

GRADUATE STUDENT HANDBOOK

**Graduate Program in English
Brown University**

2011-2012

The purpose of this handbook is to explain the procedures by which you will prepare yourself to become a university or college teacher and scholar-critic. It is your responsibility as a student in the graduate program to read this document carefully and to consult it when questions about the program arise. Because the department faculty and profession are continually changing, these procedures are revised on a regular basis. As we discover ways of improving the Graduate Program in Literatures and Cultures in English, we will bring these proposals to the Graduate Committee. That committee sometimes recommends revisions that require approval of both the English Department faculty and the Graduate Council. When such changes in the Graduate Program have been approved, we will include them in the online version of the handbook at the English Department web page.

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COURSE WORK AND SCHOLARSHIP

When You Arrive on Campus

Your first and principal contacts in the English Department are the Director of Graduate Studies (DGS) and the Manager of Graduate Studies (MGS).

Consult the DGS for:

all course and language requirements
course selection
evaluation letters
TA assignments
selection of a teaching/research area
formation of an Examination Committee
preparation for the Qualifying Examination
fellowship opportunities
employment within Brown
graduate student travel
leaves of absence
summer support

Consult the MGS for:

appointments with the DGS
information about payroll
building access/I.D. cards
photocopying procedures and
copyright policies
information about language exams
information about yearly evaluations
information about fellowships
thesis guidelines and extensions
information about job seeking
information about orientation
conference travel

A week or so before classes begin, you will make an appointment with the DGS to plan your course work and to discuss any other issues related to your first year of graduate study.

We encourage you to approach your first year of course work with an open and inquisitive mind. Chances are that the resources at Brown differ significantly from those of your undergraduate or MA granting institution. Ask yourself how graduate work requires you to change the way of reading, the kind of writing, and the research methods you practiced at that institution. Consider what kinds of scholarship and criticism we do particularly well at Brown. Then imagine how you want to fill the following course requirements:

Course Requirements for the Ph.D.

1. Candidates for the Ph.D. are required to take at least 13 courses. These courses will ideally be distributed as follows: 6 in the first year, 5 in the second year, and 2 in the third year. The 2 courses taken in the third year may be independent studies designed to help students prepare for the qualifying exam.
2. Candidates for the Ph.D. are required to take at least one course in each of the following areas: Area I: Medieval and Early Modern Literatures and Cultures, Area II: Enlightenment and the Rise of National Literatures and Cultures, Area III: Modern and Contemporary Literatures and Cultures.
3. During the first year of study, candidates for the Ph.D. are required to take one course that has been designated a theory-intensive course, which may also be used to satisfy one of the 3 area requirements listed above.

4. Candidates for the Ph.D. will be required to take ENGL 2950, Seminar in Pedagogy and Composition Theory as one of their 13 courses in the fall semester of the second year. ENGL 2950 prepares graduate students to teach ENGL 0110, Critical Reading and Writing I: The Academic Essay and ENGL 0200, Seminars in Writing, Literatures, and Cultures, and to assist faculty in larger literature classes. It also prepares graduate students for teaching by examining methods of critical reading and writing, by investigating the differences and relations between process-oriented writing and rhetoric-oriented writing, and by reference to current debates in pedagogy theory.
5. Independent Studies should not be taken during the first two years of graduate study except under extraordinary circumstances and with the approval of the Director of Graduate Studies.
6. Talks and lectures held in the Department of English are considered part of your professional training, hence it is expected that graduate students will attend.
7. Students who have earned an M.A. at another institution may request to transfer up to a year's worth of courses. This request can be made either after the completion of the first year or during the second year. Students wishing to do so should schedule an appointment with the DGS. They should bring to that meeting a copy of their transcript and any additional material—syllabi, for instance—that will help the DGS to determine the appropriateness of the course(s) they wish to transfer and which requirements they may satisfy.

Library Resources

The main humanities library at Brown is the John D. Rockefeller Library. Tours of the library can be arranged upon request. Other resources at Brown include:

1. The John Hay Library, which houses an eclectic selection of rare and interesting collections, including the Harris Collection of American Poetry and Drama, a selection of late eighteenth- and early nineteenth-century aesthetic tracts, and an extensive collection of American extremist literature.
2. The John Carter Brown Library, internationally known for its collection of early American texts and other historical sources pertaining to both North and South America.
3. The Science Library with holdings of important documents in the history of science such as nineteenth-century medical texts and early works of psychoanalysis.

When you are ready to start work on your dissertation, you can sign up for a carrel in the library and for thesis loan privileges (which allow you to check out a book for a semester). Applications are available at the main circulation desk.

Computer Services

We recommend that you activate your Brown and Brown gmail accounts as soon as you get your Brown I.D. card. You can do this at activate.brown.edu. If you wish to forward your Brown email to another email address, you can do it immediately after activating your Brown and Brown gmail

accounts. Be sure to take note of your Brown username and password. You will need them for the computer clusters, online grades, course websites, and accessing the Brown library from off campus.

CIS provides technical support for specific software. Supported operating systems for AY 2011-12 are Windows XP Pro (SP 3) & Win 7 (SP 1) (*No* support for Vista and *limited* support for XP Home edition), and Macintosh OS 10.5.8-10.6.x (but not for 10.7, yet). Supported software includes Microsoft Office 2007 & 2010 (Windows), Office 2008 & 2011 (Macintosh); for web browsers, Internet Explorer 7 & Firefox for Windows, and Safari & Firefox for Macintosh. Other software is available for you on campus (or off, if you connect via Brown's VPN client) - see software.brown.edu for more information. The advantage of using supported software is that you will be able to get assistance from Brown's help desk if you encounter any difficulty with it.

While the English Department has been all-Macintosh for many years (and remains so for faculty and staff), we have both platforms in our computer room. We appreciate your cooperation with the rules for use that are posted in the computer room. Please report any technical problems with the computers or the printer in Room 305 to Suzie Nacar, IT Support Consultant at CIS (suzie@brown.edu).

First-Year Review

During your first year and in preparation for your review, we urge you to explore the major areas in which you might want to work. Your first-year review consists of a brief meeting (1/2 hour or so) with three members of the faculty, during which you will describe the area of study that interests you most and how you see yourself pursuing a course of study that will lead to a dissertation in that area. This meeting is also an occasion for you to ask you about courses to take and faculty to seek out for help in that area, as well as for your review committee to question you about your ambitions and aspirations. The objective is to give you a sense of Brown's resources in the area you choose and to make sure your plans will indeed prepare you for an academic career. First-year meetings take place in the spring semester, usually during the first or second week of April.

Guided by the first-year review, you should spend the second and third years of course work acquiring breadth and depth in your chosen field. Each of the three areas listed under course requirements (Area I: Medieval and Early Modern Literatures and Cultures, Area II: Enlightenment and the Rise of National Literatures and Cultures, Area III: Modern and Contemporary Literatures and Cultures) includes both English and American literatures and, in some cases, other national literatures written in English, as well as the cultural-historical and critical-theoretical discourses required of a specialist in these literatures. Each therefore extends a very broad umbrella, and no one can hope to become an expert in all the materials and issues belonging to any one of them. While we ask you to become familiar with an entire area, we also ask you to identify a literary or cultural topic or problem that makes that area intellectually coherent for you. You have considerable freedom in defining your field of specialization, provided that it fits within one or crosses between two of the general areas of the department, and that it is an area that the profession at large recognizes as important to the discipline.

In selecting an area, bear in mind that we encourage students to enrich their course work in the English Department with courses in such Departments as American Studies, Comparative

Literature, History, Modern Culture and Media, and Theatre Arts and Performance Studies as well as the Pembroke Center and Programs in Medieval Studies and Renaissance Studies. Several members of the faculty are affiliated with these departments.

Incompletes

In exceptional circumstances, you may request to receive an “I” as a letter grade for a course, denoting an incomplete. Incompletes can only be taken with the prior consent of the faculty member teaching the course. We advise you to avoid accumulating incompletes: they can greatly impede your progress through the program and can have a significant impact on your annual evaluation (see below). The deadlines for making up incompletes are as follows: for courses taken in Semester I, by mid semester of Semester II; for Semester II, by the first day of the following semester. These can be extended only at the request of the instructor. However, any incomplete that remains one calendar year after the end of the semester in which the course was taken turns into an “NC,” or “no credit,” and you will have to make up that credit by taking another course.

Evaluation

The DGS convenes the English Department faculty twice each year--usually during the winter intercession and in May--for the purpose of evaluating every graduate student. We make these evaluations on the basis of written evaluations and commentary of those faculty who have been responsible for teaching, examining, or directing respective students during the preceding semester. Faculty commentary during meetings is confidential.

Following the evaluation meeting, you will receive a letter from the DGS summarizing faculty discussion regarding your progress toward the Ph.D. This letter will identify the strengths you have demonstrated and suggest aspects of your professional development on which you should concentrate in the semester to come. This letter may also mention any concerns about your adaptation to academic life that if not rectified might limit your ability to secure an academic position. The letter of evaluation typically concludes with an assessment of your progress toward the Ph.D. which is evaluated with reference to the following milestones:

Year 1: 6 Courses

Semester I: 3 courses

Semester II: 3 courses

Satisfactory first-year review

First language exam passed by the end of summer

Year 2: 5 Courses

Semester I: 3 courses (ENGL 2950 required)

TA in lecture course; good execution of teaching responsibilities

Semester II: 2 courses

TA in lecture course; good execution of teaching responsibilities

Second language exam passed by the end of summer

Agreement of a faculty member to serve as chair of qualifying examination committee **(by May 31)**

Year 3: 2 Courses

Semester I: 1 course
TA in ENGL 0110 or ENGL 0200; good execution of teaching responsibilities
Formation of qualifying examination committee **(finalized by October 1)**
Progress on field description

Semester II: 1 course
TA in ENGL 0110 or ENGL 0200; good execution of teaching responsibilities
Progress on field description
Completion of qualifying examination **(by May 31)**

Year 4:

Semester I: Formation of dissertation committee **(by September 15)**
One-page statement of accomplishments over the summer **(by September 15)**
Completion of the dissertation proposal and first chapter **(by December 15)**
Dissertation Proposal Fellowship

Semester II: Dissertation Fellowship
Progress on the dissertation certified by dissertation advisor

Year 5:

Semester I: Dissertation Fellowship
Substantial progress on the dissertation certified by dissertation advisor

Semester II: Dissertation Fellowship

You should bear in mind that you must complete the milestones in a timely fashion. Failure to do so will lead to the DGS issuing a change of your status to the Graduate School, or even termination from the program. **Please consult the Graduate School's guidelines regarding Academic Standing and Warning Policy in the Graduate School Handbook.**

Letter of Evaluation

On the basis of the faculty's assessment of your progress toward the Ph.D., the DGS will make one of several recommendations:

1. As a result of your successful progress toward the degree, you are approved to continue in the program, and will continue to receive financial support in the following year, either through a TAship or a fellowship.

2. If the faculty review indicates a deficiency in any aspect of your work, you will be asked to take steps to correct the problem before your next review. In most cases, it is meant to ensure your success in the program. However, in cases where the faculty has serious reservations about a student's progress toward the Ph.D. they may ask the DGS to issue a warning that, unless progress is demonstrated by the next review, the student's standing in the program and funding may be seriously jeopardized.
3. If faculty reservations about the quality of your work are especially serious, the DGS may be obliged to recommend that you complete requirements for the M.A. and not proceed further toward the Ph.D.
4. If you accumulate too many incompletes, the DGS may be obliged to recommend that you take a leave until the problem is resolved and the work completed.

You are entitled to receive your letter from the DGS in a timely fashion after the faculty evaluation meeting. As a first-year student, you will receive a letter of evaluation after each of your first two semesters. After that, you receive a letter only at the end of the year unless there is some specific and immediate cause for concern. It is not uncommon for the DGS to ask you to make an appointment to discuss your evaluation in some detail. Of course, you are also welcome to request such an appointment at your own discretion.

Language Requirement

The Graduate Program in English asks its Ph.D. candidates to fulfill the foreign language requirement in one of two ways:

Option 1. You must take a foreign language translation exam in two languages other than English. We do not require you to speak or write these languages, but we do require you to know how to locate research material pertinent to your graduate course work and dissertation and to be able to read that material at a level that will allow you to make good use of it in your scholarly work.

Language examinations that test for this reading competence are usually administered by the English Department faculty, sometimes by other Brown faculty. If you present a language as pertinent to your scholarship that no Brown faculty member can examine, we will do our best to arrange for an outside examiner.

The Department of English offers language competency exams three times a year: during orientation week, during the winter intercession, and, if necessary, in the late spring. The exam consists of two passages up to but no more than 500 words, one literary and one scholarly (if appropriate to the language), which you must translate with the help of a dictionary within a two-hour period. On the basis of this translation, the examiner will determine if you can use texts in the relevant language to conduct your scholarship. Should your examination be passed by the examiner, no second opinion is required. Should your examiner decide you failed your exam will be read by a second examiner; if the two disagree a third reader will decide the matter. You cannot pass one part of the exam and retake the

other at a later date. If you fail either part of the exam, you must take and pass both parts again. You may take a language competency exam as many times as necessary.

Option 2. You may choose to demonstrate advanced knowledge of a single language—that is, to demonstrate a grasp of a language other than English well beyond the level required by option 1. While you must take a foreign language translation exam to fulfill the first requirement, you may fulfill the second language in a number of ways.

- You may take a graduate-level language course. (An audit does not fulfill the requirement.) Where no appropriate graduate-level course exists, you may take and pass a 1000-level course in that language with approval of the DGS. In addition to your grade (A, B or S), you will need to submit a statement from the instructor indicating that you have done graduate-level work in the language. (Courses taken for language competency do not necessarily count toward the 13 courses required for the Ph.D.)
- You may undertake a translation project in collaboration with a faculty member from either the English Department or an appropriate language department. We ask you to submit a description of the translation project to the DGS, along with a timetable for completion and the name of the faculty member who has agreed to oversee and grade the project. The DGS will determine whether the proposed project can bring you to the level of competency demanded by the department.
- If you already possess competency in one foreign language, you may present a written petition to the faculty members of the Graduate Committee, who will decide by vote whether to accept your petition or recommend some other course of action for filling the language requirement.

Qualifying Examination

During the second semester of your second year you will start planning and preparing for the Ph.D. Qualifying Examination. This is an oral examination that lasts two and a half hours. It is administered by three faculty members of your choice. The deadline for taking the Qualifying Examination is May 31st of your third year in the program. During the spring of your second year you should identify and begin discussions with the faculty member who will serve as the chair of your examination committee. The chair presides over the examination and is often the faculty member with whom you will work most closely leading up to the examination. By May 31st of your second year you should have the agreement of a faculty member to serve as chair of the committee. The composition of the examination committee should be finalized by October 1st of your third year. The two courses you take during your third year are intended to help you prepare for the Qualifying Examination, and should be planned in consultation with the chair of your examination committee, and with the DGS. They may take the form of regular graduate classes, independent studies, or supervised readings, perhaps under the direction of one or another member of your exam committee. In all cases, the primary responsibility for defining your field and circumscribing the areas of study is yours.

The examination is based on a Field Statement that you write, in consultation with your committee, during the months leading up to the oral examination. The final version of the Field

Statement should be submitted to the committee members at least one week in advance of the oral examination. Its length is limited to 25 double-spaced pages plus a 3-page bibliography of primary and secondary works. The Field Statement and bibliography provide the framework for the oral examination by laying out the historical and literary dimensions of your field (in terms of period, genre, etc.) and discussing the major critical questions and key primary and secondary works. The scholarly field on which you will be examined will correspond to a specialization currently recognized by scholars and academic departments (you may think of fields as the general headings that introduce advertisements for academic positions in the *Modern Language Association Job Information List* and the *Chronicle of Higher Education*). The purpose of the Qualifying Examination is to certify your mastery of the scholarly field in which you have chosen to specialize. As part of your Ph.D. training it is preliminary to the formulation of a dissertation project. Preparation for the Qualifying Examination, and in particular composing the Field Statement, must not be confused with writing a dissertation proposal or an introduction to a dissertation. The goal of the Qualifying Examination is not a proto-dissertation proposal or introductory chapter: the aim is to determine your competence as a specialist in a recognized field of scholarship. There is a certain amount of variability in the structure of the Field Statement. Typically, the Statement will outline your primary field of research as well as a set of subfields dealing with bodies of criticism, theoretical approaches, historical materials, or specialized research methods that will contribute to the organization of your examination. It should demonstrate your mastery of some of the leading arguments in the field as a whole and also your ability to put the subfields you have selected into conversation with one another. However, the nature of the document you produce will vary depending on your field, the subject of your research, and the advice of the chair of your committee, and you should consult closely with him or her in the months leading up to the exam.

These are the general guidelines you should follow as you begin planning your Qualifying Examination. Field Statements are considered public documents, and are on file with the Manager of Graduate Studies for you to consult. It is important to remember, however, that every Qualifying Examination in the Brown Ph.D. program is unique. A successful examination depends crucially on working with your faculty committee as you start preparing to take the examination.

You and your committee must determine the date and time when your examination will take place. You must then contact the Manager of Graduate Studies, who will make arrangements for a room.

Dissertation Proposal and First Chapter

After you have passed your language exams and qualifying examination you write a dissertation proposal and chapter. In order to qualify for dissertation fellowship support from Brown in years four and five of the program (see University Fellowships), you must have your proposal and chapter approved by **December 15th** of your fourth year. In addition to these internal fellowships, a number of national granting agencies offer highly competitive fellowships for dissertation research, and we strongly urge our graduate students to apply (see Outside Fellowships). During the summer following your qualifying examination, you should finalize your dissertation committee at the latest by **September 15th**. In addition, you must also submit to the supervisor and the Director of Graduate Studies a one-page statement of your accomplishments

over the summer by **September 15th**. (For example, the latter may include article writing, reading and research undertaken, written progress on the proposal and first chapter, conferences or workshops attended.) Once you have established the faculty members on your committee, you should seek their advice as early as possible after your Qualifying Examination to help you formulate your dissertation proposal and chapter. The dissertation committee is usually composed of three members of the faculty selected for their competence in your area of specialization, and compatibility with your approach to that material. It may, but does not have to, comprise the same faculty members as your examination committee. It is your responsibility to determine, with a director of your choice, the scope and objective of your dissertation, as well as the other faculty members who should serve on your dissertation committee.

The dissertation proposal is a written statement that explains the set of problems you will discuss in your dissertation, and what is at stake in addressing these issues. It should also set out how you plan to investigate these issues, including detailing a preliminary range of primary materials to be examined. The document should include chapter descriptions, which will indicate both primary sources to be addressed and the issues to be taken up. This is not to say that your object of analysis must only be verbal. A number of our students produce dissertations that include visual media. Indeed, it is not uncommon for dissertations to cross disciplinary divides and deal with several media, just as dissertations often deal with works from various national literatures. The dissertation proposal is between 5 to 6 pages long, and is not an introduction to a dissertation. It is also not meant to be the definitive statement on the scope of your project. Indeed, your arguments and texts of study will shift as you develop your dissertation. The proposal's role is not to demonstrate mastery over the project, but to aid and focus your own thinking towards developing that argument. Its format consists of 1-2 introductory paragraphs that summarize the arc of your dissertation, and state the critical interventions you wish to make in your field. You will then follow with paragraph-length descriptions of each of your projected chapters, along with provisional titles. Finally, you must include a bibliography with your proposal that combines both primary and secondary materials, and consists of roughly 25 to 35 texts that have helped you to formulate your arguments.

Your chapter, however, should be the most significant focus of your work immediately after the Qualifying Examination. In fact, it may emerge in transformed fashion out of one of your graduate seminar papers. Hopefully, it will serve as a launching pad for your initial research. The chapter should be at least 25 pages in length, adhere to MLA style guidelines with proper footnotes, and submitted (with your proposal) as a polished and completed piece of writing to your dissertation committee by **December 15th**. In other words, the chapter is not a draft, but a full-fledged example of your critical writing. As you continue to research your project, the location of the chapter in the larger plan of your dissertation may change, as will many of your critical positions. But it should be submitted as a clear incarnation of one of the chapters described in your proposal. While the proposal serves to plan out the broad direction of your project, the chapter is an in-depth exploration of an issue or cluster of issues that form a structural part of the dissertation. The chapter is an important initial document that will show your committee that the project has a coherent objective, the critical means of reaching that objective, and the potential to make a contribution to the discipline. It should reveal the particular objectives that are relevant for that chapter, and develop arguments that emerge out of the governing thesis of your dissertation. You might also think of the chapter as the source out of which you could draw a future journal article, although this is by no means a requirement.

Your entire dissertation committee must submit a signed approval form for the proposal and chapter before the documents can be accepted by the DGS. It is essential that both documents indicate the contours of an argument. We want your work to gain recognition as important, quality work by colleagues in the profession who might hire an entry-level Ph.D. in your field. Approved proposals (not chapters) are considered public documents and are on file for you to consult as examples. See the Manager of Graduate Studies to consult approved dissertation proposals.

Your dissertation is the basis on which other colleges and universities will want to interview you for a faculty position. For at least the first five years of your professional life, your dissertation research will supply much of the material for the courses you teach and the material you publish. Your chances of doing well professionally depend on your interest in your research as well as the quality of work you do. It is of course important that critics and scholars at other universities understand the value of your intellectual work, but it is equally important that you like it too. The privileges of being a college or university professor cannot begin to compensate for a career spent in a field that you find less than fascinating.

Completing the Ph.D.

To receive a May degree, you must submit a final copy of your dissertation on paper or electronically to the Graduate School by the first business day in May. For precise information, go to <http://www.brown.edu/gradschool/academics-research/rules-regulations/dissertation-guidelines>. If you do not submit your dissertation before the date specified, you will have to register and pay an enrollment fee or request a leave of absence.

You should consult with your dissertation committee to arrange a time for the defense. When the defense is arranged, you should submit to the Manager of Graduate Studies appropriate dissertation-defense information (dissertation title, committee members, previous degrees, date/time of defense). A Dissertation Defense Information Form will be completed by the MGS and submitted to the Graduate School. The DGS will issue a public notice of the defense, extend invitations to fellow students and faculty you may wish to include, and explain to you the procedures of the defense itself.

The defense generally takes the form of questions, first by the members of your dissertation committee and then by the others present. This is your opportunity to find out what you need to do to transform your dissertation into a book manuscript and what other projects might develop from the project you have just completed. If traveling to Brown for a defense constitutes a hardship, or in cases where students have had an opportunity to ask and answer most of the questions about the future of their manuscript, the dissertation director, DGS, and Associate Dean of the Graduate School may endorse waiving the dissertation defense.

The final version of the dissertation submitted to the director and readers for review must be in hard copy form. Advisors and readers of the dissertation may request that this copy be bound.

Going on the Market

Students have a much better chance of securing a university position if they have completed, or nearly completed, the dissertation and published at least one article in a prominent journal in

their field. “Trying out” the job market before you have these accomplishments on your CV is not a good idea. Going on the job market demands a tremendous amount of work from you, your dissertation committee, and the Job Placement Officer (JPO). Without proper preparation, you are likely to spend a lot of potentially productive time and energy demoralizing yourself. You should discuss with the chair of your dissertation committee whether or not you are ready for the job market.

In addition to a nearly-completed dissertation and evidence of your ability to publish, a successful search requires a professional quality c.v., a brief but compelling description of your dissertation, and a publishable-quality writing sample from your dissertation. The JPO will help you prepare your credentials and letter of application, review the Modern Language Association Job Information List for openings appropriate for you, arrange mock interviews in preparation for the Modern Language Association meeting, rehearse your job talk when you are invited to an on-campus interview, and help you through the period of waiting and negotiation. Sample CVs and letters of application are kept on file in the English Department office.

Master of Arts Degree

Brown University’s Master of Arts Program in Literatures and Cultures in English is intended for students seeking to engage in the advanced study of literature, literary theory and criticism. Through their coursework, students develop their critical skills, deepen their historical understanding of literatures written in English, and gain expertise in critical theory. They undertake an extended research project culminating in a 35-45 page thesis with full references and a bibliography. This program is intended for students with a variety of needs and ambitions: those whose eventual goal is the Ph.D., teachers who wish to increase their knowledge of literary history and develop further their analytical writing skills, or any qualified college graduate who seeks to expand her or his knowledge of literature, literary criticism, and literary theory beyond an undergraduate level.

You earn a Master of Arts degree by completing eight courses, one of which should be a thesis research/independent study, and writing an M.A. thesis. Your courses should not only build on and extend your undergraduate preparation in the field of English studies, but should also develop some specialized interest. They may either be entirely in English literature or include one related course in a field such as history, philosophy, linguistics, or a foreign literature. A full-time student in this program usually completes the work for the M.A. within one calendar year. You may transfer credit for one graduate-level course from another institution. Check with the Director of Graduate Studies concerning procedures for making this transfer.

The Master of Arts Program requiring ten courses and no thesis is limited to continuing doctoral students. Students in the Ph.D. program may want to complete the requirements for the M.A., since having this degree in hand can prove useful to those who seek jobs during graduate study or who take a leave of absence. A Ph.D. student will usually satisfy the ten-course requirement for the M.A. by the fourth semester in graduate school. To receive an M.A. degree in any given year, students must submit to the Registrar’s Office a completion to graduate form by April 30.

Requirements for the Master of Arts Degree

In selecting your courses, you must make sure to fulfill the following requirements:

1. At least one course from each of the following literary areas: Medieval and Early Modern Literatures and Cultures (Area I), Enlightenment and the Rise of National Literatures and Cultures (Area II), and Modern and Contemporary Literatures and Cultures (Area III).
2. At least one course designated as theory-intensive. The theory-intensive course may also satisfy one of the three literary area requirements listed above. In certain cases and under certain circumstances, 1000-level courses may satisfy the theory-intensive requirement.
3. Competence in one foreign language. Students may choose, with the consent of faculty and the Director of Graduate Studies, any language appropriate for their research interests and purposes in seeking the degree.

Master of Arts Thesis

The Master of Arts thesis is an essay of 35-45 pages with footnotes and bibliography. The thesis should be written to the standard of a publishable article. You must decide on a faculty member to direct your thesis and help you determine the topic and scope of the essay. The thesis does not require a second reader.

To receive a degree in a given year, you will have to submit your thesis to the Graduate School by the first business day in May. If you have not finished your thesis by this date, which is not at all unusual, you can do so during the summer and submit it to the Graduate School at any time up to the beginning of the subsequent academic year without incurring any additional fees. Those who plan to finish their theses during the summer should make sure their directors will be available to work on the project while the university is not in session. With the written request of your thesis director, the Graduate School may give you an additional one-month extension. However, if you fail to submit the thesis before this second extension expires, you will be required to register for a third semester and pay an enrollment fee or request a leave of absence.

A complete description of the format for the final copy of the thesis is available at <http://www.brown.edu/gradschool/academics-research/rules-regulations/thesis-guidelines>. The thesis format must be followed exactly.

TEACHING

Teaching Assistantships

Brown's Ph.D. program trains graduate students to become teachers as well as researchers. Thus we require that, with some exceptions, our students teach for two years as assistants to members of the English Department faculty and as instructors of sections of expository writing and Seminars in English Literatures and Cultures (ENGL 0200). This teaching begins in the second year of the program. As part of the requisite course work, all students are required to take the Seminar in Pedagogy and Composition Theory (ENGL 2950). This course is taken during the first semester of the second year. To facilitate the development of their teaching skills, we assign students in positions ranging from assistant in a large course to instructor of a virtually autonomous workshop. Convinced of the intellectual relationship between teaching and research,

we try to establish this relationship early on by assigning graduate students, whenever possible, to teach courses related to their general area of research and thus to work with faculty who may serve as appropriate mentors.

The sequence of teaching assignments will usually follow this pattern:

1. **2nd-year students** lead discussion sections of large lecture courses under the direction of one or possibly two members of the English Department faculty. To the degree that enrollments permit, we try to match you to a large lecture course in the area you have designated as your area of specialization at your first-year review.
2. **3rd-year students** design and teach their own sections of ENGL 0110 Critical Reading and Writing I: The Academic Essay and ENGL 0200 Seminars in Writing, Literatures, and Cultures. ENGL 2950 is designed to prepare you to teach our undergraduates how to think critically and to write college-level expository prose, both as a section leader and as a teacher of a course in composition.
3. **4th- and 5th-year students** who are making good progress on their dissertations will receive fellowship support and therefore do not teach.
4. Financial support for 6th-year students is neither automatic nor guaranteed. The Graduate School has limited funds to support enrollment fees, health insurance costs and stipend support. To seek such an award, students can in their fifth year apply by submitting a Dissertation Completion Proposal. (Instructions and deadlines for submission of the DCP will be communicated in early spring.) Moreover, you must be in residence (or on campus) during your sixth year since you will be assigned a teaching assistantship.
5. Financial support for 7th-year students is rarely considered by the Graduate School. However, teaching opportunities on an adjunct basis are sometimes available in a number of English departments at universities and colleges in Rhode Island and Southern Massachusetts. These include the University of Rhode Island (Kingston), Salve Regina University (Newport), Bryant University (Smithfield), Providence College (Providence), Curry College (Milton, MA) and Wheaton College (Norton, MA).

Teaching Evaluations

Teaching evaluations serve several purposes: to monitor the quality of teaching at Brown, to help the department make staffing decisions, and to help you improve your teaching. In this respect, you are no different from the regular faculty, who are required to collect confidential student evaluations near the end of each course. The department has a standard evaluation form for this purpose. It is your responsibility to hand out these questionnaires near the end of each course, allow students ample time and privacy to fill them out, and have a reliable student collect them and take them directly to the English Department office. You should let your students know that you are not allowed to read their evaluations until you have turned in your final grades for the course.

At some point during your graduate career, you should have a member of the faculty, or the faculty member lecturing the course you are assisting, visit one of your classes and write an

evaluation. Prepare him or her with copies of your syllabus or a good description of what you have been doing in discussion section and your teaching objectives in both cases. Such a visit can help jump start your teaching if you feel you are not doing as well in the classroom as you would wish. Toward the end of your graduate career, you might also benefit from inviting a faculty member to visit your class and write a teaching letter for your dossier in preparation for your venture into the job market.

English 0200 Evaluators

Since they are part of the English Department's teaching staff instructors for ENGL 0200 are evaluated by the department. Each graduate student making proposals for sections of ENGL 0200 must select a faculty evaluator before drafts of the proposals are submitted to the English Department Curriculum Committee, that is to say, in the fall semester of the year before the courses are to be offered. The name of the faculty evaluator and an alternative evaluator must be submitted by the student to the Director of Graduate Studies (the department will provide a form for doing so). The Director of Graduate Studies will contact the faculty members who have been selected to obtain their agreement to serve as course evaluators. The evaluator must visit each section of ENGL 0200 offered by the graduate student at least once (and at the student's request more than once), read the student evaluations of the course, and write a report for the student's department file. But the role of the evaluator should go beyond this. Before the ENGL 0200 proposals are sent to the Curriculum Committee in the fall, the evaluator and the prospective instructor should meet to discuss the content of the proposed course and develop the course description. There might be another discussion before the syllabus is finalized for each semester and book orders are due. In addition, if any problems or questions arise while the course is being taught, the evaluator will be available to discuss them, although in the case of student grievances against the instructor of ENGL 0200 such grievances will be handled in the usual way and not by the ENGL 0200 evaluator. Needless to say, the department evaluations of ENGL 0200 are subject to the normal rules of confidentiality. All grievances should be addressed to the Director of Graduate Studies.

Guidelines for Faculty Use of Teaching Assistants

The Graduate School's policy is that Teaching Assistants spend no more than 15-20 hours a week on teaching.

1. While you may have to do a lot more work in some weeks than in others, the average hours you put in over the semester should not exceed this limit. It is your responsibility to ask the faculty member running the course when the heavy-duty periods of the semester come and to plan your work accordingly.
2. You are not expected to do all the grading of papers. This work should be divided equitably between you and the faculty member in charge.
3. You are not expected to lead more than one section.
4. It is perfectly within the faculty member's rights, in keeping with your training as a university teacher, to ask you to deliver a lecture or two, help plan the syllabus, enter into dialogue with him or her in the classroom, participate in a planned panel or debate, or work up some new material for the course.

5. The final grades are ultimately the faculty member's responsibility, and there should be a clear understanding between you and your supervisor as to how your authority is supposed to interact with his or hers.

Exceptions to the Teaching Requirement

On rare occasions, a student is supported by an outside source that prefers that they finish the degree program as quickly as possible and take a degree without training in teaching. In such instances, the Graduate Program in English does not waive the teaching requirement, but we may consider reducing it. You may be supported by the armed forces, religious orders, or foreign governments. Under this category fall those supported by the Mellon Foundation or by the Social Sciences and Humanities Research Council of Canada (SSHRC), which offer full-time support for part of the time required to complete the degree. Mellon and SSHRC recipients teach during the rest of their training and in no case for less than one year.

You may, for a limited time during your period of study, hold a teaching assistantship in another department or program. Even where teaching in other fields is important to your training, we ask you to do a significant portion of your teaching in the English Department.

Grievance Procedures

Students having trouble with a faculty member should consult the DGS. The Graduate School has adopted a university-wide grievance procedure, to which you may turn if these less formal and local measures fail. These procedures are available at <http://www.brown.edu/gradschool/academics-research/rules-regulations/grievance-procedures>. If you want to discuss your situation with someone outside the department, contact the Dean of the Graduate School.

If one of your students complains about your teaching and you cannot resolve the problem yourself, you should consult with the course supervisor or faculty evaluator. If the issue cannot be resolved at that point, you should take the matter to the DGS. In cases where there is some disagreement between you and the faculty member or between either and the DGS, the Chair will review the evidence, discuss the matter with everyone involved, and report his or her conclusions in writing to you. If you are dissatisfied with the outcome of this process, you are always free to pursue the Graduate School's grievance procedures.

FUNDING

The Tuition Requirement

Brown counts "tuition units" as well as academic credits: A full year's tuition equals 8 tuition units. For 2011-2012, this amount is \$41,328.00 or \$5,166.00 per unit. It is important to note that tuition units are not the same as academic units. As a Ph.D. student, you are required to enroll in and complete 13 courses for academic credit, but you must pay for 24 tuition units whether you take further courses or not.

This is how the equation works:

1. Candidates for the degree of Master of Arts must pay the equivalent of one year of full-time study, unless they receive credit for work completed at another institution. (An M.A. candidate may transfer one tuition credit.) You therefore pay for 7-8 tuition units in order to fulfill the tuition requirement for the M.A. degree.
2. Candidates for the Ph.D. must pay tuition fees for the equivalent of 3 years of full-time study, unless they receive credit for work done at another institution. (A Ph.D. candidate may transfer up to one year's coursework.) You therefore pay for 16-24 units in order to fulfill the tuition requirement for the Ph.D. degree.
3. As soon as you have paid for 24 tuition units, you will have to pay only an enrollment fee, \$1,292.00 each semester or \$2,584.00 for AY 2011-2012. You must pay this fee each semester after you have paid for your 24 tuition credits if you are no longer taking courses but still want to be considered as working toward your Ph.D.

How to Pay for Tuition Units

There are several ways to pay for the 24 units of tuition credit:

1. **Cash:** You pay full tuition for the equivalent of three years of tuition.
2. **University Fellowships:** The Graduate Program in English offers fellowships for first-year support. These first-year fellowships cover 8 units of tuition credit.

An additional two years of fellowship support is available to students in years four and five if the quality of their work is high, they are in good standing, and they are making good progress toward the Ph.D.

In addition, the English department awards a prize fellowship for continuing students. The Untermeyer Fellowship comes from an endowed fund and is conferred on the basis of academic merit, irrespective of financial need, to a graduate student whose dissertation research deals with poetry and/or poetics. Faculty nominate such graduate students for this award by notifying the DGS, who then presents the nominees at the regular evaluation meeting at the end of the spring semester. Recommendations are submitted to the Graduate School for review and final approval. The department can also recommend use of the Edward T. and Theckla Jones Brackett Fellowship, which has a small income available for dissertation fellowships.

3. **Outside Fellowships:** If outside fellowships do not pay for 8 units of tuition credit for each year awarded (or however many units a fourth- or fifth-year graduate student needs to fulfill the tuition requirement), the Graduate School generally does.

For information on external fellowship opportunities, view the Graduate School's website at <http://www.brown.edu/gradschool/financing-support/phd-funding/external-funding>.

The Office of Sponsored Projects subscribes to the Sponsored Programs Information Network (SPIN), a database of funding opportunities for faculty and students seeking external support for research and education. Federal, nonfederal, and corporate opportunities may be accessed through the database. SPIN's main focus is research funding opportunities, but the program also contains information about fellowships, postdoctoral opportunities, and sabbatical and publication support. For further information, go to <http://www.brown.edu/gradschool/financing-support/phd-funding/external-funding/office-of-sponsored-projects>.

The English department posts information about fellowships on a bulletin board on the first floor near the classroom and theater.

Additional information is available in a yearly publication of the MLA (shelved with volumes of the PMLA in the library).

4. **Teaching Assistantships:** These pay for 4 tuition units per semester, or 8 per year (up to a total of 24).

Summer Support

All doctoral students admitted to the graduate program are guaranteed summer funding (refer to your letter of admission for the number of years of support). This funding is intended for students to conduct research, study for their qualifying examinations, work on their dissertations, etc.; however it can do the most good in helping students advance toward their degrees. Funding for students in the humanities is paid by the Graduate School at a rate of \$2,500 for the summer.

Part-time Work Inside Brown

Some of the best sources of part-time work inside Brown include:

The Women Writers Project: The WWP is a long-term research project devoted to early modern women's writing and electronic text encoding. The project employs a team of graduate and undergraduate student encoders; job openings are posted at the Brown University Student Employment web site, but for information please contact us at WWP@brown.edu.

The Writing Center: The Writing Center is a satellite office of the Dean of the College and is staffed by graduate students from a variety of academic disciplines. Staff members are experienced writers and teachers who participate in ongoing training in composition and Writing Center theory and practice. The Writing Center hires Graduate Writing Associates during the academic year. Applications are accepted throughout the year, and hires are usually made at the beginning of each semester. For further information, contact the Program Director, Douglas Brown, at Douglas_Brown@brown.edu or go to http://www.brown.edu/Student_Services/Writing_Center/.

Summer Teaching: Summer and Continuing Studies (42 Charlesfield Street, Box T, x37900) offers a wide range of courses in the pre-college and undergraduate programs. For further information on teaching opportunities go to <http://www.brown.edu/scs/>.

Summer employment: The English Department does not provide summer employment for graduate students. If you are interested in summer employment (on-campus, off-campus, temporary jobs) you should view the Student Employment website at https://financialaid.brown.edu/JobX_Home.aspx.

Taxes

Graduate students should be aware that teaching assistantships as well as other forms of employment at Brown are taxable. The University does not withhold taxes from fellowship awards. Students who receive fellowships are responsible for reporting their income accordingly. It is your responsibility to determine your tax liability.

Conference Travel

Graduate students in their second through fifth years of study who have been invited to present papers at academic conferences can apply to the Graduate School for up to \$500 to cover related travel expenses. Students will be reimbursed for only one conference per academic year; reimbursement will not be granted for merely attending a conference.

Students must submit a Travel Expense Report, with appropriate documentation of expenses, no later than 30 days after completion of travel; travel reports submitted after 45 days will not be reimbursed. Original receipts are required for reimbursement of all travel expenses. The Graduate School makes every effort to process reimbursement within 30 days, but it may take longer during the summer or busy times of the year. Information on conference travel and instructions on reimbursement of travel-related expenses, can be found on pgs. 57-58 in the Graduate School Handbook.

On a case-by-case basis, students in their sixth year may request approval for conference travel reimbursement. Students in their first year will rarely be considered, even if they have advanced standing, however, in exceptional cases first-year students may apply for funding. Prior approval from the Graduate School is required. Please review the guidelines in the Graduate School Handbook before consulting with the Director of Graduate Studies regarding your funding request for conference travel.

International Affairs Travel Fund (IATF)

The Graduate Students International Affairs Travel Fund is available to full time Brown graduate students who are conducting research abroad or delivering a paper at an international conference. The IATF is a supplementary allowance to assist with travel expenses for one professional trip per academic year. Applications must be received ***prior to travel***.

Application requirements and the online application form can be found at <http://www.brown.edu/about/administration/international-affairs/international-affairs-travel-fund-iatf-graduate-students>. Please contact the International Affairs Office at international_affairs@brown.edu with questions.

Graduate Student Sponsored Lecture

Each year, provided that demands on the Zucker fund permit, the Department of English will provide money to graduate students to bring to campus a lecturer of their choice. The graduate

students shall meet each spring as a group to discuss whom they would like to bring to campus. This effort may be spearheaded by a handful of students; however, all active graduate students are consulted and invited to participate in the events surrounding the visit. You are encouraged to consider emerging voices in literary criticism and to consult with the Director of Graduate Studies and other faculty before submitting your proposal to the Chair. The lecture is usually scheduled for sometime between mid-September and Thanksgiving break.

Graduate Student Forum

The Graduate Student Forum meets three times a semester, at which advanced students who have begun writing their dissertations will present their work to members of the English Department. The goal of the forum is to provide a venue for students to share work, to help to build on collegial relationships within the Department, and to motivate students with their writing. The graduate student liaison for 2011-2012 is Jeffrey Neilson.

APPENDIX A **Change in Status**

To change your status as a full-time Ph.D. or M.A. candidate, you must request permission in writing from the DGS. The DGS in turn submits notification of any change, in writing, to the Graduate School.

1. **Full-time to part-time** and vice versa: There are any number of personal reasons why a graduate student might want to switch from full- to part-time and then back to full-time status. You should discuss these decisions with the DGS.
2. **Leave Policy:** The department grants the following kinds of leave to our graduate students.

Childbirth Accommodation: A student in a graduate program at Brown who anticipates giving birth or adopting an infant during the academic semester, or during the period covered by stipend support, is eligible for an academic accommodation period, normally eight weeks. This period will typically cover late-stage pregnancy, delivery, and post-natal recuperation, and may also cover the process of adoption. The student should initiate discussions with the Director of Graduate Studies (DGS) at least four months prior to the anticipated birth in order to make arrangements for arranging and identifying the childbirth accommodation period. This will provide the time necessary to rearrange teaching duties for those students supported by teaching assistantships, or to adjust research schedules.

Family Leave of Absence: A student in a graduate program at Brown may take an unpaid family leave of absence for the birth or adoption of a child, for childcare, or for care of an immediate family member (spouse, domestic partner, child, or parent) with a serious health condition. Students may take a family leave of absence for one or two semesters.

Complete information on the Childbirth Accommodation and Family Leave of Absence is

available in the Graduate School Handbook, pages 35-38, <http://www.brown.edu/gradschool/academics-research/rules-regulations/forms/grad-school-handbook>.

Medical or Psychological Leaves of Absence: A student experiencing a serious physical or psychological problem that affects his or her academic performance may be granted a leave for treatment and recovery. Complete information on the Medical or Psychological Leaves of Absence is available in the Graduate School Handbook, pages 38-39.

Professional Development Leave of Absence: A graduate student may take a one or two semester leave for an approved educational or professional development opportunity that advances the student's pedagogic goals. Examples might include full-time professional internships or short-term teaching or research appointments at another institution. Complete information on the Professional Development Leave is available in the Graduate School Handbook, page 40.

Probationary Leave of Absence: A graduate student may take a one or two semester academic leave at the recommendation of the department for problems related to academic performance. Probationary leaves must be accompanied by a plan of action that describes what the student needs to accomplish during the leave in order to be considered for reenrollment in the program. Complete information on the Probationary Leave is available in the Graduate School Handbook, pages 40-41.

Personal Leave of Absence: A graduate student may take a one or two semester leave for personal reasons, with the possibility of an extension for up to one additional year. Complete information on the Personal Leave is available in the Graduate School Handbook, pages 41-42.

3. **Exchange Scholar Program:** Brown participates in an Exchange Scholar Program that enables advanced graduate students to study for one or two semesters in the graduate school of participating institutions, including the University of California at Berkeley, the University of Chicago, Columbia, Cornell, Harvard, the Massachusetts Institute of Technology, the University of Pennsylvania, Princeton, Stanford, and Yale. The exchange provides graduate students with the opportunity to draw upon the particular strengths of the exchange institution and to explore their discipline from a different perspective.

Courses taken and research conducted with faculty members at one of the institutions above will be registered on the academic record and official transcript at Brown. Students are eligible to be Exchange Scholars only after completing an academic year of study in a doctoral degree program at Brown. Participating students will be registered as Exchange Scholars with Brown and will hold special non-degree status at the host institution.

To participate in this program, you must pay tuition for full enrollment at your home institution and remain an active student while studying as an exchange scholar at the host institution. The host institution will charge for student health services if that is not included as part of tuition; the student may purchase either school's student health insurance. Students participating in the

exchange program are considered to be making progress toward the Ph.D. The department is not obligated, however, to provide support for those students beyond commuting distance. If you are participating in the exchange program, you are no more or less eligible for a fellowship than any other student making satisfactory progress toward the Ph.D. If you are attending another university beyond commuting distance and have not been awarded a fellowship, you will be giving up one semester of support for every semester spent away.

4. **Cross-Registration at Harvard University:** There is a long-standing agreement between Harvard and Brown to allow cross-registration of students without paying tuition to the host institution. To do this, you must get the appropriate forms from the Registrar's Office and obtain the signatures of the director of each Graduate Program and a dean from each Graduate School. If the student wants to take an entire semester's course work at Harvard, he or she should enroll in the Exchange Scholar program. Ordinarily, this option is only recommended for more advanced students.

5. **Mellon Fellows:** Because most Mellon Fellows are allowed to teach for only two of their five funded years, they receive the same consideration as those on study leave with outside support.

6. **Readmission:** Students who are away more than one year are no longer considered by the Graduate School to be actively enrolled in a degree program at Brown and must therefore apply to be reinstated. The procedure is basically the same as taking a leave of absence: you write a letter to the Dean of the Graduate School requesting readmission and notify the DGS that you are seeking permission from the department to return. If the DGS agrees, s/he will write a letter to the Graduate School in support of your request. You should keep in mind that there is a limit of five years between the date you pass your qualifying examination and when you complete your dissertation. A leave of absence counts as part of that time. If you pass the time limit and still wish to finish your dissertation, you will need to get the support of the DGS and your dissertation director to gain readmission and have the time limit waived. Readmission is not automatic. Your dissertation director must convince the DGS and the Graduate School that your dissertation topic has not become obsolete, that there are still faculty qualified and willing to serve on your committee, and that you now have the means and motivation to finish the degree. Additional information on readmission is available in the Graduate School Handbook, <http://www.brown.edu/gradschool/academics-research/rules-regulations/forms/grad-school-handbook>.

APPENDIX B

Summary of Important Figures and Dates 2011-2012

Figures

Tuition Rate	\$41,328.00/\$5,166.00 per course
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Enrollment Fee	\$ 2,584.00 /year
Health Services Fee	\$ 660.00/year
Health Insurance Fee	\$ 2,695.00/year
Student Activity Fee	\$ 40.00/year
Student Recreation Fee	\$ 64.00/year
Minimum stipend for TAs	\$20,500.00/year
Dissertation Fee	\$ 50.00
Dissertation Filing Fee	\$ 150.00
(for students inactive and returning from an approved leave of absence to file the dissertation or M.A. thesis)	

Dates

Classes of the first semester begin	Wednesday, September 7, 2011
Last day to add a course without a fee	Tuesday, September 20, 2011
Last day to add a course with a fee, change from audit to credit, or change a grade option	Tuesday, October 4, 2011
Mid-semester	Friday, October 14, 2011
Registration for Spring 2012	Tuesday, November 1 through Tuesday, November 8, 2011
Thanksgiving Recess	Wednesday, November 23 beginning at noon to Sunday, November 27, 2011
Reading Period	Thursday, December 8 through Monday, December 12, 2011 (optional and at the discretion of the instructor)
Final Examination Period	Tuesday, December 13 through Wednesday, December 21, 2011
Classes of the second semester begin	Wednesday, January 25, 2012
Last day to add a course without a fee	Tuesday, February 7, 2012
Long Weekend - No University exercises	Saturday, February 18 through Tuesday, February 21, 2012
Last day to add a course with a fee, change from audit to credit, or change	Wednesday, February 22, 2012

a grade option	
Mid-semester	Friday, March 9, 2012
Spring Recess	Saturday, March 24 through Sunday, April 1, 2012
Registration for Fall 2012	Tuesday, April 17 through Tuesday, April 24, 2012
Reading Period	Friday, April 27 through Tuesday, May 8, 2012 (optional and at the discretion of the instructor)
Final Examination Period	Wednesday, May 9 through Friday, May 18, 2012
Commencement	Sunday, May 27, 2012

Deadline for submission of final copy of dissertation/masters theses

Semester I	Wednesday, January 25, 2012
Semester II	Monday, April 30, 2012

English Department

Administrative Positions

Stephen Foley Acting Chair	70 Brown Street, Room 103, x33728
Jacques Khalip Director of Graduate Studies	70 Brown Street, Room 401, x33725
Deak Nabers Job Placement Officer	70 Brown Street, Room 422, x33266
Ravit Reichman Director of Undergraduate Studies	70 Brown Street, Room 310, x33562
Tamar Katz Literatures Honors Advisor	70 Brown Street, Room 301, x31959
Lawrence Stanley Elizabeth Taylor Co-Directors of the Nonfiction Writing Program	70 Brown Street, Room 330, x33623 70 Brown Street, Room 402, x33743

Administrative Staff

Marianne Costa Coordinator of Academic Operations	70 Brown Street, Room 101, x32394
Lorraine Mazza Manager of Graduate Studies	70 Brown Street, Room 101A, x33730
Marilyn Netter Executive Officer	70 Brown Street, Room 101B, x33729
Ellen Viola Office Coordinator	70 Brown Street, Room 101, x32393

Graduate Committee

Jacques Khalip, Director of Graduate Studies
Lorraine Mazza, Manager of Graduate Studies

Faculty: James Egan, Olakunle George, Tamar Katz, Deak Nabers and Richard Rambuss

Graduate Student Representatives: Katie Fitzpatrick (1st year), Joel Simundich (2nd year), Devon Anderson (third year), Andrea Actis (4th year), Jeffrey Neilson (5th year), and Jeffrey Covington (6th year)

Graduate School Directory

Peter Weber Dean of the Graduate School	Graduate School, 47 George Street Room 203, x37799
John Tyler Associate Dean of Academic Affairs	Graduate School, 47 George Street Room 210, x32843
Brian Walton Associate Dean, Finance and Administration	Graduate School, 47 George Street Room 110, x31802
Jabbar Bennett Assistant Dean of Recruiting and Professional Development	Graduate School, 47 George Street Room 207, x32713
James Campbell Associate Dean for Student Life and The Graduate School	Office of Student Life, 20 Benevolent Street, x33145
Barbara Bennett	

Academic Affairs Manager Dissertation/Thesis Submission	Graduate School, 47 George Street Room 209, x32843
Maria Faria Admission Coordinator	Graduate School, 47 George Street Room 009, x2199
Carrie Honeman Executive Assistant Travel Conference Reimbursement	Graduate School, 47 George Street Room 201, x31007
Beverly Larson Director of Communications	Graduate School, 47 George Street Room 205, x39404
Gail Lee Payroll Coordinator	Graduate School, 47 George Street Room 108, x32882
Beth Murphy Assistant Director, Financial Aid	J. Walter Wilson, 69 Brown Street, 2 nd Floor, x32721
Nancy Picard Administrative Manager	Graduate School, 47 George Street Room 203, x37799

University Directory

Auxiliary Housing (First-Year Graduate Student Housing)	South Wayland House, 27 Brown Street x1817
Brown Card Office	J. Walter Wilson, 69 Brown Street, 5 th floor, Room 511, x32273
Bursar's Office	Brown Office Building, 164 Angell Street 2 nd Floor, x32484
Career Development Center	Hemisphere Building, 167 Angell Street, x33326
Cashier's Office	Brown Office Building, 164 Angell Street 2 nd floor, x31280
Health Services	Andrews House, 13 Brown Street x33953
Office of International Student and Scholar Services	J. Walter Wilson, 69 Brown Street, 5 th floor, Room 510, x32427

Payroll Office

Brown Office Building, 164 Angell Street
2nd Floor, x32944

Registrar's Office

J. Walter Wilson, 69 Brown Street, 3rd
Floor, x32500

Office of Residential Life
(Graduate and Medical Student
Housing)

Wayland Arch, 27 Brown Street
x33500

Student Health Insurance
(Office of Insurance and Risk)

Brown Office Building, 164 Angell Street
x31703 or x39481