



Northeastern University

**College of Social Sciences  
and Humanities**

DEPARTMENT OF ENGLISH

**DOCTORAL  
PROGRAM GUIDE  
2022-2023**

*Effective: August 2022*

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**FORMS, ADDITIONAL RESOURCES, AND FAQs**  
See <https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>.

## DOCTORAL PROGRAM REQUIREMENTS

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All students earning the Ph.D. in English must complete the Ph.D. core curriculum (below), complete the Annual Review, satisfy the Ph.D. language requirement, pass the Ph.D. Comprehensive Examination, file an approved prospectus, give a public presentation, and successfully complete and defend a dissertation.

Refer to the Academic Catalog (<https://registrar.northeastern.edu/group/catalog/>) for complete and official information about university policies, curriculum, and program requirements for all years of entry.

## CURRICULAR REQUIREMENTS

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**For students entering with the B.A. in English or equivalent, effective Fall 2021**

The core curriculum consists of **48 semester hours** (SH) of coursework, including:

▶ **ENGL 5103 PROSEMINAR – 4 SH**

The proseminar, required for all first-year graduate students in English, will introduce students to the history and current scholarly practices of English studies.

▶ **THEORIES AND METHODS course – 4 SH**

Theories and Methods courses include seminars in any area (literature, film, writing and rhetoric, digital humanities) that are organized primarily around one or more theoretical or methodological approaches, practices, or questions.

▶ **WRITING AND RHETORIC course/s – 4-8 SH**

▶ **LITERARY AREAS courses – 8-12 SH**

- Literature Pre-1700
- Literature 1700-1900
- Post-1900

▶ **ELECTIVES – 24 SH\*\***

\*\*Electives must be ENGL courses unless otherwise approved by the Graduate Studies Committee, including electives taken for graduate certificates. Students seeking to take non-ENGL electives should submit a General Petition Form to the GSC, located on the Current Student Resources webpage. Core courses taken toward a graduate certificate do not require a petition if the certificate has been formally declared.

## EN-ROUTE MASTER'S

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Ph.D. students who enter the doctoral program without advanced standing earn an en-route master's degree upon successful completion of the curricular requirements for the English M.A.

## CURRICULAR REQUIREMENTS (continued)

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## **For students entering with the M.A. in English or equivalent, *effective Fall 2021***

The core curriculum consists of **24 semester hours** (SH) of coursework, including:

▶ **ENGL 5103 PROSEMINAR – 4 SH\***

The proseminar, required for all first-year graduate students in English, will introduce students to the history and current scholarly practices of English studies.

▶ **ELECTIVES – 20 SH\*\***

\*Students who completed ENGL 5103 at Northeastern University prior to matriculation into the doctoral program may use an elective to satisfy the SH requirement associated with this core course.

\*\*Electives must be ENGL courses unless otherwise approved by the Graduate Studies Committee, including electives taken for graduate certificates. Students seeking to take non-ENGL electives should submit a General Petition Form to the GSC, located on the Current Student Resources webpage. Core courses taken toward a graduate certificate do not require a petition if the certificate has been formally declared.

## **GRADUATE CERTIFICATES**

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The Graduate Program in English offers students enrolled in any of its degree programs the option to complete graduate certificates in Women's, Gender, and Sexuality Studies or Digital Humanities. For more information or to contact a certificate administrator, visit the Women's, Gender, and Sexuality Studies (<http://catalog.northeastern.edu/graduate/social-sciences-humanities/interdisciplinary/womens-gender-sexuality-studies-graduate-certificate/>) or Digital Humanities (<http://catalog.northeastern.edu/graduate/social-sciences-humanities/interdisciplinary/digital-humanities-graduate-certificate/>) web pages.

The certificates' requirements will normally match those posted in the Academic Catalog for the student's year of entry. Students seeking a graduate certificate must complete the course requirements of the certificate prior to meeting coursework requirements for the primary degree program. Certificate coursework cannot extend beyond the point in time when degree requirements are met.

## **GRADUATE STUDENT ADVISING**

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Academic advising is a critical part of a student's experience in the graduate program. New students are assigned faculty advisors and are welcome to subsequently change advisors as they fine-tune their academic and career objectives. A list of faculty specialties is provided at the end of the Guide.

Advising covers substantive questions in the student's field of study as well as long-term academic and career planning. Students are strongly urged to speak to an advisor before registering for courses each semester. Any change in advisor must be reported to the Graduate Program Director and the Graduate Program Coordinator. Once a student completes coursework, the student's committee chair becomes the default faculty advisor.

## **ANNUAL REVIEW**

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The annual review serves as a time for the advisor and student to check in regarding the student's progress in the program and to address any questions or concerns the student or advisor may have about coursework; degree progress; development of teaching, research, and writing skills; intellectual interests; and/or other aspects of the student's education. It is also an opportunity to discuss short- and long-term plans for completing the program and a review of the student's performance in their Stipended Graduate Assistantship. Annual review meetings normally take place in January or early February and documents are typically due in mid-February. More information will be sent to students and advisors during the fall semester.

## **THE EXPERIENTIAL PH.D.**

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CSSH provides Ph.D. students with new paths to integrate the Social Sciences and Humanities into the public sphere. The Experiential Ph.D. focuses on:

- Meaningful engagement with community partners
- Integrative research experiences related directly to their own scholarly agenda
- Teaching graduate students to communicate the results of humanistic and social science research to various public audiences
- Opening up career paths outside academia for Ph.D. students after graduation
- Preparing Ph.D. graduates for jobs in universities and colleges of the twenty-first century

Past opportunities in CSSH have included working with archival departments, libraries, museums, digital humanities initiatives, law offices, non-profits, major publications, and more. More information can be found at <https://cssh.northeastern.edu/academics/the-experiential-phd/>.

## GRADUATE STUDENT GROUPS

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The English Graduate Student Association (EGSA), a student group officially acknowledged by the University, includes all graduate students in the English Department at Northeastern, but primarily functions as a small group of elected representatives. Its mission is to ensure and improve the quality of the graduate programs, promote the professional development of graduate students, develop policies and procedures that benefit graduate students, encourage faculty-student communication, and foster collegiality among members of the department through cooperation between graduate students, faculty and staff in the English Department. For more information or to get involved, contact [northeasternEGSA@gmail.com](mailto:northeasternEGSA@gmail.com).

The English Department is also home to several other student groups aligned around common interests and areas of study. More information can be found at <https://cssh.northeastern.edu/english/program/phd-english-program/english-graduate-student-organizations/>.

The Graduate Student Government (GSG) works through the Graduate Senate which is the official representative body for all graduate students at Northeastern. The Senate acts as the liaison between the graduate student body and the university administration. It serves as a forum for communication of graduate students' concerns and needs. It works to enhance the graduate student life on campus. For more information or to get involved, contact [GSG@northeastern.edu](mailto:GSG@northeastern.edu).

The Graduate Student Government provides funding for graduate student group events. Visit the GSG website (<https://www.northeastern.edu/gsg/>) for more information.

## ADDITIONAL RESOURCES

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The Northeastern Ph.D. Network is an organization designed to build community among Ph.D. students. The Network provides students with support and resources university wide to enhance their educational experience and career preparation. Opportunities available to Ph.D. students through the Ph.D. Network include travel funding, access to a database of pre and post-doctoral fellowships including opportunities for experience in authentic settings, and a calendar of events. For more information, visit <https://phd.northeastern.edu/network/overview/>.

Students can access important Graduate Program, College of Social Sciences and Humanities, and University web pages, as well as graduate program forms and FAQs, via the Current Student Resources web page at <https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>.

## DOCTORAL PROGRAM LANGUAGE REQUIREMENTS

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Ph.D. students must demonstrate reading proficiency in two languages or one language and one Advanced Research Skill (ARS). As of Fall 2015, incoming Ph.D. students must satisfy the language requirement **before advancing to candidacy**. It can be satisfied upon entry with proof of qualifying previous coursework or native proficiency.

Languages commonly used to fulfill the requirement include French, Spanish, Italian, German, Hebrew, Latin, and Greek; students wishing to satisfy the requirement in a language other than these, including a signed language, should submit a petition to the Graduate Studies Committee. For options 2-5, use the General Petition Form, available on the Current Student Resources web page.

Students may demonstrate proficiency in six ways:

1. **READING COMPREHENSION EXAMINATION.** A student must pass a language examination provided by the Department of English and evaluated by qualified faculty. Examinations are generally given once each semester; the date will be announced in advance. Students have two hours to translate a passage of 200-250 words, on a topic related to literary studies. Print dictionaries may be used; however, grammar or vocabulary aids such as *501 French Verbs* are not permitted. The examination is given on a pass/fail basis, and students will be notified of the result in writing. Students who do not pass may repeat the examination without penalty. Copies of previous examinations are available upon request from the Graduate Program Administrator. Grading criteria can be found on the next page.
2. **PREVIOUS COURSEWORK.** A student may provide an official transcript demonstrating one year of intermediate-level undergraduate literature (not language) courses (or the equivalent in the case of signed languages) in the language with grades of “B” or higher. The transcript will be evaluated by the Graduate Program Director, and the student will be notified of the result in writing.
3. **PREVIOUS GRADUATE EXAMINATION.** Doctoral students entering with a master’s degree may present evidence of having completed a similar examination at the previous institution, such as an indication on their prior transcript. The request will be evaluated by the Graduate Program Director. Students who completed a language exam for the English M.A. degree at Northeastern University prior to matriculation into the doctoral program can count this towards their doctoral requirements.
4. **NATIVE PROFICIENCY.** A student may petition to have proficiency in a native language other than English count toward satisfaction of the requirement. Petitions and supporting materials will be evaluated by the Graduate Program Director, who may ask the Graduate Studies Committee to assist in evaluating uncertain cases. Students will be notified of the result in writing.
5. **ADVANCED RESEARCH SKILL.** For students planning research programs that require other kinds of advanced research skills (ARS), one of the proficiency requirements may be met by demonstrating proficiency in an ARS relevant to their dissertation. An ARS is a research skill that goes beyond the traditional textual analysis techniques taught in English graduate programs. Possible ARS options include text encoding, oral history, qualitative coding, geographic information systems, database design, statistical analysis, rhetorical strategy, or computational text analysis. ARS petitions should describe the skill and its relevance to the student’s project and identify a faculty member who is able and willing to evaluate the student’s proficiency. Upon approval by the GSC, the student is evaluated by the faculty member who will notify the GSC of the outcome.
6. **ANOTHER METHOD, proposed by the student and approved by the advisor and the Graduate Studies Committee.** A few previous examples of this include original translations and discussions of non-English language texts integrated into coursework or the dissertation, a separate paper grappling with the implications of specific word choices of a theoretical text originally authored in a language other than English, or a paper comparing various translations of a text with a discussion of their relationship to the original. Petitions and supporting materials will be evaluated by the Graduate Studies Committee, and students will be notified of the result in writing.

*Effective September 2015; Last updated August 2021*

## **GRADUATE PROGRAMS LANGUAGE EXAMINATION**

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The goal of the reading comprehension examination is to test your competence as a translator of literary and critical works in languages other than English. The exam consists of a two-hour session in which you are asked to translate a passage of 200-250 words. You are allowed to consult a dictionary during the exam; you are not allowed to consult grammar or language guides. While preparing for the exam, you should keep in mind the following guidelines, which will be used to evaluate the exam.

### Meaning

Does your translation accurately capture the overall sense of the passage and convey this sense in coherent and meaningful English? Does your translation accurately present the ideas, actions, and concepts of the original text?

### Grammar

Is your translation an accurate representation of verb conjugations both in terms of tense and person? Does your translation link pronouns with the proper antecedents? Does your translation account for demonstrative distinctions that appear in the original? Is your translation written in grammatical English?

### Vocabulary

Do English words chosen accurately convey the meaning of the words used in the original language?

The exam is graded on a pass/fail basis. Multiple and/or significant errors in any combination of these categories result in a failing exam.

*Effective May 2009; Last updated June 2021*

### **Preparing for the language examination**

Northeastern students have access to language tools, such as Duolingo, language dictionaries, and language lessons, at <https://subjectguides.lib.neu.edu/languages>.

Graduate students have an opportunity to enroll in NU undergraduate language courses. For more information, visit <https://cssh.northeastern.edu/resources/resources-for-current-graduate-students/>.

Students who sign up for a reading comprehension language exam will be sent a practice exam(s) by the Graduate Program Administrator at least one week prior to the exam date.



# DOCTORAL PROGRAM COMPREHENSIVE EXAMINATION

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In accordance with University regulations (<http://catalog.northeastern.edu/graduate/social-sciences-humanities/general-regulations/>), all Ph.D. students must complete the Comprehensive Examination no later than twelve months after completing coursework. (Incomplete grades do not stop the clock.) The Comprehensive Examination consists of three field and focus papers, each supervised by one member of the examination committee, and a two-hour oral examination covering the three papers and the student's possible dissertation/future research in which all three members of the committee participate. Although professors will approve papers to be submitted for the exam, the exam is not passed *in any part* until the entire process has been completed and the committee, discussing all of the written and oral parts of the exam as a whole, confer grades upon the papers and the oral exam.

## Committee

The student initiates the Comprehensive Examination process by selecting a committee chair and forming an examining committee. The examining committee will normally consist of three professors—the committee chair and two additional committee members—from the Department of English.

The committee chair works with the student and the other committee members to develop and coordinate the examination's three fields and reading lists for each. The committee and the student also agree on a schedule for the written examinations. For recommended schedules, please refer to the Suggested Timelines at the end of this Guide. After forming the committee and consulting with it, the student must submit to the GSC the Comprehensive Exam Plan Form no later than the **second Friday of April** of the semester in which they are completing coursework.

A student may, with the consent of the Graduate Studies Committee, add a member to the examining committee from outside the department, either from Northeastern or from another institution. To do so, the student must present the GSC with a General Petition Form briefly stating the reason for adding an outside member to the committee and outlining the proposed committee member's credentials (typically demonstrated via a CV).

## Fields

Examination fields should be chosen in consultation with the committee and its chair, based on their relevance to the student's scholarly, pedagogical, and professional goals. Students are urged to consider fields either as opportunities to do background research that will lead them directly into a dissertation project, or as opportunities to learn an area in which the student wishes to teach or seek employment in the future. It is helpful to select fields that have some points of contact between them, be it in terms of area, period, methodology, or other criteria. Crafting a plan for the Comprehensive Exam is, then, a moment to consider what kind of expertise the student wishes to develop as a scholar, a teacher, and a professional, with an eye to their future self-presentation on the job market.

## Reading Lists

Each field and focus paper will be based on a reading list of important primary and secondary texts in the field. In consultation with the professor advising, each field and focus reading list should include approximately 40-50 entries in total, comprising primary and secondary works. Reading lists should be introduced by a rationale of approximately 100 words. The rationale will define the field and explain the criteria or lines of inquiry guiding the choice of texts to represent that field. Sample reading lists are available from the Graduate Office, and many can be found online. The Reading List must be submitted, along with the final versions of the Field and Focus Papers, to the committee prior to the Oral Exam. Students are expected to be prepared to discuss their Reading Lists at the Oral Exam, even titles that are not discussed in the Field and Focus Paper itself.

## Field and Focus Papers

The length of the field and focus paper is typically 20-30 pages, in consultation with the professor advising the list. It is composed in two parts: the field and the focus. The field section is an overview of the field studied, and the focus part is a detailed consideration of a specific question or topic within the field. The focus could be an interpretation of a smaller set of texts from the field, and exploration of a particular critical issue in the field, or a proposal for future research in the field. The committee member for each examination field will determine when the field and focus paper is approved to move forward for evaluation at the oral examination. It is important that papers be approved within the designated semester. Field and focus FAQs can be found on the Current Student Resources page (<https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>).

## Oral Examination

Once the student has received approval for all three field and focus papers, the student circulates the papers to the committee and schedules the two-hour oral examination (cc: the Graduate Program Director and the Graduate Program Administrator). The purpose of the oral examination is to demonstrate for the full examining committee that the candidate has command of the Comprehensive Examination fields and is ready to make the transition to the dissertation. The Comprehensive Exam is not passed in any part or stage until the oral exam is completed and the committee has given the student a grade for both the papers individually and the exam overall. The student brings a copy of the CSSH Comprehensive Exam Results form, available on the Current Student Resources page, to the oral examination (<https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>).

## Evaluation

Students must receive approval from the individual papers' advisors for all three field and focus papers before taking the oral examination. The committee as a whole must agree on the student's grades after the oral exam and submit the student's CSSH Comprehensive Exam Results form to the Graduate Office on the day of a successful oral examination. Grades for both the papers and the oral exam will be "Pass with Distinction," "Pass," or "Fail." The grade of "Pass with Distinction" on at least three components of the examination shall qualify for an overall examination grade of "Pass with Distinction." A failure on the examination must be made up by a second examination with the same committee. A student who fails a second oral examination may not continue in the program.

## Time Limit

A student who does not successfully complete three field and focus papers and pass the oral examination within twelve months following the completion of course work will be classified as not in good standing in the program, and in some cases may not continue in the program.

## Doctoral Candidacy – Fall 2018 or earlier

Students who matriculated in Fall 2018 or earlier achieve candidacy upon successful completion of their oral examination, at which point the Graduate Program Administrator will submit a CSSH Candidacy Form on behalf of the student to the college Graduate Office. Once this form is processed, the candidacy line will be visible on the student's transcript. They will register for Dissertation Term 1 for the following term.

Students who matriculated in Fall 2019 or later should consult the following section of the Guide on "dissertation procedures" for information about candidacy achievement.

*Effective September 2013; Last updated June 2021*

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# **DOCTORAL PROGRAM DISSERTATION PROCEDURES**

## Dissertation Committee

As soon as possible after completing the doctoral Comprehensive Examination, the student should form a Dissertation Committee. The Dissertation Committee will normally consist of three faculty members from the Department of English. They need not be the same three faculty members who administered the student's Comprehensive Examination. One member of the Dissertation Committee, with their consent, will be designated by the student as Director of the dissertation. A junior faculty member may co-direct with a senior faculty member. Upon establishing the committee, the student should notify the Graduate Office. Once the prospectus is approved by the Dissertation Committee and the Graduate Studies Committee, the student may change the membership of the Dissertation Committee only with the consent of the Graduate Studies Committee.

A student may, with the consent of the Graduate Studies Committee, add a fourth member to the Dissertation Committee from outside the Department – either from Northeastern or from another institution. The student must present the Graduate Studies Committee with a General Petition Form briefly outlining the rationale for adding a fourth member to the Dissertation Committee and summarizing the proposed member's credentials in the area of the dissertation. The student must also include a CV for a proposed member outside of Northeastern.

## Prospectus

Within six months after completing the comprehensive examination, a student must submit to the Graduate Studies Committee a dissertation prospectus approved by the Dissertation Committee along with a signed Prospectus Approval Form, found on the Current Student Resources page (<https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>). The prospectus should be 3-4,000 words in length, excluding bibliography. It should explain the topic of the dissertation, its proposed argument, and its relationship to its scholarly context. It should clearly describe the proposed chapters and their content, followed by a bibliography of both primary and secondary works to be consulted. The prospectus is not a first chapter or an in-depth essay, but a succinct abstract of the work the student plans to do and its rationale.

## Doctoral Candidacy – Fall 2019 and later

Students who matriculated in Fall 2019 or later achieve candidacy upon submission of their completed prospectus and signed Prospectus Approval Form to the Graduate Studies Committee, at which point the Graduate Program Administrator will submit a CSSH Candidacy Form on behalf of the student to the college Graduate Office. Once this form is processed, the candidacy line will be visible on the student's transcript. They will register for Dissertation Term 1 for the following term.

Students who matriculated in Fall 2018 or earlier should consult the previous section of the Guide on “comprehensive examination” for information about candidacy achievement.

## Prospectus or Work-in-Progress Presentation

Within one year of submitting the approved prospectus, a student must give a one-hour public presentation of their prospectus or a selection of work-in-progress from the dissertation to the English Department. Presentations typically consist of an introduction by the Dissertation Director, a 20-30 minute presentation, and 15-20 minutes of Q&A between the committee and the student. If time remains following committee questions, the Director will invite the audience to ask any questions. Students are responsible for identifying a time for the presentation that allows for the entire Dissertation Committee to attend. Presentations must be publicized to the department at least two weeks in advance to qualify as a public event, though it is recommended to identify a date at the beginning of the semester in which the presentation will be given.

## Writing the Dissertation

While writing the dissertation, students should be in frequent contact with members of the Dissertation Committee, especially the Director. The members of the committee must have the opportunity to review drafts of chapters, so that the student may have the benefit of commentary and suggestions on drafts.

## Preparing to Submit the Dissertation for Defense

The completed dissertation must be submitted for defense following the College of Social Sciences and Humanities dissertation format requirements and procedures for depositing the dissertation, as detailed in the *Thesis and Dissertation Formatting Guidelines* issued by the Graduate Office (<https://cssh.northeastern.edu/resources/theses-and-dissertations/>). **The student must submit a final version of the dissertation, ready for the defense, to the committee no later than 3-4 weeks before the date of the defense. Students must confirm with their committee if they require the final version 3 weeks in advance or 4 weeks in advance.**

## Dissertation Defense

When the Dissertation Committee agrees that the dissertation is ready to defend, the student and the Director will establish a date and time for the two-hour defense. The student will assume responsibility for notifying the Graduate Program Administrator and the College of Social Sciences and Humanities Graduate Office of when the defense will take place and for participating in a formatting meeting with the Graduate Office, as detailed in the *Thesis and Dissertation Formatting Guidelines* (<https://cssh.northeastern.edu/resources/theses-and-dissertations/>).

The dissertation defense, which presents the major aims and findings of the dissertation, is a public lecture of 45 minutes' duration, followed by a question period of 30 minutes with the Committee, questions from the audience if time allows, and then Committee deliberation. The student brings the Northeastern University Graduate Approval Record to the defense.

If the Dissertation Committee is satisfied by the defense, the student may proceed to deposit the dissertation. If the Committee is not fully satisfied by the defense, members may request that the student make revisions before depositing the dissertation or that a second defense be scheduled. Note commencement deadlines when scheduling the defense (see <https://cssh.northeastern.edu/resources/resources-for-current-graduate-students/#commencement>).

*Effective September 2013; Last updated June 2021*

## DOCTORAL STUDENT TRAVEL REIMBURSEMENT GUIDELINES

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**\*NOTE:** The GSC determined at their 9/10/21 meeting that requests for research reimbursement will be considered for at least the current fiscal year alongside travel reimbursement requests. Students seeking one or both forms of funding should be advised that requests cannot exceed \$500 total from the department. Only travel funding has the potential to be matched by the PhD Network.

### Ph.D. Student Travel

Ph.D. students in the Department of English are eligible for reimbursement of up to \$1000 (total – up to \$500 from the department and up to \$500 from the Ph.D. Network) for expenses incurred in traveling to conferences, institutes, or other academic activities, such as archival research, for each year of residence at Northeastern, starting in the second year of doctoral study. The purpose of travel must be to present or pursue research germane to the student's dissertation work or professionalization. Chairing a session does not make one eligible unless they proposed that session and are playing a significant participatory role in it.

Eligibility begins with the second year of doctoral study and continues for as long as a student is enrolled full-time and making satisfactory progress. Preference will be given to students at work on their dissertations. *Funding is not automatic or guaranteed.* The departmental reimbursement benefit may change in response to larger institutional changes or unforeseen budget constraints.

### Consultation with Advisor

Upon receiving notification of acceptance from the conference convener(s) or an institute, the student consults with their faculty advisor to discuss the professional significance of the conference or institute; the fit between the conference or institute and the student's intellectual program, especially the dissertation; and the publication of versions of the student's prior conference presentations, if any. If considering another academic activity, a consultation is also required.

### Reimbursement Application Process

1. The student first submits a Doctoral Student Travel Reimbursement Request Form for the Graduate Studies Committee's consideration, available on the Current Student Resources web page (<https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>). Applications must include a copy of communication of paper acceptance from the conference convener(s) or the institute, or information about the archive or other academic activity. **Apply before traveling.**
2. If the request is approved, the GSC will supply a letter for the student's PhD Network application for one-time (per fiscal year), matching funds, up to \$500. Information, deadlines, and forms for Ph.D. Network funding can be found at <https://phd.northeastern.edu/network/opportunities/>.

### Review Process

The GSC normally considers funding requests at their monthly meetings. Resources are limited, and not every application will necessarily be approved for funding. The GSC would hope to respond within a business day after their meeting.

### Applying for Reimbursement

Students receive their travel grants in the form of reimbursement, up to the amount of the approved funding, not for the full cost of the trip. To recover their expenses, a student must retain and present expense receipts, including airline ticket stubs or e-ticket confirmations. Expense Voucher Reimbursement forms are available on the university Finance website ([https://finance.northeastern.edu/forms/#how-do-i-plan-travel-or-prepare-an-expense-report\\_expense-voucher-reimbursement-form](https://finance.northeastern.edu/forms/#how-do-i-plan-travel-or-prepare-an-expense-report_expense-voucher-reimbursement-form)) and must be filled in fully and accurately. Completed forms should be submitted to the Department Office. Please note that reimbursement checks may take up to 4-6 weeks for Student Accounts to process.

*Effective July 1, 2018; Updated August 2021*

## DOCTORAL STUDENT RESEARCH REIMBURSEMENT GUIDELINES

## Ph.D. Student Research

Effective with revisions in October 2020, Ph.D. students in the Department of English are eligible for reimbursement of up to \$500 from the department for expenses incurred for research for their comprehensive exams or dissertations (e.g. buying research materials currently unavailable from the library, using funds towards transcribing research interviews, etc.). This funding will be available **at least through the Spring 2022 semester**, with the potential for an extension depending on the sustained impact of COVID-19. The purpose of the funds request must be to pursue research germane to the student's dissertation work, comprehensive exams, or professionalization. Eligibility begins with the second year of doctoral study and applies to students who are enrolled full-time, making satisfactory progress, and within their funding window. Preference will be given to students at work on their comprehensive exams or dissertations. ***Funding is not automatic or guaranteed.*** The departmental reimbursement benefit may change in response to larger institutional changes or unforeseen budget constraints.

## Consultation with Advisor

Students seeking research funding should first consult with their faculty advisor to discuss the significance of the research need to their dissertation, comprehensive exam, and/or professionalization. Advisors may also be able to point students to alternative sources of research funding from the University or elsewhere. **The advisor's signature is required on the request form.**

## Reimbursement Application Process

1. The student first submits a Doctoral Student Research Reimbursement Request Form to the Graduate Studies Committee. If applicable, applications must include any relevant documentation, such as a copy of communication of additional funding from any other sources. Anticipated expenses should be outlined as specifically as possible; for example, requests for the reimbursement of books or other texts should be accompanied by link(s) clearly indicating the cost of those materials.
2. If the request is approved, the Graduate Program Coordinator will issue an approval letter for the student to submit alongside their other departmental reimbursement materials (details below).

## Review Process

The GSC normally considers funding requests at their monthly meetings. During the summer term when no meetings take place, requests will be shared with the committee as they are received. Resources are limited, and not every application will necessarily be approved for funding. The GSC would hope to respond within a week after the meeting.

## Applying for Reimbursement

Students receive their research grants in the form of reimbursement, up to the amount of the approved funding. To recover their expenses, a student must retain and present itemized expense receipts alongside a completed and accurate [Expense Voucher Reimbursement Form](#). Materials should be submitted to Sarah Green (sa.green@northeastern.edu). Please note that reimbursement checks may take up to 4-6 weeks for processing via Student Accounts.

*Effective July 2020, revised September 2021*

## **DOCTORAL PROGRAM SUGGESTED TIMELINES**

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**For students entering with the B.A. in English or equivalent, effective Fall 2021**

	Fall Semester	Spring Semester
Courses	<b>Year 1</b> <b>12 SH</b> Proseminar Core Curriculum	<b>12 SH</b> Core Curriculum Annual Review
	<b>Year 2</b> <b>12 SH</b> Electives	<b>12 SH</b> Electives Annual Review Comprehensive Exam Plan Form due second Friday in April All language requirements completed
Examinations	<b>Year 3</b> <b>0 SH</b> ENGL 8960: Exam Prep Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 8960: Exam Prep Annual Review Field and Focus papers #2-3 Oral Examination by May 1
	<b>Year 4</b> <b>0 SH</b> ENGL 9986: Research Candidacy is achieved upon prospectus approval (within 6 months of Oral Examination)	<b>0 SH</b> After candidacy: ENGL 9990: Dissertation Term 1 Annual Review
Dissertation	<b>Year 5</b> <b>0 SH</b> ENGL 9991: Dissertation Term 2 Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation Annual Review
	<b>Year 6</b> <b>0 SH</b> ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation Defend in late March/April Commence in May

## DOCTORAL PROGRAM SUGGESTED TIMELINES

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**For *continuing* students who entered with the B.A. in English or equivalent in Fall 2019 or Fall 2020**

	Fall Semester	Spring Semester
<b>Courses</b>	<b>Year 1</b> 12 SH Proseminar Core Curriculum	<b>12 SH</b> ENGL 7392 Core Curriculum  Annual Review
	<b>Year 2</b> 12 SH Core Curriculum Electives	<b>12 SH</b> Electives  Annual Review Comprehensive Exam Plan Form due April 10 All language requirements completed
<b>Examinations</b>	<b>Year 3</b> 0 SH ENGL 8960: Exam Prep  Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 8960: Exam Prep Annual Review  Field and Focus papers #2-3 Oral Examination by May 1
	<b>Year 4</b> 0 SH ENGL 9986: Research  Candidacy is achieved upon prospectus approval (within 6 months of Oral Examination)	<b>0 SH</b> After candidacy: ENGL 9990: Dissertation Term 1  Annual Review
<b>Dissertation</b>	<b>Year 5</b> 0 SH ENGL 9991: Dissertation Term 2  Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation  Annual Review
	<b>Year 6</b> 0 SH ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation  Defend in late March/April Commence in May

## DOCTORAL PROGRAM SUGGESTED TIMELINES (continued)

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**For continuing students who entered with the B.A. in English or equivalent before Fall 2019**

	Fall Semester	Spring Semester
<b>Courses</b>	<b>Year 1</b> 12 SH Proseminar Core Curriculum	<b>12 SH</b> ENGL 7392 Core Curriculum Annual Review
	<b>Year 2</b> 12 SH Core Curriculum Electives	<b>12 SH</b> Electives Annual Review Comprehensive Exam Plan Form due April 10 All language requirements completed
<b>Exams/Candidacy</b>	<b>Year 3</b> 0 SH ENGL 8960: Exam Prep Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 9986: Research Annual Review Field and Focus papers #2-3 Candidacy is achieved upon successful Oral Examination completion
	<b>Year 4</b> 0 SH After candidacy: ENGL 9990: Dissertation Term 1 Prospectus meeting Prospectus approval within 6 months of Comprehensive Exam	<b>0 SH</b> ENGL 9991: Dissertation Term 2 Annual Review
<b>Dissertation</b>	<b>Year 5</b> 0 SH ENGL 9996: Dissertation Continuation Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation Annual Review
	<b>Year 6</b> 0 SH ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation Defend in April Commence in May

**DOCTORAL PROGRAM SUGGESTED TIMELINES (continued)**

**For students entering with the M.A. in English or equivalent, *effective Fall 2021***

	Fall Semester	Spring Semester
<b>Courses</b>	<b>Year 1</b> 12 SH Proseminar Electives	<b>12 SH</b> Electives  Annual Review Comprehensive Exam Plan Form due second Friday in April All language requirements completed
	<b>Year 2</b> 0 SH ENGL 8960: Exam Prep  Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 8960: Exam Prep  Annual Review  Field and Focus papers #2-3 Oral Examination by May 1
<b>Examinations</b>	<b>Year 3</b> 0 SH ENGL 9986: Research  Candidacy is achieved upon prospectus approval (within 6 months of Oral Examination)	<b>0 SH</b> After candidacy: ENGL 9990: Dissertation Term 1  Annual Review
	<b>Year 4</b> 0 SH ENGL 9991: Dissertation Term 2  Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation  Annual Review
	<b>Year 5</b> 0 SH ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation  Defend in late March/April Commence in May

## DOCTORAL PROGRAM SUGGESTED TIMELINES (continued)

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**For continuing students who entered with the M.A. in English or equivalent in Fall 2019 or Fall 2020**

	Fall Semester	Spring Semester
<b>Courses</b>	<b>Year 1</b> <b>12 SH</b> Proseminar Electives	<b>12 SH</b> ENGL 7392 Electives Annual Review Comprehensive Exam Plan Form due April 10 All language requirements completed
<b>Examinations</b>	<b>Year 2</b> <b>0 SH</b> ENGL 8960: Exam Prep Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 8960: Exam Prep Annual Review Field and Focus papers #2-3 Oral Examination by May 1
	<b>Year 3</b> <b>0 SH</b> ENGL 9986: Research Candidacy is achieved upon prospectus approval (within 6 months of Oral Examination)	<b>0 SH</b> After candidacy: ENGL 9990: Dissertation Term 1 Annual Review
<b>Dissertation</b>	<b>Year 4</b> <b>0 SH</b> ENGL 9991: Dissertation Term 2 Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation Annual Review
	<b>Year 5</b> <b>0 SH</b> ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation Defend in late March/April Commence in May

## DOCTORAL PROGRAM SUGGESTED TIMELINES (continued)

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**For continuing students who entered with the M.A. in English or equivalent before Fall 2019**

	Fall Semester	Spring Semester
<b>Courses</b>	<b>Year 1</b> <b>12 SH</b> Proseminar Electives	<b>12 SH</b> ENGL 7392 Electives Annual Review Comprehensive Exam Plan Form due April 10 All language requirements completed
<b>Examinations</b>	<b>Year 2</b> <b>0 SH</b> ENGL 8960: Exam Prep Field and Focus paper #1 Begin Field and Focus paper #2	<b>0 SH</b> ENGL 9986: Research Annual Review Field and Focus papers #2-3 Candidacy is achieved upon successful Oral Examination completion
<b>Dissertation</b>	<b>Year 3</b> <b>0 SH</b> After candidacy: ENGL 9990: Dissertation Term 1 Prospectus meeting Prospectus approval within 6 months of Comprehensive Exam	<b>0 SH</b> ENGL 9991: Dissertation Term 2 Annual Review
<b>Dissertation</b>	<b>Year 4</b> <b>0 SH</b> ENGL 9996: Dissertation Continuation Prospectus Presentation or Work-in-Progress Presentation within one year of prospectus approval	<b>0 SH</b> ENGL 9996: Dissertation Continuation Annual Review
<b>Dissertation</b>	<b>Year 5</b> <b>0 SH</b> ENGL 9996: Dissertation Continuation	<b>0 SH</b> ENGL 9996: Dissertation Continuation Defend in April Commence in May

## SUGGESTED COMPREHENSIVE EXAMINATION TIMELINE

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## Fall Semester

## Spring Semester

<p><b>Year 1 (If entering with MA)</b></p> <p><b>Year 2 (If entering with BA)</b></p>		<p>Comprehensive Examination Preparation</p> <ul style="list-style-type: none"> <li>• Attend the GSC Field and Focus training in January</li> <li>• During Annual Review meeting, discuss fields and possible committee members.</li> <li>• Identify a committee chair and discuss a set of Comprehensive Examination fields.</li> <li>• Meet with faculty members to ascertain their willingness to serve as members of the exam committee. It may be necessary to meet with several faculty to establish an appropriate committee.</li> <li>• Complete the Comprehensive Exam Plan Form by the second Friday in April</li> </ul>	
<p><b>Year 2 (If entering with MA)</b></p> <p><b>Year 3 (If entering with BA)</b></p>	<p>Field Paper #1</p> <ul style="list-style-type: none"> <li>• Develop primary and secondary reading list on the basis of readings and in consultation with committee member.</li> <li>• After receiving the supervising committee member's approval, circulate the list to the full committee.</li> <li>• Submit Field Paper #1 for final evaluation by the supervising committee member.</li> </ul>	<p>Field Paper #2</p> <ul style="list-style-type: none"> <li>• Develop primary and secondary reading list on the basis of readings and in consultation with committee member.</li> <li>• After receiving the supervising committee member's approval, circulate the list to the full committee.</li> <li>• Submit Field Paper #2 for final evaluation by the supervising committee member.</li> </ul>	<p>Field Paper #3 + Oral Exam</p> <ul style="list-style-type: none"> <li>• Develop primary and secondary reading list on the basis of readings and in consultation with committee member.</li> <li>• After receiving the supervising committee member's approval, circulate the list to the full committee.</li> <li>• Submit Field Paper #3 for final evaluation by the supervising committee member.</li> <li>• <b>Oral examination no later than May 1</b></li> </ul>

Students may petition the Graduate Studies Committee if extraordinary examination issues arise.

## GRADUATE FACULTY SPECIALTIES

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### **Nicole Aljoe**

*Professor*

Eighteenth- & nineteenth-century Black Atlantic Literature; the Slave Narrative; Postcolonial Studies (Black British, African, Caribbean, Latin American, South Asian); eighteenth-century British Novel; gender/sexuality and writing; archival studies; visual culture

### **Sari Altschuler**

*Associate Professor*

Health and humanities; disability studies; nineteenth-century American literature

### **Lillian-Yvonne Bertram**

*Associate Professor*

Creative writing, poetry, contemporary poetry, African-American poetry, poetics, digital storytelling, digital and computational poetics, media arts, pedagogy

### **Erika Boeckeler**

*Associate Professor*

Shakespeare; Alphabets & Alphabetic Literature; Language Theory; Renaissance Lyric Poetry; History of the Book; Early Modern Northern European Visual Art; Early Slavic Print Culture

### **Beth Britt**

*Professor*

Contemporary rhetorical criticism, especially feminist and cultural criticism; classical rhetoric; rhetoric and the law; rhetoric and materiality; qualitative research methods, including participant-observation and interviewing; discourses of domestic violence, probability, infertility/reproductive technologies

### **Hillary Chute**

*Professor*

Comics and graphic novels; contemporary fiction; visual studies; American literature; gender and sexuality studies; literature and the arts; critical theory; media studies

### **Ellen Cushman**

*Professor*

Writing and rhetoric; literacy studies in tribal and urban communities; decolonial rhetorics; Cherokee language and writing; digital composing and archiving; writing pedagogies; qualitative research methodologies and research in the teaching of English.

## **GRADUATE FACULTY SPECIALTIES (continued)**

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### **Theo Davis**

*Professor*

Eighteenth- & nineteenth-century American literature; literary and political theory; aesthetics

### **Elizabeth Maddock Dillon**

*Professor*

Seventeenth- through nineteenth-century American literature; transatlantic seventeenth-nineteenth century literature; origins of the novel; public sphere and early print culture; eighteenth-century drama – British and American; aesthetics; feminist theory; critical theory; early Caribbean literature; early African American literature; literature and performance; archival studies; literature and political theory

### **Lawrence Evalyn**

*Visiting Assistant Professor*

Digital Humanities (digitization, text mining, network analysis); eighteenth-century British literature; book history; queer/trans video game studies; feminist "recovery" in digital archives.

### **Julia Flanders**

*Professor of the Practice*

Text encoding, digital literary studies

### **Chris Gallagher**

*Professor*

Writing and rhetoric; writing pedagogy and assessment; writing program administration; educational change and reform

### **Laura Green**

*Professor*

Victorian literature; twentieth-century Anglophone literature; history and theory of the novel; feminist and queer theory

### **Carla Kaplan**

*Professor*

Twentieth-century American Literature; Modernism; African American Literature and History; Feminist Theory; Biography and Cultural History; Literary Journalism and Creative Nonfiction

## **GRADUATE FACULTY SPECIALTIES (continued)**

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### **Kathleen Kelly**

*Professor*

Medieval studies; film; contemporary British novel; non-human and post-human studies; animal studies; ecocriticism; feminist and gender theories; genre theories; narrative theories (with a particular interest in magic realism and other “non-traditional” forms); queer theories; British literature from the medieval period through the present; speculative fiction

### **Lori Hope Lefkowitz**

*Professor*

Jewish literature; Hebrew bible; contemporary critical theory; Jewish feminism; Victorian literature; the novel

### **Neal Lerner**

*Professor & Department Chair*

Writing and rhetoric; writing across the curriculum; writing centers; literacy; writing studies research methods

### **Patrick Mullen**

*Associate Professor*

Nineteenth- and twentieth-century Irish and English culture and politics; modernity and globalization; Marxism; critical theory; history of sexuality

### **Mya Poe**

*Professor*

Writing and Rhetoric; writing assessment, especially issues of fairness and racial/linguistic diversity; writing across the curriculum with particular interest in disciplinary ways of knowing and representing data; public discourses about literacy, identity, and language; intersections of literary and literacy research; writing studies research methods; genre studies

### **Janet Randall**

*Professor*

Linguistics; grammar; English language teaching/education; dialects of English (including African American English); gender and language; mental representations of language; language and law

### **K.J. Rawson**

*Associate Professor*

Digital humanities; feminist rhetoric; queer rhetoric; rhetorical historiography



## **GRADUATE FACULTY SPECIALTIES (continued)**

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**Qianqian Zhang-Wu**

*Assistant Professor*

Bi/multilingualism; multilingual writing; translanguaging pedagogy; linguistically responsive instruction; applied linguistics