

PhD Degree Requirements

The program consists of following requirements:

1. COURSE WORK

18 credits

Pre-1798 requirement

2. REQUIRED SKILLS Bibliography Second Language

Professionalization Workshops

3. QUALIFYING EXAMINATIONS

Major Field Dissertation Sub-Fields

4. DISSERTATION

Dissertation Proposal Seminar Successful Defence

Course Work

- **18 credits total**

Normally 12 credits are taken in the PhD I year + 6 in the PhD II year.

Summer 3.0-credit courses can be handy, but choice is limited.

Of the total 18, up to 6 credits may be taken as Directed Reading Courses, and 6 credits may be taken in another graduate program within or outside of York University (SPT, WMST, UofT, wherever) subject to course approval permission from the Graduate Program Director (GPD) and enrolment space in the outside Program/University.

- **Pre-1798 requirement**

All PhD candidates are required to demonstrate some acquaintance with works written before 1798. The requirement may be satisfied in *either* of two ways:

(a) by presenting evidence of successful completion of 6 credits (2 terms or a full course) based on pre-1798 writings at the MA level, or

(b) by successful completion of at least 3 credits based on pre-1798 writings during the PhD I or PhD II years, the assumption being that once at the PhD level, the student has accumulated the equivalent of at least 3 credits worth of pre-1798 material.

- Updated course descriptions are found on the GPE Website

[<add new website page address>](#)

DIRECTED READING COURSES

Students have the option of taking a Directed Reading course with a faculty member provided that a seminar with similar material is not available in the current curriculum and provided it does not overlap significantly with a course taken previously. Students are normally allowed one reading course during their entire graduate tenure at York.

Directed Reading Proposals

The following information must be included in any Directed Reading Proposal:

Credit Weight: half or full course (3.0 or 6.0 cr).

Rationale: The rationale must explain how the material of the course forms a coherent focus of study and outline the objectives of your study. In cases in which the material resembles that of a graduate program course, you should explain how your reading program will differ from the course. When appropriate, the rationale should explain the critical context in which the material will be studied.

Evaluation Method: List the number of written assignments you will submit to your supervising professor and the approximate length of each. Any additional grounds of evaluation should be specified, together with a rationale (the written assignments of essay type should be listed with an approximate word-count or page length; if different from essay type, the format and length should be explained). The relative weightings of each component of the grade should also be given.

Schedule: State the frequency and length of time you and your director will meet. Normally such courses meet for an average of one hour per week. A rationale should be provided for any significant deviation from this norm.

List of Texts: This list should follow the style prescribed by the MLA Handbook. Primary and secondary materials should be listed separately. Usually course proposals should include a critical or theoretical component among texts to be read.

Proposals, together with a completed Directed Reading Form, may be submitted to the Graduate Study Committee by any of the deadlines: September 15; October 15; January 15; April 15.

COURSES OFFERED OUTSIDE THE ENGLISH PROGRAM

Students may take up to six credits outside the Program, either at York or elsewhere, with permission of the GPD and FGS. Form: <http://www.yorku.ca/grads/forms.htm>

COURSES OFFERED OUTSIDE THE ENGLISH PROGRAM

Students may take up to six credits outside the Program, either at York or elsewhere, with permission of the GPD and FGS.

- Form for a course in another YorkU graduate program:
<http://gradstudies.yorku.ca/files/2014/08/course-program-other.pdf>
- Ontario Visiting Graduate Student (OVGS) Plan:
<http://gradstudies.yorku.ca/files/2014/06/ovgs-application.pdf>

YorkU graduate programs offering courses often of interest/relevance to GPE students:

Social and Political Thought <http://spth.gradstudies.yorku.ca/courses/>

History <http://history.gradstudies.yorku.ca/courses/>

Sociology <http://sociology.gradstudies.yorku.ca/courses/>

Gender, Feminist, and Women's Studies <http://gfws.gradstudies.yorku.ca/courses/>

Theatre & Performance Studies <http://theatre-studies.gradstudies.yorku.ca/courses/>

For a complete list of programs, please refer to:

<http://futurestudents.yorku.ca/graduate/programs>

Graduate Diploma in World Literature

Designed to highlight and give official accreditation to our students' transnational, cross-cultural, and interdisciplinary literary expertise, this challenging graduate diploma is unique in Canada. It can lead to prospective careers in a range of areas requiring a high level of cross-cultural literacy in this era of globalization, from government to the global creative industries.

ADMISSION REQUIREMENTS

The Graduate Diploma in World Literature can be obtained in conjunction with an MA or PhD degree in English, Humanities, or Translation Studies.

DIPLOMA REQUIREMENTS

Diploma students must successfully complete:

- A compulsory three-credit course in addition to the requirements of an MA or PhD degree in English or Humanities, or of an MA in Translation Studies on the history and practice of Comparative and World Literature: **Humanities 6157 3.0: "Comparative and World Literature Seminar: History and Practice" / English 6157 3.0 and Translation 6157 3.0.**
- An additional capstone diploma research paper, elaborated with the advice of a Professor with specialization in the topic to be explored. This paper further develops expertise in World Literature and requires that students demonstrate the interdisciplinary, cross-cultural research and critical skills acquired throughout their World Literature graduate diploma studies. Marked by the primary advisor, the paper is then submitted to a second reader who also marks and comments. Both reports are sent to the Diploma Coordinator.
- One course in cultural theory (3 or 6 credits), to be chosen among the offerings of the Graduate Programs in English, Humanities, or Translation Studies. A list of available courses is given to students each year by the Diploma Coordinator. While this course counts for both the degree and diploma, students pursuing the diploma must write a research paper that extends the discussion of cultural theory into the domain of World Literature.
- Three course-related research papers with a World Literature perspective and content; or a MA major research paper or thesis; or a PhD dissertation with a World Literature approach. While such work counts for both the graduate diploma and the degree program, students enrolled in the graduate diploma need to supplement their MA or PhD requirements with work done from a World Literature perspective throughout their degree studies: the graduate diploma augments the degree requirements and allows students to receive accreditation for the added value of this specialized training.

It is recommended, but not required, that students complete a study period, research stay, or an internship in a country pertinent to their projects in world literature. The Graduate Program in English has an exchange program with Mainz University; York University has an agreement with every university in France for "cotutelle" doctorates; York University is an institutional affiliate of the Institute for World Literature, which meets for a month in cities across the globe every summer. More generally, York International has a large number of exchange agreements, summer programs, and internships that are available to graduate students:

<http://yorkinternational.yorku.ca/go-global/exchange/going-on-exchange/>

<http://yorkinternational.yorku.ca/go-global/summer-abroad/>

<http://yorkinternational.yorku.ca/go-global/eiavo/>

Program Policy on the Use of Copy Editors by Graduate Students

It is the program's belief that graduate students in English should not require a copy editor to complete their essays, theses, or dissertations. The Graduate Program in English does not allow the employment of copy editors simply to correct deficiencies that students are not willing or able to correct on their own. This, of course, does not preclude the normal editing that peers and professors do for each other and their students.

The policy outlined below is circulated so that students in our Program who are asked to work as copy editors for students from other disciplines are aware of the guidelines directing this practice at York University. It is important for our students to know the context and the legality of the position this would put them in.

"Editing must not affect the content, data or structure of a student's work. If there are no program guidelines, it is assumed that copy editing is not permitted.

- the student must obtain written permission from the supervisor for professional editing
- a contract should be signed by the student and the editor
- editing should be acknowledged in the dissertation
- until the dissertation has been accepted the editor should keep a copy that shows the editing, as well as all the correspondence with the student."

Required Skills

BIBLIOGRAPHY REQUIREMENT

A "Bibliography and Scholarly Skills" seminar (EN 5050.00) is required of new PhD candidates who have not successfully completed such a graduate course or who have not had equivalent academic experience. The Program Office will determine from your transcripts whether you have met the requirement previously at the MA level. EN 5050 provides a combination of lectures, discussion, and practical skills sessions necessary for graduate-level research. The skills component, involving discussion of scholarly methods, in-print, and online resources, is taught in concert with the following scholarly topics: History of the book; book production, textual transmission, and their implications for readers; editorial theories and practices; documentary editing and editorial problems. In addition to preparing for class, students will be required to complete one major assignment, which will complement their individual literary and research interests.

- 0 credit weight, but graded pass/fail
- Fall Term, 6 sessions, 18 hours in total

LANGUAGE REQUIREMENT

Any student of English Literature beyond the MA level must have some working competence (reading comprehension/translation) in at least one language other than English. By the *end of their 9th term*, all PhD students are required to demonstrate a reading knowledge of French (or of a language other than English demonstrably relevant to their approved course of study) in *either* of two ways:

- (a) passing the program's translation exam; or
- (b) successful completion of GS FREN 5712: French Reading Course for Academic Purposes (Basic) *and* GS FREN 5713: French Reading Course for Academic Purposes (Intermediate), which are offered *every other year*. Plan accordingly.

DISSERTATION PROPOSAL SEMINAR

- A required faculty-facilitated and peer-reviewed workshop seminar at the completion of which students will have a working draft of their dissertation proposal;
- The equivalent of twelve three-hour seminar sessions normally held in the winter term;
- Enrolment limited primarily to students who have passed Exams 1 & 2 (Major Field and Dissertation Sub-fields);
- Students must enroll in the seminar no later than one term after successful completion of their Dissertation Sub-fields examination;
- Students who have already submitted a committee-approved dissertation proposal to FGS will have required attendance waived. They may, however, wish to attend the seminar to workshop a dissertation chapter or portion thereof;
- Students must achieve a grade of “pass” in order to complete the PhD program;
- “Pass” is achieved by full attendance, participation, and completion of a draft of the dissertation proposal and bibliography, following Program & FGS guidelines, ready to be submitted to the student’s dissertation supervisory committee for finalization and approval;
- “Fail” is an evaluation grade to be given at the end of the second attempt if a student does not attend, participate, and produce a sufficient proposal draft by the end of the pro-seminar.

PROFESSIONALIZATION WORKSHOPS

Participation in this non-credit course is mandatory for all doctoral students. The workshops are open to MA students, if interested. At strategic points in their doctoral studies, candidates will attend workshops focusing on topics relevant to their intellectual and professional development. New students will enroll in the PhD Workshops Program at the same time as they register for their first courses. Before graduating, students must attend nine different workshops:

Lecturing	Applying for non-academic (alt-ac) jobs
Applying for Funding	Applying for Academic Jobs
Teaching Assistantships	Publication and Conference Presentations
Professional Resources and Strategies	Course Direction
Comprehensive Examinations	

The PWP is designed to help students complete their doctoral studies in an informed timely and productive fashion. Each workshop will be offered at least once a year. The PWP Coordinator will advise students how to schedule their attendance effectively. As well, the PWP Coordinator will inform people about upcoming workshops and maintain the records of students’ attendance.

Qualifying Examinations

The main value of the “comps” is less the examination in itself than the process of reading the texts on the lists in an engaged and critical fashion. The reading/study process with the material and a supervisor is what begins to give a student comprehensive knowledge of a field.

MAJOR FIELD EXAMINATION

STUDENTS SHOULD ALSO CONSULT THE GENERAL INFORMATION HANDBOOK TO READ ALL REGULATIONS GOVERNING THE MAJOR FIELD EXAM

Your “Major Field” should be thought of as “the literature you want to teach, study for a good long time in your career, and about which you will have something of significance to say/write.”

Program Fields

Period (*mainly, but not only, British*)*

- Medieval Literature (to 1500)**
- Renaissance Literature (1485 to 1660)
- Restoration & 18th Century Literature (1642 to 1798)
- Romantic Literature (1789 to 1840)
- Victorian Literature (1832 to 1901)
- Modern Literature (1885 to 1950)
- Contemporary Literature (1945 to present)

Subject

- Drama
- Poetry
- Prose Narrative
- Theory

Nation

- Canadian Literature
- Postcolonial and Diasporic Literature
- U.S. Literature Before 1900
- U.S. Literature After 1900

*Such periods may focus on British literature or spread trans-nationally, depending on the list and the student.

**Students are advised that an introductory graduate course or, at the least, an upper-level undergraduate course in Old English, is deemed to be an almost essential preparation for the Medieval field and examination.

Note: All lists must represent women’s writing equitably with the field.

Special Subject Option

In rare cases, a student may propose a special reading list equivalent in weight and scope to one of the established Major Field lists. An intellectual and professional rationale must be submitted together with a reading list and approval of a supervisor to the Graduate Study Committee according to regular deadlines (timeline below). Students and supervisors must consider carefully the nature and scope of the special subject field given the nature of the job market in English in the Academy and the function of the Dissertation Sub-fields Examination. The written rationale and text list must be compellingly convey the use and worth of the list if the GSC is to approve it..

List of Potential Supervisors

Consult the website for faculty members’ email and office addresses. Not all faculty in a field may be able to supervise every year.

Canadian Literature	Cain, Cho, Davis, Goldie, Sanders, Uppal, Warwick, Weaver, Weiss, Whitfield, Zacharias
Contemporary Literature	Boon, Cain, Creet, Gobert, Redding, Warwick, Weaver

Drama	Bird, Blumberg, Gobert, Williams
Medieval Literature	Williams
Modern Literature	Cain, Clements, Gobert, Higgins, Redding, Warren
Poetry	Cain, Goldstein, Higgins, Uppal, Weaver
Postcolonial & Diasporic Literature	Alston, Cho, Davis, Goldie, Mukherjee
Prose Narrative	Choi, Michasiw, Warren, Warwick
Renaissance Literature	Djordjevic, Goldstein, Pentland, Williams
Restoration & 18th Century Literature	Balfour, Michasiw, Valihora
Romantic Literature	Balfour, Michasiw, Valihora
Theory	Balfour, Boon, Cho, Creet, Goldie, Leps, Loebel, Michasiw, Redding, Valihora, Warren
US Literature Before 1900	Loebel, Sanders, Warren, Warwick
US Literature After 1900	Boon, Loebel, Redding, Sanders, Warren, Warwick, Weaver
Victorian	Choi, Higgins, Leps, Shea

Reading Lists

Available on the Program website, lists may be modified to suit the interests of individual students.

- A substitution of 20% is generally permitted. Such substitutions are to be determined by agreement between the student and the student's Field supervisor and are subject to approval by the Graduate Study Committee. Substitute different texts for ones that you have already read on the list. Use the 20% to create a focus, for instance, "transformations of the Gothic," "emerging technology," etc., reflective of your interests and potential dissertation subject.

Study Process

- Begin deciding on your first field, and approve potential supervisors, in your first year of study. Peruse sample reading lists online or in the Program Office (215 Stong).
- Whatever else you establish with your supervisor, you are required to meet with him or her at least 3 times in person to discuss the material.
- Study with your peers taking the same field examination. How do you know who is taking what and when? Put a query to the English Graduate Students' Listserv as well as ask Kathy Armstrong, the Graduate Program Assistant in 215 Stong (pug@yorku.ca).
- Read a text, take whatever notes you will, but then *write an up-to-one-page summary* of its main arguments or outstanding features. With novels, this may be less about plot than oddities for discussion/theorization. Note character names and dates.
- Once you have read a critical mass and have produced summaries, begin relating texts according to historical, critical, and theoretical issues. The examination questions tend to function in this way. Why not study in this way?

- Don't neglect criticism and theory in the field. Others' scholarship and ideas should be known. They will help you to formulate and situate your own ideas in the field. Then, of course, you'll expand your knowledge of them during the dissertation process.

Deadlines

- No later than **five months prior** to the intended sitting, you must submit, to the Program office, written notification of your intention to take the Major Field Examination. The form is signed by both the Major Field Supervisor and the candidate.
- No later than eight weeks prior to the planned examination, you must submit to the Program Office your examination reading list, so that it can be vetted by the Graduate Study Committee.
- No later than **six weeks prior** to the planned examination, you must submit, to the Program Office, written confirmation that the three required meetings with your supervisor have taken place, and that you are prepared to sit the examination. The form is signed by both the Major Field Supervisor and the candidate. If such confirmation is not received, the examination risks being postponed. At this time, student must also inform the Program Office in writing whether he or she wishes to write answers to the examination on computer.

Exam Format

Written

- Two half-day sittings of four hours' length each.
- Questions tend to focus on historical, critical, and theoretical issues pertinent to the field.
- Students must declare in advance whether they will write by hand or on a Program-supplied notebook computer.
- Past Examinations exist on file in the Program Office. That file should be regarded as illustrative rather than definitive. Candidates may copy past examinations for their own use and reference.

Oral

- One to two hours long, normally within one week of the written examination.
- No notes other a copy of the list and the written answers are permitted.
- Questions are formulated in relation to the candidate's written answers. Impromptu follow-up questions may ensue. Generally candidates are asked to move from their written responses to other texts on the list, so as to demonstrate truly comprehensive knowledge.

Choosing an Examining Committee

You don't choose an examining committee. The examining committee is set by the Program's Nominating Committee, often in consultation with the supervisor, who may consult you. The committee is made up of your supervisor and two others. If three students are writing the same field at the same time, then the examining committee becomes the three supervisors by default. If there are more than three or less than three, then it's the Nominating Committee's decision.

DISSERTATION SUB-FIELDS EXAMINATION

STUDENTS SHOULD ALSO CONSULT THE GENERAL INFORMATION HANDBOOK TO READ ALL REGULATIONS GOVERNING THE DISSERTATION SUBFIELDS EXAM

The purpose of this examination is to capitalize on the knowledge and ideas gained during the Major Field examination process and subsequently, so that students can work with supervisors to clarify fields of inquiry and areas of knowledge useful for developing the scope, character, and goals of their

dissertations. This is to say that while one objective of the Major Field is to know the material, an important other is for students to recognize their “place” and “voice” in the field. From *that* initial knowledge, students then work with three professors to isolate three sub-fields and crucial texts that will help generate and further develop ideas of sufficient significance for exploration in a dissertation. Examples may include the whole of an author’s work minus what was read for the Major Field exam plus selected criticism for one list; performance theory in drama, gender, and linguistics for another; and a list of poetry and poetic theory germane to “experimental” fiction since 1960, for instance. Other examples relevant to another field and emerging topic might include “historicism and periodicity,” “period-specific science and the body,” and “contemporary adaptations of early modern texts,” and so forth. The goal is to generate lists of texts in sub-fields which are both “need to know” for the dissertation subject and which will help generate ideas and clarify the direction and goals of the dissertation.

Structure of the Lists and Rationale

- Three reading lists of approximately 20 texts, each representing fields of inquiry and areas of knowledge useful for developing the dissertation and proposal.
- By “text,” we mean the number of poems or articles deemed by field specialists as sufficiently representative of an author’s work or period. As on some current field lists in the GPE, eight-to-ten lyric poems of some length add up to “one text,” for instance, as would three essays or articles. A novel or a play (other than a very short ones) would also constitute “one text.”
- A text cannot appear twice on any of the lists, including that of the Major Field.
- Lists are drawn up in consultation with a committee of professors whose areas of demonstrable teaching and/or research qualify them to supervise in those areas.
- In consultation with the supervising professors, students must also generate a brief rationale (up to one page, single-spaced) for their choice of fields and texts, articulating the kind of knowledge they seek to gain from the fields and texts, and to what end it will be put in the dissertation.

The Dissertation Sub-fields lists and subsequent examination reflect a creative and logical inquiry. The rationale for students’ choices aims to convey that inquiry. It should articulate what students hope to gain from the fields and texts and thus provide an initial step toward generating what may become the dissertation proposal later on. Thus the rationale *proposes* fields of inquiry, texts representative of those fields, the relation between texts within and across field, and the relation of the fields themselves. It proposes these fields and texts as necessary for and productive of idea generation. In colloquial terms, it articulates what you feel you need to know in order to get a footing in your dissertation topic and thus also suggests what you hope to produce with and from these texts. The lists and texts are not exhaustive, but they should be *necessary*.

The professors will supervise the student’s study and then form the examining committee for the examination. The examining committee may or may not become the dissertation supervisory committee.

Exam Format

The exam will consist of a single 2-hour oral exam, which will explore and assess the student’s knowledge of texts on lists, and his or her ability to generate arguments towards a thesis for the dissertation. Students can only bring a copy of their lists to the oral exam: no notes or written opening statement may be brought to the exam by the student.

Prior to the examination, the professors serving as the examining committee will agree to the types of questions to be asked of the student to best assess the extent and quality of his or her knowledge of the texts on the lists, while promoting the overall goal of exploring ideas to be developed in a dissertation. Given that the examining professors have also supervised the student's reading/study of the texts on the lists, the questions should aim to direct an intellectual and scholarly conversation about the relations between the texts, the sorts of ideas they enabled for the student, and their contribution toward the dissertation and the realization of its topic.

Deadlines

Dissertation Sub-fields Exams can take place in any given month; however, the following timeline must be followed for the purposes of alerting the Program Office:

- No later than **three months before**, supervising professors approve lists and rationale in writing and submit both to the Program Office. Lists and Rationale are submitted to the Graduate Study Committee for approval.
- No later than **two weeks before**, notification of the date and time of the exam is given in writing to the Program.

If a student is evaluated as "Not Qualified" in either of the two examinations, he or she has up to the end of the 10th term to become qualified, whether in the initial or another field or configuration of the Dissertation Sub-fields. Failure to qualify by the end of the 10th term means that the student has failed to achieve satisfactory progress in the Program, is no longer in "good standing" according to FGS definitions and can be de-enrolled.

A student who receives "failure" for either examination similarly must withdraw from the Program.

Dissertation

DISSERTATION PROPOSAL

All PhD candidates are required to produce a dissertation proposal following FGS Guidelines. The proposal must be approved by the student's supervisor and two additional supervisory committee members. Once approved, the GPD signs off and sends it to FGS to be recorded. Unless they have a dissertation proposal approved by the entire supervisory committee and the GPD by March 1 of Term 8, all students must take the Dissertation Proposals Writing Workshop. FGS requires that you have a full supervisory committee (signatures on form) by the end of Term 8. Submitting an approved dissertation proposal at the same time is advisable. The end of term 9 is the program deadline for the proposal.

The dissertation proposal is something you should be writing and revising, whether actually or in related ways, from the start of your doctoral studies. From your coursework, field/interest groups, profs, peers, and ongoing research and reading, you should be collecting ideas. Keep a separate notebook or file for them, building bibliographies as you go. Your initial statement of interest written to apply to the Program, SSHRC/OGS funding applications, course papers, field exam answers, and the dissertation proposal are all related, in the sense that each is a vehicle – albeit a different type of vehicle – for presenting, contextualising, and justifying the importance of an idea (proposition or hypothesis) that has stakes, implications, consequences for how we read and understand things or, to be grand about it, for the state of knowledge. In this way of looking at it, the proposal brings together what you have been

thinking over the first (generally) three years of your program and *proposes* how you want to develop it, why, where, and to what end.

A dissertation asserts a proposition that can be defended against objections. To ground the assertion and to bring in objections, one establishes the proposition within a field of existing research. Doing so demonstrates how the proposition arises, and indeed why it must, because it addresses whatever, X, Y, and Z. The context of research in the field also allows you to argue for why X, Y, and Z are important to know, why they fill a gap, address a lack, correct errors – in short, how they contribute to existing knowledge. The rest of the proposal, often thought of as the chapter breakdown, tells your readers how, where, and to what end you are going to develop your proposal.

Needless to say, the specific shape of the proposal will differ according to the nature of the idea, the field, and the make-up of one’s supervisory committee. That is well and good. Part of the point of submitting the proposal to the Graduate Study Committee is to have another body of readers make sure that, whatever the specific differences, all proposals meet the same fundamental conditions, namely: that the proposition is defensible and is presented as such; that the merits of the proposition are clearly articulated to a smart but potentially out-of-field audience (i.e., non-technical language); that the student has done his or her legwork (review of the existing scholarly literature), realises the nature, extent, and accessibility of the resources he or she requires, and understands the nature of the work ahead and appears capable of performing it.

In short, a proposal tells:

the <i>what</i>	<ul style="list-style-type: none"> ▪ A working title indicative of the investigation ▪ The argument
the <i>where</i>	<ul style="list-style-type: none"> ▪ In which context(s)
the <i>why</i>	<ul style="list-style-type: none"> ▪ Rationale or justification for why such an investigation/idea should/must be proposed, i.e., what is lacking in the field
the <i>so what?</i>	<ul style="list-style-type: none"> ▪ The significance of the argument and what it proposes
the <i>how</i>	<ul style="list-style-type: none"> ▪ Methodology (comparative historicist, deconstructive, etc., but the names are not enough. You need to explain why you are approaching the issue in this way as opposed, say, to some other – which is related to “where” in the field, i.e., what else has been done already in the field) ▪ A clear statement as to whether or not knowledge of a language other than English is necessary for the proposal and how such language will be acquired (e.g., language requirement passed, additional coursework to be taken)* ▪ Chapter or section descriptions, focal texts, which will convey a sense of how what you propose will be developed. ▪ Resources available in YorkU library or elsewhere? ▪ Fieldwork and travel involved? ▪ Human subjects used and, therefore, ethics review needed? ▪ A representative bibliography in MLA format split into primary sources & secondary sources
Signatures	<ul style="list-style-type: none"> ▪ Student & supervisor

Note: FGS says that a proposal is max. 3500 words + bibliography. You are not writing the dissertation or the full review of the literature, but rather only proposal what such would be and what you will do.

DISSERTATION PROPOSALS WRITING WORKSHOP

The material objective of the workshop is the creation by each student of a draft of the dissertation proposal of his or her topic; therefore, most of the reading in the workshop will be of the various drafts of the students' work. While format may vary depending on enrolment numbers in each iteration, 1-2 proposal drafts will become the focal text each week for critical discussion. **The workshop does not seek to circumvent or override committee supervision and requires supervisory committees to work with students as they draft their proposals in the seminar.** The educational objective of the seminar is the development of a thought/writing process specific to proposing critical ideas in an academic format. Reflective of the diversity of topics, fields, and students in the workshop, the audience consonant with such a thought process is that of intelligent, educated persons who may or may not be "in field." The writing encouraged, therefore, is characterized as clear, jargon-free, and sufficiently detailed for readers of the proposal to understand the idea, the context(s) in which it arises, its implications, and "contribution to the field." While the educational objective is specific to a material objective for the student in the Program (the dissertation proposal), it aims also to have students internalize a form and logic of *proposing* intellectual ideas, their development and appropriate research methods, and the implications of those ideas for other purposes, such as grant applications, post-docs, and book prospectuses.

DISSERTATION

Dissertations take on different flavours, depending on the argument, the field itself, the advice of the candidate's supervisory committee. The page count guideline is broad: 200-400 pages. Consult the Faculty of Graduate Studies website for all guidelines and requirements concerning all aspects of the dissertation: <http://gradstudies.yorku.ca/current-students/thesis-dissertation/>

Your dissertation proposal is your direction, your supervisory committee is your guide, and the field/interest groups are your support structures. Don't hide from your committee or your peers.

SUBMISSION AND EXAMINATION

STUDENTS SHOULD ALSO CONSULT THE GENERAL INFORMATION HANDBOOK TO READ ALL REGULATIONS GOVERNING THE DISSERTATION DEFENCE

Contact Kathy Armstrong in 215 Stong (pug@yorku.ca) when you have finished your dissertation and your Supervisory Committee has approved in writing the copy to be submitted for examination. You must supply one copy of the final draft to each member of the Examining Committee *at least four weeks* prior to the oral defence date. The copy for the External Examiner should be given to the Program Office. Be advised that these submission dates are absolute deadlines. It is strongly advised that the final copies of the dissertation be submitted as far in advance of the defence date as possible.

The Examining Committee

The Examining Committee is chosen and the Oral Examination scheduled by the Supervisor in consultation with the Supervisory Committee and the Program Director. (The appropriate paperwork is completed by the Program office). They are then confirmed and approved in writing by the Faculty of Graduate Studies.

The Examining Committee consists of at least five voting members plus two non-voting ex-officio members, (whose presence is not required):

- at least 3 graduate faculty members *from the Graduate Program in English*. Normally the 3 members are from the candidate's supervisory committee. In no case can fewer than one be from the supervisory committee;
- (internal external): 1 member from a York U graduate program *other than English*. If this member is not at arm's length from the dissertation, then at least one of the three voting faculty members from the Program must be at arm's length;
- (external): 1 external examiner from outside York U at arm's length from the dissertation;
- Dean's Rep (OPTIONAL): 1 representative of the Dean of FGS, or the Dean him or herself, at arm's length from the supervision of the dissertation. In 2011, FGS approved guidelines allowing the role of the Dean's Representative to be taken on by the "internal/external" examiner, provided the latter is truly external to the Program and at arm's length from the dissertation.
- 2 ex-officio non-voting members (OPTIONAL): Vice-President (Academic), Graduate Program Director.

PhD Track Through Program

The deadlines of the first three years (9 terms) are meant to be a "reasonable push," allowing for little "down time." In making this "push," the Program also endeavours to provide appropriate and responsible faculty and Program administrative involvement, advice, and supervision to facilitate student progress. The "push" works to facilitate another program goal – that of providing up to three years of additional funding via TAships, during which students can research, write, complete, and defend their dissertations.

Students who cannot meet an examination deadline (Major Field or Dissertation Sub-fields) have only one subsequent term in which to pass their examination and still be deemed as making satisfactory progress in good standing; therefore, program regulations make it so that practicably speaking no student can fail to be deemed "qualified" and switch to a new field or group of sub-fields.

Failure to achieve satisfactory progress in the Program renders one eligible to be de-enrolled by the Faculty of Graduate Studies.

Extension of any deadline and regulation is subject to extenuating circumstances, such as medical conditions and other emergencies, provided the circumstances can be verified and documentation provided to the Program Director.

Any requirement may be fulfilled prior to the deadline shown.

PhD Track Through the Program (Requirements & Workload)

(adopted 2010)

Yr	Term			
I	1 fall	coursework	Choose Major Field Download list from GPE Website Begin Study: 10 texts	135 TA hours
	2 winter	coursework + Bibliography Requirement completed (if applicable)	Meet with in-field professors to find a good fit for Major Field Exam supervision. 10 texts	135 TA hours
	3 summer	coursework	Have Field Supervisor sign the FGS Supervision Form. 60 texts	
II	4 fall		10 texts	135 TA hours
	5 winter	Major Field Exam ¹	10 texts	135 TA hours
			FGS deadline for signed supervision form	
			Students unable to make this deadline must meet with their supervisor and the GPD to determine whether it is practicable to write the exam at the end of term 6. Practicability would entail a written plan of study for taking the exam at the end of term 6. If it is not practicable, then such students should withdraw from the Program in good standing while this choice is still an option for them.	
6 summer	All coursework completed (18 credits in total)	Students unable to achieve the status of "qualified" in the Major Field Exam by the end of Term 6 will be de-registered from the Program for failure to maintain academic standards. Students who achieve the status of "qualified with condition" will have this deadline extended in order to achieve the terms of the condition. If such students cannot meet the condition and achieve "qualified" status, then they will be de-registered for failure to maintain academic standards.		
		Develop sub-fields topics and lists: 3 x 20 texts Choose supervisors, revise lists, submit to GSC Devote summer to reading		

Yr	Term			
III	7 fall	Dissertation Sub-fields Exam ²	Students unable to make this deadline must meet with their dissertation sub-fields supervisory committee and the GPD to determine whether it is practicable to write the exam by the end of February in term 8. Practicability would entail a written plan of study for taking the exam at the end of February in term 8. If it is not practicable, then such students should withdraw from the Program in good standing while this choice is still an option for them.	135 TA hours
	8 winter	Proposals Workshop ³	FGS deadline for signed supervisory committee form Students unable to achieve the status of "qualified" in the Dissertation Sub-fields Exam by the end of Term 9 will be de-registered by the Program for failure to maintain academic standards. Students who achieve the status of "qualified with condition" will have this deadline extended in order to achieve the terms of the condition. If such students cannot meet the condition and achieve "qualified" status, then they will be de-registered for failure to maintain academic standards.	135 TA hours
	9 summer	Submit completed, signed proposal Language Requirement Completed	Meet with supervisor and committee to plan schedule of chapter draft submission Find a writing partner or group to help stay on track.	
IV	10 fall			135 TA hours
	11 winter	Write Dissertation	Minimum: One chapter reviewed by committee Depending on supervisor-approved progress: <ul style="list-style-type: none"> Consider applying for a "Ticketed" Course Directorship on CUPE Blanket Application Consider applying for a Dissertation Completion Scholarship for Year 5 (review eligibility on FGS website) 	135 TA hours
	12 summer			
V	13 fall		Minimum: Two chapters reviewed by committee	135 TA hours

Yr	Term			
	14 winter			135 TA hours
	15 summer		Minimum: Three chapters reviewed by committee	
VI	16 fall	Final copies to committee and External examiners		135 TA hours
	17 winter	Defend Dissertation	Final term of funding	135 TA hours
	18 summer		In order to withdraw in "good standing," the dissertation should be substantially complete	No Summer Funding

¹**Major Field Exams** are held at 3 specific times throughout the year: early December, early May, and late August. Relative to notification to the Program, the following timeline must be followed:

5 months prior: Declare intention to write in the upcoming session and in which field.

8 weeks prior: Submit Reading Lists indicating any text substitutions (20% limit) to the Graduate Study Committee for approval. (2-week turn-around by the GSC.)

6 weeks prior, and in response to the GSC's comments: Confirm intention to write in upcoming session so that the Program can form the examining committee.

²**Dissertation Sub-fields Exams** are scheduled by the supervising committee, as these professors will form the examining committee. Dissertation sub-fields exams can take place in any given month; however, the following timeline must be followed for the purposes of alerting the Program Office:

3 months prior: Supervising professors approve lists and rationale in writing to the Program. Lists and Rationale are submitted to the Graduate Study Committee for approval.

2 weeks prior: Notification of the date and time of the exam is given in writing to the Program.

³**Proposal Writing Workshop** is offered every year in the winter term by the GPD to the cohort of doctoral students who have passed their dissertation sub-fields examinations by the end of the fall term. Because dissertation sub-fields exams can be written at any time throughout the year, students are advised to plan accordingly.

PHD TIMELINE, reviewed

By the end of

Term 3:	Major Field supervisor chosen and Major Field determined Bibliography Requirement fulfilled (if applicable)
Term 5:	Major Field Exam (timely deadline) FGS Supervisor form signed PHD TIMELINE, reviewed 18 credits of coursework completed
Term 6:	Major Field Exam (satisfactory deadline) Dissertation Sub-fields Exam (timely deadline)
Term 7:	End of February: Dissertation Sub-fields Exam (satisfactory deadline) Dissertation Proposals Writing Workshop FGS Supervisory Committee form signed
Term 8:	(Any subsequent changes to the committee requires a new form, signed). Submit completed, signed proposal _____ Pre-1789 requirement fulfilled (by coursework or exam) Language requirement fulfilled (by translation exam or coursework)
Term 9:	A minimum of one chapter must be approved by supervisory committee A minimum of two chapters must be approved by supervisory committee
Term 12:	Dissertation successfully defended
Term 15:	Maximum length of enrolment possible

Note: Failure to achieve satisfactory progress in the Program renders one eligible to be de-enrolled by the Faculty of Graduate Studies.

“What if I haven’t completed and defended my dissertation by the 18th term? What does de-registration mean for me?”

- De-registration means that one is no longer an active student at York University and, therefore, all services provided by the university are terminated, including email and library privileges. (The Program Office may request in writing from the library that a post-term 18 student’s library privileges be continued for a specified term (1-12 months).
- Any de-registered student may petition to re-register for one term for the purposes of defending the dissertation and graduating.

“What is the difference between being de-registered and being de-registered ‘in good standing’ or without it?”

- Any student who has failed to complete the dissertation within eighteen terms may petition to re-register to defend. Such petitions are adjudicated by a Faculty of Graduate Studies committee who will automatically grant the re-registration if the student had been withdrawn “in good standing.” This status will be granted to all students who have substantially finished their dissertations by the end of the 18th term.
- Students who have not substantially finished their dissertations by the end of the 18th term will be required to make a case to the Petitions Committee for why they should be re-enrolled.

“What if I complete and defend my dissertation before the 18th term?”

- PhD students must complete and pay for a minimum of 6 consecutive terms in the

program. This is the residency requirement of your degree. Beyond 6 but before 18, it is pay-as-you-go per term.

“What if I want to switch from full-time to part-time status?”

- Students may opt for part-time status at any time during their degree; however, no funding is associated with part-time status. Any funding offered and accepted is conditional on the terms of the initial offer of continuous full-time status for the stated length of the degree.

PhD CHECKLIST

PhD 18 course credits + Dissertation

Year 1 (12-18 credits)		Bibliography (year/term)	PWP Workshops – 9 in total (note date)
Fall			
Winter			
Summer			
	<ul style="list-style-type: none"> ➤ Are you thinking about/drafting your SSHRC and OGS grant applications? ➤ Have you demonstrated your 2nd Language proficiency? ➤ Pre-1789 Requirement completed? 		
TOTAL			
Year 2 (0-6 credits)	Major Field Exam Supervisor Name: Major Field Supervisor signed on?	PWP Workshops – 9 in total (note date)	
	<ul style="list-style-type: none"> ➤ Have you found a 1st Field Exam supervisor? ➤ Have you declared your intent to write your Major Field Exam? ➤ Have you demonstrated your 2nd Language proficiency? ➤ Pre-1789 Requirement completed? 		
Fall			
Winter			
Summer			
	<ul style="list-style-type: none"> ➤ Have you talked to Dissertation Sub-fields Exam Supervisors? ➤ Are you drafting three lists of 20 texts + the rationale? ➤ Are you thinking about/drafting your SSHRC and OGS grand applications? 		
Year 3	3 Dissertation Sub-fields Exam Supervisor Names: Supervisors Signed On?	PWP Workshops – 9 in total (note date)	
Fall	<ul style="list-style-type: none"> ➤ Have you completed your Diss Sub-fields Exam? ➤ Are you enrolled in the Dissertation Proposals Writing Workshop? ➤ Have you found a dissertation supervisory committee? ➤ Has the committee approved the proposal? ➤ Have you submitted the signed proposal to the Grad English Office? 		
Winter	<ul style="list-style-type: none"> ➤ Have your supervisory committee members signed the form? ➤ Is your dissertation proposal complete and approved? 		
Summer	Final Deadline for Proposal		
	<ul style="list-style-type: none"> ➤ Are you thinking about/drafting your SSHRC and OGS grant applications? 		

Year 4	Dissertation Supervisor Name: Supervisor Signed On?	PWP Workshops – 9 in total (<i>note date</i>)
	<ul style="list-style-type: none"> ➤ Do you have a writing partner or group to help you not fall into the abyss? ➤ Consider applying for a Dissertation Completion Scholarship ➤ Consider applying to be a course director on a “ticket.” (CUPE Blanket App in January) 	
Fall		
Winter		
Summer	Minimum: One chapter reviewed by committee	
Year 5	Dissertation Supervisor Name:	PWP Workshops – 9 in total (<i>note date</i>)
	Aim to complete, revise, and defend dissertation by the end of Year 5	
Fall		
Winter		
Summer	Minimum: Two chapters reviewed by committee	
Year 6	Dissertation Supervisor Name:	PWP Workshops – 9 in total (<i>note date</i>)
	Consider Year 6 to be only a “safety” of fall and winter. While FGS allows you to extend to Term 18 (summer), the CUPE Collective Agreement provides for only two terms of TA funding.	
Fall	<ul style="list-style-type: none"> ➤ Are you applying for jobs in the fall rush? ➤ Assembled your job materials? (see Handbook) 	
Winter		
Summer	In order to withdraw in ‘good standing,’ the dissertation should be substantially complete	