strange Fruit*, Harper Lee's *To Kill a Mockingbird*, and Geraldine Brook's *March*. Director: Dr. Veronica Watson

Kranidis, Maria

- Ussia, Matthew. 2012. *The Children of Reagan: Troubling Pleasures in the Era of Privatization*. Director: Dr. Mike Sell
- Vilouta-Vazquez, Begona. 2017. *The Colonial/Modern Gender System and Trauma in Michelle Cliff's Novels*. Director: Dr. Susan Comfort
- Von Schlichten, David. 2012. *Elizabeth Stuart Phelps as Ecofeminist Preacher*. Director: Dr. Todd Thompson
- Walker, Marsha. 2012. *Saturday's Child, Sunday's Christ: Masculinity, Religion, and Community in Select Twentieth Century African American Poems, Plays, and Novels*. Director: Dr. Mike Sell
- Wallen, Brett. 2014. *Love, Labor, and Knowledge: How Informal Socials Disseminate and Enforce Dominant Ideologies in Select Victorian Novels*. Director: Dr. Christopher Orchard
- Wassel, Adam. 2017. *More than Murderers: Confronting Perpetrators in Holocaust Fiction*. Director: Dr. Gail Berlin
- Welch, Robert. 2016. *The Development of Affect Theory in American Naturalist Fiction*. Director: Dr. Todd Thompson
- West, Benjamin. 2010. *Challenging Progress: Mob Violence and Punishing Identities in Modernist American Fiction*. Director: Dr. Ronald Emerick
- Williams, Kristi. 2020. *Feminine Arguments from the Grave*. Director: Dr. Todd Thompson

Zimmerly, Stephen M. 2016. The Sidekick Comes of Age: Tracing the growth of Secondary Characters in YoungAdult Literature. Director: Christoph Kuipers

Signature Page:

Acknowledgement of Receipt of Handbook

My signature below indicates that I have received, read, and understood the current program handbook. I also understand that I am responsible for adhering to all information referenced in this program handbook.

_____ [please initial] understand my program coordinator may share this document with the School of Graduate Studies and Research (SGSR)

Print Name

Signature

Date

SUBMIT THIS FORM TO THE PROGRAM DIRECTOR BY THE BEGINNING OF THE FIRST TERM OF PROGRAM ENROLLMENT.

The program will keep this signed document on file.