

DEPARTMENT OF COMPARATIVE LITERATURE AND INTERCULTURAL STUDIES

University of Georgia

Graduate Program Handbook

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**Department of Comparative
Literature and Intercultural Studies**
Franklin College of Arts and Sciences
UNIVERSITY OF GEORGIA

Handbook Contents

Welcome.....	3
<i>MA in Comparative Literature and Intercultural Studies.....</i>	3
Residence	3
Time Limit.....	3
Coursework Requirement	3
Grades	4
Language Requirement	5
Selection of Major Professor and Advisory Committee.....	5
Change of Major Professor.....	6
Program of Study Form Deadline	6
MA Exam	6
MA Thesis.....	7
Final Examination/Thesis Defense.....	7
MA Roadmap.....	8
<i>PhD in Comparative Literature and Intercultural Studies</i>	8
Residence	8
Time Limit.....	8
PhD Time Limit for students matriculating before Fall 2024	8
PhD Time Limit for students matriculating Fall 2024 and after	9
Degree Time Limit Extensions	9
Coursework Requirement	10
Additional Guidelines for Planning your Coursework.....	10
Grades	11
Language Requirement	11
Primary language (advanced reading proficiency):	12
Secondary language (upper-intermediate reading proficiency):.....	12
Selection of Major Professor and Advisory Committee.....	13
Change of Major Professor.....	14
Program of Study	14
The PhD Comprehensive Examinations	14
The Comprehensive Exam Process	15
Pass/Fail.....	16
Further Information about the Comprehensive Examinations.....	17
The Dissertation Prospectus.....	17
Admission to Candidacy.....	17

PhD Dissertation	17
Defense of Doctoral Dissertation.....	18
Job Placement and Professionalization	18
PhD Roadmap	19
<i>Advising</i>	20
<i>Annual Evaluations of Graduate Students</i>	20
<i>The Comparative Literature Graduate Mentoring Program</i>	21
What to expect from your mentor	21
How often should I meet my mentor?	21
Will my mentor become my major professor?	21
<i>Maintaining Graduate Teaching Assistantships</i>	22
<i>Funding and Resources</i>	22
The Graduate School.....	22
The Willson Center for Humanities and Arts.....	22
External Awards.....	22
<i>Dismissal from Graduate Programs</i>	22
<i>Appeals</i>	23
<i>Appendix I: Meeting PhD Secondary Language Requirement with Coursework</i>	24
<i>Appendix II: Mentoring Compact</i>	25
<i>Appendix III: Dissertation Prospectus Help Sheet</i>	26

Welcome

Welcome to graduate study in the Department of Comparative Literature and Intercultural Studies at UGA. This handbook will guide you through the various requirements and milestones of the MA and PhD programs. It also provides general information about graduate life in the department.

Note that this handbook presents policies that are directly relevant to your experience as a student in this department. It includes some of the UGA Graduate School's policies, but not all of them. In addition to the policies in this handbook, you should also familiarize yourself with the policies and resources available on the Graduate School [webpage for current students](#).

All of the forms mentioned in this handbook are listed and linked on the department's [webpage](#).

MA in Comparative Literature and Intercultural Studies

Residence

The minimum residence requirement is two semesters which do not have to be consecutive.

Time Limit

All requirements for the degree must be completed within six years beginning with the first registration for graduate courses on the program of study. An extension of time may be granted only for conditions beyond the control of the individual. A student may petition for an exception to this policy by writing a letter to the Vice Provost and Dean of the Graduate School. This request for an extension of time must include the specific reasons that the student did not complete the requirements in the time allotted. The student must include a specific timeline for the completion of degree requirements. The student's major professor must review the student's request and write a letter to the Vice Provost and Dean stating approval or disapproval of the petition. The graduate coordinator and department head must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further information should be provided by them in the letter. An extension of time may be granted only on conditions beyond the control of the student.

Coursework Requirement

A minimum of 30 credit hours is required. All students are required to take the 8000 series (CMLT 8001, 8002, and 8003) as part of their 30-credit minimum. The Graduate School also requires you to take a GradFirst seminar (GRSC 7001). This should be completed in your first semester of the program, and does not count towards your minimum credit requirement for the MA.

Course Code	Credit Hours
30 Credits Required by the Department	
CMLT 8001 (Seminar on Comparative Methods)	3
CMLT 8002 (Key Skills for Comp Lit)	3
CMLT 8003 (Seminar on Translation)	3
CMLT 6XXX or 8XXX courses	12
6000-9000 level courses in other departments	6
CMLT 7300 (Master's Thesis)	3 (only in semester of graduation)
Additional Credits Required by the Graduate School	
GRSC 7001 (GradFirst seminar)	1

- The Graduate School requires that 12 hours of credit be in courses open only to graduate students, exclusive of research (CMLT 7000) and thesis writing (CMLT 7300). In practice, this usually means that at least 4 of your courses must be at the 8000-level or higher. 6000-level courses are *only* considered graduate-only if they are not at the 4000/6000 split level, which is the case for the 6000-level courses offered by this department.
- These are minimum course requirements for the degree. Students are encouraged to take additional courses, including courses in related fields. Courses beyond the minimum MA requirements may eventually be counted toward the PhD degree, even if they are taken before the MA degree is awarded.
- Courses taken outside the department must be appropriate to the student's program of study and will likely be based in other literature and related departments (e.g., art history, music, film, history, international affairs, international law, international business, international education and journalism, linguistics, philosophy, psychology, religion, sociology, anthropology).
- There are some circumstances, most likely language-learning, in which you will need to take an undergraduate course (4000-level or below). Be aware that this will not count towards your minimum credits, or towards your minimum enrollment for a given semester.
- Credit for CMLT 7000 (Master's Research), CMLT 7300 (Thesis) will not be counted as part of the requirement.
- No more than 3 hours of CMLT 8980 (Independent Study) may be counted.

Grades

The minimum grade for a course to count towards the MA coursework requirement is a B-. A C+ or below will not count. Students must also maintain a minimum grade point average of 3.0 on their degree transcript. A grade of C+ or below in any course will result in the graduate faculty considering the possibility of dismissal at the annual student evaluation meeting. A grade of F or U will result in automatic dismissal from the program, unless the student is able to present qualifying extenuating circumstances.

Incompletes (grades of I) should only occur in exceptional circumstances. If an Incomplete is given, the student should seek to resolve it at the earliest possible opportunity. Although the Office of the Registrar allows 3 semesters (including summer) before the I is converted to an F, the student should seek to complete the outstanding work earlier than this. Repeated incompletes may be considered as grounds for dismissal from the program. Unresolved incomplete grades also make the student ineligible for departmental conference funding and nomination for graduate school awards and grants.

Language Requirement

Candidates for the MA are required to demonstrate proficiency in *one language in addition to English*. This can be done in one of the following ways:

- Passing a translation exam. The exam requires an acceptable translation into idiomatic English of a passage of prose or verse in that language. “Acceptable” means that the translation should be consistent with what is expected of a student who has completed 4 years of study of that language at UGA. The proficiency exam is administered by a UGA faculty member who works in the respective language, and who will be the sole judge of the acceptability of the translation. The exam is to be taken without the use of a dictionary (electronic or other) or access to the internet. Students are urged to take these language exams at the earliest possible date. If they fail the translation exam, the student must wait at least 1 month before taking it again. Students can retake the exam a maximum of 2 times after an initial failure.
- An A or A- grade in a graduate-level course (6000-level or above) taught in that language plus a letter to the graduate coordinator from the professor of a graduate course taken in that foreign literature that attests to the student’s performance on that course and their advanced proficiency in the language.
- A previous degree taught in that language. E.g., a BA from a Chinese-language university in China.
- For French, Italian, Spanish, and Portuguese, students can take and pass the Department of Romance Languages’ [Research Skills Foreign Language Exam](#). This has a cost of \$25 to the student.
- An A grade in a specialized “reading knowledge course” such as GRMN 3500 or FREN 2500.

In rare circumstances, the graduate coordinator may decide that there is sufficient alternative evidence (such as an undergraduate major, or completion of a respected non-UGA intensive language course, a qualifying non-UGA proficiency test) to prove that the student has the required proficiency. This is entirely at the graduate coordinator’s discretion, and additional evidence (in the form of one of the above options) may still be necessary.

Selection of Major Professor and Advisory Committee

During the second semester of the program students should select an advisory committee of three members, including a major professor who serves as the primary advisor and chair of the

committee. The major professor acts as the student's general academic advisor, run the MA exam, and direct the thesis. Students should participate in the process of selecting faculty members with appropriate areas of interest. It will likely be a faculty member with whom they have already taken one or more courses. Once the student has made their decision and their committee members have agreed, the student completes the Advisory Committee form on GradSlate to finalize their committee.

The major professor will normally be a full-time member of the Comparative Literature and Intercultural Studies graduate faculty. In exceptional circumstances a student may petition to have a major professor from another department, to be approved by the Comparative Literature and Intercultural Studies graduate committee. In such cases the other two members of the committee must be from the Comparative Literature and Intercultural Studies department.

You should use the GradSlate [Enrolled Student Progress Portal](#) to formalize the arrangements for your major professor and committee.

Change of Major Professor

It may become necessary because of retirement, resignation, or leave of absence of the major professor; or because of incompatibility with the student; or because of a change in the student's academic interests, for a new major professor to be assigned. If any of these instances occurs, the student should discuss the matter with the graduate coordinator, and if appropriate, a new major professor will be chosen. The new major professor will take over all the duties of the former major professor, and must approve the thesis or dissertation topic, even if it was already approved by the former major professor. Similar changes may be made, if necessary, for the other members of the advisory committee.

Program of Study Form Deadline

The Program of Study Form lists the courses a student has taken to demonstrate that they have met the program's coursework requirements. Master's students must submit a [Program of Study](#) form via GradStatus by the second Friday of the semester in which the plan to graduate.

MA Exam

The MA exam is an hour-long oral exam, based on a general reading list of influential literary and other works and a draft thesis prospectus. The aim of the exam is to show that the student is ready to begin work on the MA thesis. The two documents should be provided to the MA advisory committee at least two weeks before the oral exam.

1. *The MA Reading List*: This reflects the literatures and critical approaches that the student has focused on in their coursework, and intends to pursue in the MA thesis. The list is compiled in consultation with, and subject to the approval of, their MA advisory committee. The list is a reflection of the student's intellectual direction and should contain 30–40 works. During the exam, the list will form the basis of questioning

concerning the student's theoretical approach to literature and culture, the body of literature on which they intend to work, and their initial ideas for the thesis.

2. *The Draft MA Prospectus*: a 1–2 page prospectus describing briefly the nature, scope, organization, and purpose of the thesis. This is intended to be a draft and the candidate will receive suggestions from the committee for developing their ideas during the exam.

The exam should be taken in the third semester of the program. To succeed in the exam, the student must be passed by at least 2 out of 3, or 3 out of 4, committee members. In the event of failure, the advisory committee may permit a student to retake the exam once, the following semester. No more than one re-examination shall be given.

MA Thesis

Candidates for the MA are required to write a thesis on a topic within the department faculty's expertise and pass a 30-minute oral final examination on their thesis.

Before the student begins the thesis, the student must revise the draft version of the 1–2 page prospectus presented in the MA exam and present it to the committee for approval. The prospectus must be approved by the major professor and the other members of the advisory committee either in person or over email. Students should consult with their major professor as well as the other members of the advisory committee in the process of writing the thesis.

The MA thesis should demonstrate the student's ability to employ research methods and critical skills in the study of literary and cultural texts. It should make a coherent critical argument about its chosen topic. Annotated translations are not suitable. Unlike the PhD dissertation, the thesis is not necessarily expected to be an original contribution to the general body of knowledge in the discipline.

Instructions regarding the format and electronic submission of the thesis are available from the Graduate School. It is the responsibility of candidates to make themselves aware of these instructions and to meet all deadlines set by the Graduate School for the receipt of the degree in a given semester.

Final Examination/Thesis Defense

The final oral exam, or defense, consists of thirty minutes of questioning on the thesis by the advisory committee. The date, time, and location of the exam will be arranged by the major professor in consultation with the other members of the advisory committee. The exam must be scheduled and the graduate coordinator notified at least 14 days in advance. It should also be scheduled at least 14 days *before* the Graduate School's final submission date for thesis for that graduation cycle. This is to ensure that the student has sufficient time to implement any corrections or revisions before submitting the final version to the Graduate School.

MA Roadmap

Task	Action
Year 1	
Fall	
Take CMLT 8001, 8002, or 8003 as available	
Take a GradFirst seminar (GRSC 7001)	
Take 2 or 3 additional 3-credit courses	
Spring	
Take CMLT 8001, 8002, or 8003 as available	
Take 3 or 4 courses	
Select advisory committee and major professor	Submit form on GradSlate
Year 2	
Fall	
Take CMLT 8001, 8002, or 8003 as available	
Take 2 or 3 additional 3-credit courses	
Ensure language requirement is met	
Complete MA Exam	
MA thesis prospectus	Submit to committee
Spring	
Register for CMLT 7300	
Apply for spring graduation (January deadline)	Submit form on Athena
Program of Study	Submit form to GradStatus
Complete any outstanding course requirements	
Write MA thesis	
Defend thesis	
Submit corrected thesis to Grad School before deadline	

PhD in Comparative Literature and Intercultural Studies

Residence

The granting of this degree presupposes a minimum of three full years of study beyond the bachelor's degree. At least two consecutive semesters of full-time work (i.e., enrollment for a minimum of 30 hours of consecutive course work included on the program of study) must be spent in resident study on this campus. Undergraduate courses taken either to fulfill research skills requirements or to learn languages may not be calculated in the 30 consecutive hours of resident credit.

Time Limit

PhD Time Limit for students matriculating before Fall 2024

All pre-candidacy requirements for the degree (i.e., coursework on the program of study) must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study.

After passing the comprehensive examination and being admitted to candidacy, a candidate for a doctoral degree must complete all degree requirements, including the dissertation and final oral examination, within five years. A student who does not complete all degree requirements within five years of admission to candidacy will be required to take the comprehensive examinations again and be admitted to candidacy a second time.

A student may petition for an exception to this policy by writing a letter to the Vice Provost and Dean of the Graduate School. This request for an extension of time must include the specific reasons that the student did not complete the requirements in the time allotted. The student must include a specific timeline for the completion of degree requirements. The student's major professor must review the student's request and write a letter to the Vice Provost and Dean stating approval or disapproval of the petition. The graduate coordinator and department head must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further information should be provided by them in the letter. An extension of time may be granted only on conditions beyond the control of the student.

PhD Time Limit for students matriculating Fall 2024 and after

Doctoral students must complete all requirements for the doctoral degree and the degree must be awarded within eight (8) calendar years after initial enrollment/registration in the program. For example, if the date of first registration for a doctoral student is the fall semester of 2024, the eight-year time limit expires in summer semester of 2032. The student's time-to-degree clock starts with the first course approved for inclusion in their doctoral Program of Study, or the date of matriculation into the program, whichever occurred earlier. Individual colleges/schools or academic programs may have more restrictive requirements than the above stated Graduate School policy. The eight-year time limit does not include approved periods of leave. Additionally, doctoral time to degree is calculated separately for degrees obtained in each academic program.

Students who fail to complete their degrees within eight years after initial enrollment will be considered as not making satisfactory progress to degree completion and will be dismissed from Graduate School. The Graduate School will notify all doctoral students when they have reached the 7-year mark to warn them about the impending 8-year degree time limit.

Degree Time Limit Extensions

Doctoral students in good academic standing who experience extenuating circumstances that prevent them from completing their degrees within the requisite 8 years may petition for an extension of the degree time limit to the Vice Provost/Dean of the Graduate School. Such circumstances include military obligations, family and medical challenges, and other life events. A petition for an extension of the degree time limit requires support from the major professor, graduate coordinator, and academic unit head.

The petition for an extension of time must include the specific reasons why the student did not complete the degree in the time allotted and a detailed timeline proposal for the completion of

the degree. The student's major professor must review the extension of time request and write a letter to the Vice Provost/Dean of the Graduate School stating approval or disapproval of the petition. The Graduate Coordinator and department head/chair (or Dean/Dean's delegate in instances where the School/College does not have departments) must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further justification should be provided in the letter.

The maximum extension of the degree time limit that may be granted is 24 months and the total time to degree shall not exceed 10 years.

If a petition for an extension of time is approved by the Vice Provost/Dean of the Graduate School, the student will be notified in writing of the expectations for progress, and of the expected timeline for degree completion.

If the petition is denied, the student will be notified in writing that they will be dismissed from the Graduate School. Students dismissed under such circumstances may appeal their dismissal to the Appeals Committee of Graduate Council.

Coursework Requirement

A minimum of 30 credit hours is required beyond any credits earned for the MA. A much smaller number of additional credits are required by the Graduate School: the GradFirst seminar and, if you are a TA, GRSC 7770. GRSC 7001 should be completed in your first semester and GRSC 7770 should be completed the semester before you become an instructor of record. Most PhD students complete the bulk of their coursework in their first two years, adding a smaller number of courses in their third year while they work on their comprehensive examinations.

Course Code	Credit Hours
30 Credits Required by the Department	
CMLT 8001 (Seminar on Comparative Methods)	3
CMLT 8002 (Key Skills for Comp Lit)	3
CMLT 8003 (Seminar on Translation)	3
CMLT 6XXX or 8XXX courses	12
6000-9000 level courses in other departments	6
CMLT 9300 (Doctoral Dissertation)	3 (only in semester of graduation)
Additional Credits Required by the Graduate School	
GRSC 7001 (GradFirst)	1
GRSC 7770 (Graduate Teaching Seminar)	1 (only required for TAs)

Additional Guidelines for Planning your Coursework

- The Graduate School requires that 16 or more hours be in 8000- and 9000-level courses in addition to research (9000) and dissertation writing (9300). In practice, this means that at least 4 of your courses must be at the 8000-level or higher. 6000-level courses are

only considered graduate-only if they are not at the 4000/6000 split level, which is the case for the 6000-level courses offered by this department.

- No more than 3 hours of CMLT 8980 (Independent Study) may be counted.
- All students must enroll for 3 hours of CMLT 9300 the semester in which they are to receive their degree.
- These are minimum course requirements for the degree. Students are encouraged to take additional courses, including courses in related fields.
- Courses taken outside the department must be appropriate to the student's program of study and will likely be based in other literature and related departments (e.g., art history, music, film, history, international affairs, international law, international business, international education and journalism, linguistics, philosophy, psychology, religion, sociology, anthropology).
- There are some circumstances, most likely language-learning, in which you will need to take an undergraduate course (4000-level or below). Be aware that this will not count towards your minimum credits, or towards your minimum enrollment for a given semester.

Grades

The minimum grade for a course to count towards the PhD coursework requirement is a B-. A C+ or below will not count. Students must also maintain a minimum grade point average of 3.0 on their degree transcript. A grade of C+ or below in any course will result in the graduate faculty considering the possibility of dismissal at the annual student evaluation meeting. A grade of F or U will result in automatic dismissal from the program, unless the student is able to present qualifying extenuating circumstances.

Incompletes (grades of I) should only occur in exceptional circumstances. The student should seek to resolve the Incomplete at the earliest possible opportunity. Although the Office of the Registrar allows 3 semesters (including summer) before the I is converted to an F, the student should seek to complete the outstanding work earlier than this. Repeated incompletes may be considered as grounds for dismissal from the program. Unresolved incomplete grades also make the student ineligible for departmental conference funding and nomination for graduate school awards and grants.

Language Requirement

Candidates for the PhD are required to demonstrate proficiency in *two languages in addition to English*. One of these languages is designated as "primary" and the other "secondary." Students should achieve an advanced level of reading comprehension in the primary language, and an upper-level intermediate level in the secondary language. In most cases, the student will have advanced proficiency in the primary language on admission to the program and it will simply be a case of demonstrating that proficiency. For the secondary language, it is more likely that students will need to undertake additional language learning.

The requirement for each language can be met in the following ways:

Primary language (advanced reading proficiency):

- Passing a translation exam. The exam requires an acceptable translation into idiomatic English of a passage of prose or verse in that language. “Acceptable” means that the translation should be consistent with what is expected of a student who has completed 4 years of study of that language at UGA. The proficiency exam is administered by a UGA faculty member who works in the respective language, and who will be the sole judge of the acceptability of the translation. The exam is to be taken without the use of a dictionary (electronic or other) or access to the internet. Students are urged to take these language exams at the earliest possible date. If they fail the translation exam, the student must wait at least 1 month before taking it again. Students can retake the exam a maximum of 2 times after an initial failure.
- An A or A- grade in a graduate-level course taught in that language (6000-level or above) plus a letter to the graduate coordinator from the professor of a graduate course taken in that foreign literature that attests to the student’s performance on that course and that their proficiency in reading the language is at the “advanced” level.
- A previous degree taught in that language. E.g., a BA from a Chinese-language Chinese university.
- For French, Italian, Spanish, and Portuguese, students can take and pass the Department of Romance Languages’ [Research Skills Foreign Language Exam](#). This has a cost of \$25 to the student.

Secondary language (upper-intermediate reading proficiency):

- Meeting the secondary language coursework requirement for the language. See Appendix I.
- Passing a translation exam. The exam requires an acceptable translation into idiomatic English of a passage of prose or verse in that language. “Acceptable” means that the translation should be consistent with what is expected of a student who has completed 2 years of study of that language at UGA. The proficiency exam is administered by a UGA faculty member who works in the respective language, and who will be the sole judge of the acceptability of the translation. The exam translation is to be taken with a physical dictionary, but without access to the internet. Students are urged to take these language exams at the earliest possible date. Students are urged to take these language exams at the earliest possible date. If they fail the translation exam, the student must wait at least 1 month before taking it again. Students can retake the exam a maximum of 2 times after an initial failure.
- Passing a proficiency test administered by a UGA faculty member (when available). This test should demonstrate that the student has the level of a student who has completed coursework up to and including the last 2000-level course in that language.
- A previous degree taught in that language. E.g., a BA from a Chinese-language Chinese university.

- For French, Italian, Spanish, and Portuguese, students can take and pass the Department of Romance Languages' [Research Skills Foreign Language Exam](#). This has a cost of \$25 to the student.
- A B grade or above in a graduate-level only course (6000-level or above) taught in that language plus a letter to the graduate coordinator from the professor of a graduate course taken in that foreign literature that attests to the student's performance on that course and their "upper-intermediate" reading proficiency in the language.
- An A grade in a specialized "reading knowledge course" such as GRMN 3500 or FREN 2500.

In rare circumstances, the graduate coordinator may decide that there is sufficient alternative evidence (such as an undergraduate major, or completion of a respected non-UGA intensive language course, a qualifying non-UGA proficiency test) to prove that the student has the required proficiency. This is entirely at the graduate coordinator's discretion, and additional evidence (in the form of one of the above options) may still be necessary.

[Selection of Major Professor and Advisory Committee](#)

By the end of their third semester in the program, PhD students, in consultation with the graduate coordinator, should choose an advisory committee consisting of a major professor and at least two other members, all of whom must be on the Graduate Faculty. The advisory committee often remains unchanged during a student's entire doctoral program, though changes in the original committee will sometimes be necessary. It is important that those who serve on the advisory committee when the dissertation research is undertaken be faculty members knowledgeable in the areas of the student's research.

In addition to providing the student with intellectual guidance, the advisory committee does the following:

- Plans (in consultation with the student) and approves the student's Program of Study.
- Arranges the comprehensive written and oral examinations. This involves creating the three reading lists in consultation with the student, providing the questions that form the basis of the written examination, and approving the students' written responses following the comprehensive oral defense.
- Approves the prospectus for the dissertation.
- Approves the completed dissertation and the defense of the student's research.

A student may choose to have co-chairs of the advisory committee who serve jointly as major professor. There may be one external member, not affiliated with the University of Georgia, on the advisory committee.

The major professor will normally be a member of the Comparative Literature and Intercultural Studies graduate faculty. In exceptional circumstances a student may petition to have a major

professor from another department, to be approved by a majority of the Comparative Literature and Intercultural Studies graduate committee.

At the doctoral dissertation defense, the dissertation must be accepted by two of the three committee members, if there are only three members; and by at least three committee members, if there are additional or outside members.

You should use the GradSlate [Enrolled Student Progress Portal](#) to formalize the arrangements for your major professor and committee.

Change of Major Professor

It may become necessary because of retirement, resignation, or leave of absence of the major professor; or because of incompatibility with the student; or because of a change in the student's academic interests, for a new major professor to be assigned. If any of these instances occurs, the student should discuss the matter with the graduate coordinator, and if appropriate, a new major professor will be chosen. The new major professor will take over all the duties of the former major professor, and must approve the thesis or dissertation topic, even if it was already approved by the former major professor. Similar changes may be made, if necessary, for the other members of the advisory committee.

Program of Study

The program of study is submitted to the Graduate School and requires the approval of the student's advisory committee and the graduate coordinator. It must be submitted at least 2 weeks prior to the announcement of the comprehensive examination to the Graduate School. It must show all graduate courses relevant to the doctoral program and not just courses satisfying the minimum course requirements.

The PhD Comprehensive Examinations

The PhD comprehensive exams call upon students to demonstrate the knowledge, both general and specific, within the boundaries of their chosen fields, which they have acquired through coursework and independent study during their residency in the program. The comprehensive examination is not directly a means of preparing for the dissertation (though it will of course include this) but a demonstration of the student's knowledge of their chosen field. The scope of the exam is therefore broader than the dissertation topic, and should reflect a broad and deep competency in the student's sub-field of comparative literature.

The exams consist of both written and oral components to be taken within a 4-week period by the end of the student's 6th semester in the program. In the written component, the student has two weeks (14 days including the start day) to write three papers about three reading lists. In the oral component, the student responds to questions from the committee about their written responses and justifies their answers.

The Comprehensive Exam Process

Preparation for the Comprehensive Exams begins early in the student's third year of the program. The process involves the following stages:

1. *Preparing the reading lists*: the student works with their doctoral committee to prepare three reading lists. Each list should contain a minimum of 25 and a maximum of 30 works each. The majority of these should be book-length works, unless there is a strong intellectual or historical reason for an article-length work to be included. Usually, each of the three doctoral committee members will take charge of one of the lists which is close to their expertise, advising the student. If the doctoral committee has more than three members, two members can "share" one list. This mode of allocation is not a requirement, however, and the major professor may wish to allocate responsibility differently. Each of the three lists should be organized according to the following principles:

List 1: Literary/cultural theory, Criticism, and Methodology

This list is primarily critical and theoretical works that cohere around a particular concern or theme. The list does not need to favor a particular school or methodology (though this may make sense in some circumstances), but should provide a broad yet rigorous grounding in a concern. The language of the materials will be suggested by the topic, and translations are acceptable. Previous examples include, "Theories of and Approaches to Nationalism," "History and Subjectivity," "Theories of Diaspora," "Intersecting Theories of Race and Gender," and "Caste and Race."

List 2: Primary literature

This be the primary literature—national, continental, regional or otherwise—in which the student is working. It should correspond to a major field of study. Although the list is expected to have a broad historical reach, certain periods may be emphasized at the expense of others. The list title may also specify a time period if that corresponds with norms and expectations in the field. The language(s) of the works on the list should reflect a balance between the student's expertise and expectations in the field. Translations are acceptable. Examples include "Global Anglophone Literature," "Modern Chinese Literature," "Swahili Literature," "African Literatures," or "Caribbean Literature." In most cases these will be literary or creative works, though a small number of critical texts may be included.

List 3: Period, Genre, or Media

This list cultivates a comparative perspective and should include materials in at least 3 languages (translations acceptable) and from 3 different geographical locations. The list focuses either on a time period that is relevant to their training (e.g., "The Global 18th Century," "The Cold War Period," "Post-Vietnam War Literature") or a genre ("The Novel in Asia," "Global Lyric Poetry," "Avant-Garde Film"). In most cases these will be literary or creative works, though a small number of critical texts may be included.

Lists should be approved by the advisory committee, but the major professor has the final say on their content. The final version of each list should be in a separate Word document. It should include full bibliographic entries (MLA or Chicago) on each work and list them in alphabetical order. At the beginning of the list, a short paragraph should explain the scope of the list and give a general rationale for the choices made in compiling it. Final versions of the lists should be sent to the graduate coordinator to be kept in the student's file.

2. *Reading the lists:* students take 4 to 6 months to immerse themselves in the material, annotating and taking notes to aide their recall during the written portion of the exam.
3. *Scheduling the exams:* the major professor will schedule the written exam for a 2-week period (usually beginning 9am on day 1 and ending 5pm on day 14). At this time, the major professor will solicit three questions from each doctoral committee member for their assigned list. This is also the time to schedule the oral examination, which usually takes place 1-2 weeks after the written exam and lasts for 2 hours. Once the oral exam has been scheduled, the graduate coordinator should be informed so that they can announce the exam to the graduate school at least two weeks in advance, and ideally sooner.
4. *Writing the Exam:* The Student has 2 weeks to write three typed papers of 15-20 pages (i.e., 4000-5000 words). The questions will be sent to the student at 9am on day 1 and the student *must* return all 3 responses to their major professor by 5pm on day 14. The student will receive three questions for each list, but chooses only one of them. If the student misses the submission deadline, it will be the committee's choice whether to allow the student to continue the exam, or whether an automatic fail is necessary.
5. *The Oral Exam:* Prior to the oral exam or at the very beginning of it (depending on people's availability), the committee will vote on whether the oral portion has been passed. The 2-hour oral exam will cover the same topics as the written exam. Students will be asked to develop, justify, and contextualize the responses they wrote.

Pass/Fail

Both the written and oral exams are graded by the advisory committee on a pass/fail basis. Each of the three papers on the written exam, as well as the oral exam, must be passed by at least two thirds of the committee members to pass the comprehensive examinations as a whole, if there are three members on the committee; and by at least three committee members, if there are additional or outside members. If any part of the written exam is failed, the advisory committee will decide whether a student should be required to retake the entire written exam, or only the part or parts which were failed; and if the written exam as a whole is failed, the advisory committee will decide whether a student may retake it at all. At least one semester must elapse before taking the comprehensive exams again; no more than one re-examination shall be given.

Further Information about the Comprehensive Examinations

- Students must have passed the written component before taking the two-hour-long oral exam.
- In addition to having read the works on these lists, students will also be expected to be familiar with the historical and intellectual background relevant to their areas of concentration, and to have consulted histories of literature and the major interpretations of items on their lists.

The Dissertation Prospectus

The dissertation prospectus is written in the weeks after the comprehensive examinations are completed, though it is advisable to begin it before this. Writing the prospectus allows students to do preliminary research on their topic, which will involve:

- Doing extensive reading of the existing scholarship on the topic in the field.
- Identifying the primary texts (novels, poems, films etc.) that will be the focus of the dissertation.

This research forms the basis of the prospectus, which should propose describe the scope of the project, elaborate its methodologies, and define its contribution to the field(s) within which the student works. It should also provide a tentative outline of the dissertation and a timeline for the completion of its chapters. See the “Dissertation Proposal Help Sheet” in Appendix III for a full guide on how to construct this document.

Admission to Candidacy

Application for admission to candidacy must be filed with the Graduate School at least two semesters before the date of graduation. Admission to candidacy occurs after all course work has been completed, the language requirements have been satisfied, the comprehensive examinations have been passed, and the prospectus has been approved. A GradStatus form is submitted by the student to declare their readiness to become a candidate.

PhD Dissertation

The candidate’s major professor serves as the dissertation director. The candidate is responsible for choosing a dissertation topic that falls within the expertise of their committee. The completed dissertation should be an original contribution to the candidate’s field or sub-field, one that is in dialogue with contemporary scholarship and based on methodologically distinctive analyses of cultural artifacts. In short, the dissertation needs to make an argument that is supported by close analysis and constitutes an original contribution to a sub-field of literary or cultural studies. Although it is not expected that the dissertation be immediately publishable as a monograph (very few are!), it will likely form the basis of the candidate’s future book project.

The major professor is the candidate’s primary point of contact in the dissertation writing period. Other committee members are expected to provide advice periodically during the

writing process. They may also, at their discretion, provide feedback on a chapter or section of the dissertation. Only the major professor is expected to read the dissertation in its entirety before the final submission for the oral defense. It is therefore the major professor's job to determine that the candidate has a reasonable chance of passing the defense. Once the dissertation has been approved by the major professor, it is submitted to the other members of the student's advisory committee.

The advisory committee must be given at least three weeks to read the dissertation before the defense is held.

Defense of Doctoral Dissertation

The major professor will arrange the time and place of the final oral examination in consultation with the graduate coordinator. This examination must be scheduled at least three weeks before the Graduate School's final submission date for doctoral dissertations that semester.

The examination is administered by the advisory committee, with the major professor as chairperson. The student will be examined on the subject matter of the dissertation and required to defend the dissertation. The advisory committee must approve the defense with no more than one dissenting vote.

The Graduate School must receive the Final Defense Approval form and an electronic submission of the corrected dissertation prior to all posted deadlines. The Graduate School provides a "format check" several weeks before the final submission date and provides all guidance on how to format the dissertation.

All requirements for the degree must be completed and reported to the Graduate School in accordance with the dates listed on their website for that semester.

Job Placement and Professionalization

The PhD program is designed to prepare students for academic job markets in the United States and abroad. This professional training begins during the coursework period and continues through the dissertation writing period.

During coursework, CMLT 8002 introduces students to the profession and encourages students to begin developing their academic profile through conference attendance, publications, developing a teaching portfolio, building a service record, and appropriate self-promotion.

Students are not required to publish an academic article during their time in the program, but it is strongly encouraged. CMLT 8600 (Journal Article Writing in Literary Studies) is periodically offered so that students have the time and support to rework one of their papers for submission to a journal in their field. It is recommended that students take this in their second year or later.

All PhD students are required to participate in the job market workshop in the fall of their 5th year. This workshop is run by the graduate coordinator and another faculty member. It teaches students about the job search and application process, before working through the key documents that are required to apply to jobs (CV, cover letter, teaching statement, etc.). Students in the workshop will share their draft documents and work collaboratively to improve them. Mock interviews will be arranged for students who require them.

Although students in their fifth year are required to attend the workshop, they are not required to apply for academic jobs. The department is ready to support students if they wish to pursue alternative careers.

PhD Roadmap

Task	Action
Year 1	
Fall	
Take CMLT 8001, 8002, or 8003 as available	
Take a GradFirst seminar (GRSC 7001)	
Take the Graduate Teaching Seminar (GRSC 7770)	
Take 2 or 3 additional 3-credit courses	
Spring	
Take CMLT 8001, 8002, or 8003 as available	
Take 2 or 3 additional courses	
Identify major professor	
Year 2	
Fall	
Take CMLT 8001, 8002, or 8003 as available	
Take 2 or 3 additional 3-credit courses	
Finalize advisory committee	Submit form on GradSlate
Spring	
Take CMLT 8001, 8002, or 8003 as available	
Begin creating comprehensive exam reading lists	
Take 2 or 3 additional 3-credit courses	
Year 3	
Fall	
Finalize Comprehensive exam reading lists	
Ensure language requirement is met	
Program of Study	Submit form to GradStatus
Spring	
Take written and oral comprehensive examinations	
Write dissertation prospectus and submit to committee	
Admission to Candidacy	Submit form to GradStatus
Year 4	

Fall	
Write dissertation (enroll for CMLT 9000)	
Spring	
Write dissertation (enroll for CMLT 9000)	
Year 5	
Fall	
Write dissertation (enroll for CMLT 9000)	
Attend job market workshop and pursue employment	
Spring	
Enroll for CMLT 9300 for graduation semester	
Notify Graduate school of intent to graduate	
Complete dissertation	
Do Graduate School format check	
Dissertation defense	
Submit final version of dissertation to the grad school	

Advising

The graduate coordinator is the primary advisor for matters related to the MA and PhD programs. Students will meet with the graduate coordinator at least three times during the academic year: twice in the fall semester and once in the spring. In many cases, more meetings will be necessary as issues arise.

The graduate coordinator is the first port of call for issues related to credit requirements, course selection and registration, MA/comprehensive exams, and graduate school policies. Supplementary advising is provided by a student's allocated mentor and major professor.

Annual Evaluations of Graduate Students

Every spring semester, the graduate coordinator will distribute an electronic form link via which students will respond to questions about their activities during the year and will raise any concerns they have about the progress through the program. Following this, the graduate coordinator will meet with each graduate student to discuss their form responses and identify goals/areas of improvement for the next academic year. After this meeting, the student will receive an evaluation letter, which will provide an account of their progress during that academic year and list goals for the next year.

These evaluations will provide the basis for a meeting of the department's graduate faculty late in the spring semester in which the progress of all graduate students will be reviewed.

Responding to the form and attending the meeting with the graduate coordinator are required.

The Comparative Literature Graduate Mentoring Program

The Comparative literature graduate mentoring program ensures that from the beginning of their time at UGA, graduate students (MA and PhD) have a point of contact in the department who will provide advice, support, and encouragement. This is in addition to the advising provided by the graduate coordinator, and any other less formal mentoring relationships that the student may develop.

In their first semester of the program, graduate students are allocated a mentor who will meet with them periodically to discuss their progress, answer any questions, and provide advice. Although efforts are made to pair students and mentors based on research interest, this may not always be possible, and mentors outside of the student's research area will still be able to provide mentorship.

Mentor-student pairings will be re-assessed by the graduate coordinator every fall that a student is enrolled in the program. If a mentor has become a student's major professor, the student will be assigned a new faculty mentor by the graduate coordinator. This is to ensure that students have a variety of mentoring relationships throughout their time in the program.

What to expect from your mentor

It is important to remember that your mentor is only one component of the support given to you by the department. They will complement the guidance that you receive from the graduate coordinator, from other faculty members, and, latterly, from your major professor. It is an opportunity to get acquainted with faculty with whom you might otherwise not so easily come into contact.

Although your mentor may not be an expert in your field, they will be able to advise you on an array of other topics, such as life in the department, resources at UGA, and the profession. It is therefore important to adapt your expectations to what your mentor can provide.

If both parties agree, the mentoring compact form (see appendix) can be used to set clear expectations for the mentoring relationship.

How often should I meet my mentor?

The frequency of your meetings should be decided in consultation with your mentor, and will depend on your needs and the mentor's availability. We expect most mentoring pairs to meet once or twice per semester.

Will my mentor become my major professor?

There is no expectation that you will work with your mentor as a major professor and you are completely free to ask another faculty member to take this position. In fact, one of the tasks that your mentor may be able to help with is establishing who might be the best fit for your major professor. If your mentor *does* become your major professor, you will be assigned a new

mentor at the beginning of the following fall semester. Likewise, there is no expectation that your mentor will be on your doctoral committee, though you may wish to invite them to do so.

Maintaining Graduate Teaching Assistantships

Students holding assistantships of any kind must register for at least 12 hours of graduate-level credits per semester (9 hours during the summer, if summer enrollment is required). Teaching Assistants are expected to make satisfactory progress toward the degree, and to obtain satisfactory reviews of their teaching performance to expect continued support.

Funding and Resources

During your time in the program, you are encouraged to seek additional support from entities outside the department. This could support travel to a conference or archive, buy you out of teaching for a semester, or support you during a period of financial hardship. The places listed below should be your first port of call, but the graduate coordinator will also distribute further opportunities via email as they emerge. The graduate coordinator is available to assist you with planning your applications to internal and external funding sources.

The Graduate School

The Graduate School offers many grants and awards to support students in their studies. Deadlines for these will normally be announced by the graduate coordinator, but the opportunities are also listed on their [webpage](#).

The Willson Center for Humanities and Arts

The Willson Center Graduate Research Award supports research related to a student's program. This can include funding for travel to archives or fieldwork. It has two deadlines per year, one in the fall and the other in the spring semester. See [here](#) for details.

External Awards

See the Graduate School's [webpage for external funding opportunities](#).

Dismissal from Graduate Programs

The guidelines refer to dismissal by the department. Students should be aware that the Graduate School also has its own criteria for student dismissal, and its own appeal processes.

Students may be dismissed by the department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study, or if they are deemed to have violated departmental or university policies to a grievous extent.

Failure to follow the Program of Study or other departmental and Graduate School guidelines, low grades (as stipulated in this handbook), and lack of progress on a dissertation or thesis, academic misconduct, or Non-Discrimination and Anti-Harassment violations are among the reasons dismissal might occur.

When a case for student dismissal arises, the graduate coordinator will call a meeting of the department's graduate faculty. The graduate faculty must vote with a 2/3 majority in favor of dismissal for the dismissal process to be activated.

Appeals

Students have the right to appeal academic and program-related decisions, including grades and program dismissals. Students wishing to appeal a decision should submit a letter to the graduate coordinator stating the nature of the appeal. The graduate coordinator will submit the letter to the department's Advisory, Awards and Appeals Committee. If the graduate coordinator is involved in the appeal, the student should submit the letter to the Head of Department. Appeals can also be lodged with the Graduate School if a departmental appeal is not appropriate.

Appendix I: Meeting PhD Secondary Language Requirement with Coursework

In some cases, students will have some knowledge of their chosen secondary language and will be able to complete the requirement using one of the other methods listed in the main part of the handbook. But if you plan to learn a language from scratch to meet the secondary requirement PhD, you will need to make use of UGA's language programs. Pathways to the required level are listed below. If you already have some knowledge of the language, you do not have to complete all of the courses listed for that language, you simply need to have received the required grade in the highest one (i.e. 2002/2020).

The languages listed are the most common, but other UGA-taught languages are acceptable if the required levels are available and subject to grad coordinator approval. The student should ensure that the required sections will be offered in time for them to meet the requirement. "E" and "W" versions of the same courses listed here are acceptable. "Accelerated" versions may be acceptable, but only with the graduate coordinator's approval.

These language courses need to be taken *for credit* with at least a B achieved in each. A B- or below will not count for the secondary language requirement. Students are welcome to take some of these courses to aid their learning, but then to meet the requirement via one of the other methods listed in the main part of the handbook.

Arabic	GREK 1002	LATN 2001
ARAB 1001	GREK 2001	LATN 2002
ARAB 1002	GREK 2002	Portuguese
ARAB 2003	GREK 2003	PORT 1001
ARAB 2004	Italian	PORT 2002
Chinese	ITAL 1001	PORT 2001
CHNS 1001	ITAL 1002	PORT 2002
CHNS 1002	ITAL 2001	Spanish
CHNS 2001	ITAL 2002	SPAN 1001
CHNS 2002	Japanese	SPAN 2002
French	JPNS 1001	SPAN 2001
FREN 1001	JPNS 1002	SPAN 2002
FREN 1002	JPNS 2001	Swahili
FREN 2001	JPNS 2002	SWAH 1010
FREN 2002	Korean	SWAH 1020
German	KREN 1001	SWAH 2010
GRMN 1001	KREN 1002	SWAH 2020
GRMN 1002	KREN 2001	Yoruba
GRMN 2001	KREN 2002	YORB 1010
GRMN 2002	Latin	YORB 1020
Greek	LATN 1001	YORB 2010
GREK 1001	LATN 1002	YORB 2020

Appendix II: Mentoring Compact

Mentoring pairs are encouraged to determine in their initial meeting the issues to be addressed. The following are some suggestions for topics to be addressed.

1. How often will mentees meet their mentors? At least two meetings a term are recommended, at the start and the end of each term.
2. Who will be responsible for scheduling such meetings?
3. What obstacles – academic, financial, personal – do students anticipate having to face during their graduate studies?
4. What expectations does the mentee have of their mentor?
5. What expectations does the mentor have of their mentee?
6. What broader career and professional objectives do students presently have, and how might mentors help in achieving them?

Mentee signature

Date

Mentor signature

Date

Appendix III: Dissertation Prospectus Help Sheet

What is the purpose of the dissertation prospectus?

This document serves several purposes:

- It helps you to conceptualize your project, including the primary texts that it will examine, the methodologies that it will use, and, most importantly, the argument that it will make.
- It pushes you to develop a structure and outline for the dissertation, a map that will orient you as you begin writing.
- It helps your committee know exactly what you intend to do in the dissertation. In particular, it allows them to anticipate potential problems that you may encounter during the writing process (e.g., unavailability of research materials, potentially unfruitful or problematic arguments, a lack of relevance to the field).
- **You will not be held to the content of your prospectus, and it is fine to deviate from it once you begin writing the dissertation. It's simply a way of developing a plan for your writing.**

Components of the prospectus:

The prospectus should contain the following:

- 1) Project description and importance (5-7 paragraphs) that does the following, though not necessarily in this exact order:
 - a. **Introduces the topic** of your dissertation. A certain amount of background information—in terms of the scholarship on the topic and/or material context—may be needed here so that the stakes of your project are clear. Think about what your audience needs to know to understand this project and its intervention.
 - b. States the **argument**, clearly, and in one sentence. This is the claim that you are making within that topic. If you don't use the verb "argue" here, then it probably isn't an argument. This will likely be provisional at this stage, but you should be pushing yourself towards making a clear intervention.
 - c. Lays out the **primary materials** that your project will examine. In other words, the books, stories, poems that will be the focus of the project. This is also an opportunity to explain the scope (historical, geographical, thematic) of your project. Important: if your project compares literature from different contexts, an explanation of your comparative approach and methodology is necessary. What is the rationale for comparing literatures from these particular contexts?
 - d. Explains the **methodology** used in the project. What kind of reading are you undertaking? You don't need to ally yourself to a particular theoretical school (Marxism, deconstruction, etc.) but you do need to provide a sense of what will inform your approach to these texts. Again, this may be a place to talk about what other scholarship is doing and how your project is different.

- e. **Situates** the project in relation to the contemporary field that you are working in. This is where you make clear what you are contributing to the conversation that you are entering by explaining the current state of the scholarship and identifying the gap that you are entering. This is sometimes called the “literature review,” but it’s good to get into the habit of doing this in an interesting and engaging way in which you clearly and delicately differentiate your project from what has gone before. This doesn’t have to be done in its own section: it might be something that you clarify in other areas of the proposal (e.g., the methodology section, and the introductory paragraphs).
- 2) A project outline in which you present each chapter of your project with a short synopsis of each. Dedicate one paragraph to each chapter.

Introduction: what will your introduction need to do to introduce your project’s argument, situate it, and frame the analysis that will follow? It’s good to think early on about how you will present your dissertation to its readers.

Chapter 1: What is the topic, argument, and texts to be examined? What will this chapter contribute?

Chapter 2: See above.

Chapter 3: See above.

Chapter 4: See above.

Conclusion: This can be the least developed component, but you should have some sense at this stage of how you will gesture to the broader stakes of the argument that you will have presented.

I generally advise planning for four body chapters, with the understanding that the fourth may need to be dropped so that you can defend on time. The number of chapters does, of course, depend on the kind of project you are undertaking, and what you intend to achieve in each chapter. You may favor having 4 chapters each on one or two texts, as opposed to three chapters that deal with more texts.

Remember that the order of your chapters is part of your argument. It’s common (and simplest) to order them chronologically, placing the earliest material first. But your dissertation could also take a thematic tack.

- 3) Timeline for completion of chapters. You will not be held to this, but it’s important to think about how you are going to complete this project in the time you have available.

- 4) Potential problems that you envisage? There may not be any obvious ones, but this is a point to articulate and work through any concerns or doubts about the project.
- 5) A bibliography (fully formatted and in alphabetical order!) containing the primary and secondary works that you know will be referenced in the dissertation.