English

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With nearly 50 full-time faculty members, the Department of English offers students a broad foundation in traditional British, American, and Anglophone literary studies, as well as intensive course work in interdisciplinary studies, emerging media, and current critical methodologies. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers

The study of English opens doors to many careers. All fields of endeavor place high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty advisor.

Expository Writing

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123), or their approved equivalents. Students should complete the writing requirement—with course work, by exemption, or by waiver examination—early in their studies.

Exemptions

Scores of 37 or better on the new College Board SAT Reading and Writing tests waive the need to take College Composition I (WR 121). No credit is given for this waiver. A score of 710 or better on the old SAT Critical Reading test (650 prior to 1995) or 32 or better on the ACT English test will also waive WR 121 (without credit). A score of 3, 4, or 5 on the Advanced Placement (AP) Language and Composition Examination produces credit for WR 121.

Waiver Examinations

Waiver examinations for College Composition I (WR 121) and College Composition II (WR 122) are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health, Counseling, and Testing Center Building; call 541-346-3230. Visit the Testing Office website (http://testing.uoregon.edu/PlacementTesting/WritingPlacement/WritingWaiverExam/tabid/79/Default.aspx) to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either College Composition I (WR 121) or College Composition II (WR 122) placed on their degree audit. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring are available to students through the University Teaching and Learning Center.

Placement

Students for whom English is the native language are placed in their first writing course based on their SAT or ACT verbal scores. Students whose scores fall below 26 on the new SAT Reading and Writing tests, below 480 on the old SAT Verbal, or below 19 on the ACT are eligible for concurrent enrollment in Writing Tutorial (WR 195)WR 195) with College Composition I (WR 121).

Nonnative Speakers

Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test. These may include Introductory Academic Writing (AEIS 110), Intermediate Academic Writing (AEIS 111), and Advanced Academic Writing (AEIS 112) (taught in the Department of Linguistics). Placement tests are administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.

Transfer Students

Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalog descriptions to the composition office, Department of English, for evaluation.

Faculty

Michael G. Aronson, associate professor (film studies). BA, 1994, Pennsylvania; MA, 1997, PhD, 2002, Pittsburgh. (2003)

Martha J. Bayless, professor (medieval literature). BA, 1980, Bryn Mawr; MA, 1984, PhD, 1990, Cambridge. (1989)

Carolyn Bergquist, senior lecturer (Renaissance literature; rhetoric and composition); director, Composition Program. BA, 1994, California State, Stanislaus; MA, 1996, PhD, 2003, Oregon. (2003)

Elizabeth A. Bohls, professor (18th-century literature). BA, 1979, Mount Holyoke College; PhD, 1989, Stanford. (1998)

Tina Boscha, senior instructor (composition). BA, 1995, Calvin College; MFA, 2003, Oregon. (2003)

Lara Bovilsky, associate professor (Renaissance literature and culture; graduate professionalism). BA, 1995, Brown; MA, 1998, PhD, 2001, Duke. (2008)

Kirby Brown, assistant professor (Native and ethnic American literatures). BA, 1997, Texas, Austin; MA, 2005, Texas, San Antonio. (2011)

Kristy Bryant-Berg, instructor (composition). BA, 2002, Colorado, Boulder; MA, 2004, Oregon; PhD, 2009, Oregon. (2014)

Stephanie Clark, associate professor (medieval literature). BA, 2002, Texas, Dallas; MA, 2004, PhD, 2011, Illinois, Urbana-Champaign. (2011)

Michael Copperman, senior instructor (composition). BA, 2002, Stanford; MFA, 2006, Oregon. (2006)

James R. Crosswhite, professor (rhetoric, writing, critical theory). BA, 1975, California, Santa Cruz; MA, 1979, PhD, 1987, California, San Diego. (1989)

Dianne M. Dugaw, professor (17th- and 18th-century literature, British and American folklore). BA, 1971, Portland; MA, 1976, PhD, 1982, California, Los Angeles. (1990)

Tara S. Fickle, assistant professor (Asian American literature, multiethnic literature). BA, 2006, Wesleyan; MA, 2010, PhD 2014, California. Los Angeles. (2014)

William Fogarty, instructor (composition). BA, 1995, State University of New York, New Paltz; MFA, 1998, City University of New York, Brooklyn College; MPhil, 2000, Dublin, Trinity College; PhD, 2015, Oregon. (2016)

Karen J. Ford, professor (poetry and poetics, modern poetry, American literature). BA, 1978, California State, Sacramento; MA, 1981, California, Davis; PhD, 1989, Illinois, Urbana-Champaign. (1992)

Lisa Freinkel, associate professor (Renaissance literature, contemplative studies). BA, 1987, Harvard; MA, 1989, PhD, 1993, California, Berkeley. (1995)

John T. Gage, professor (rhetoric, writing, modern poetry). BA, 1969, MA, 1971, PhD, 1976, California, Berkeley. (1980)

Brian Gazaille, instructor (composition). BA, 2009, Arizona; PhD, 2016, Oregon. (2016)

Miriam Gershow, senior instructor (composition); associate director, composition. BS, 1992, Michigan, Ann Arbor; MFA, 2002, Oregon. (2004)

Lisa M. Gilman, professor (folklore). BA, 1993, Oregon; MA, 1996, PhD, 2001, Indiana. (2005)

Warren Ginsberg, Philip H. Knight Professor (medieval literature). MA, 1971, State University of New York, Stony Brook; PhD, 1975, Yale. (2000)

Sangita Gopal, associate professor (postcolonial literature and film). BA, 1990, Calcutta; MA, 1995, PhD, 2000, Rochester. (2004)

Kathleen Horton, senior instructor (Renaissance, composition). BA, 1989, Saint Martin's; MA, 1991, PhD, 1995, Oregon. (2005)

Heidi N. Kaufman, Sherl K. Coleman and Margaret E. Guitteau Teaching Professor in the Humanities; associate professor (19th-century British literature); associate department head. BA, 1991, Drew; MA, 1994, Boston; PhD, 2011, New Hampshire. (2013)

C. Anne Laskaya, associate professor (medieval literature, women writers, rhetoric). BA, 1976, Lawrence; BMus, Lawrence Conservatory of Music; MA, 1978, PhD, 1989, Rochester. (1983)

Stephanie LeMenager, Barbara and Carlisle Moore Distinguished Professor in English and American Literature (environmental literature). BA, 1991, Stanford; MA, 1994, PhD, 1999, Harvard. (2013)

David Leiwei Li, President's Distinguished Professor in the Humanities (Asian American literature and culture). BA, 1982, Shanghai Foreign Languages Institute; MA, 1986, Indiana University of Pennsylvania; PhD, 1991, Texas, Austin. (1999)

Sharon Luk, assistant professor (Asian American literature). BA, 2001, Brown; MA, 2008, PhD, 2012, Southern California. (2014)

Quinn Miller, assistant professor (film and media studies). BA, 2003, Chicago; MA, 2005, PhD, 2010, Northwestern. (2012)

Kate Myers, instructor (composition). BA, 2002, Goshen College; MA, 2006, North Florida; PhD, 2016, Oregon. (2016)

Kathleen O'Fallon, senior instructor (Victorian literature, early 20th-century literature, film); assistant department head. BS, 1972, MS, 1980, Kansas State; MA, 1984, PhD, 1998, Oregon. (1999)

Brendan O'Kelly, instructor (composition). BA, 2002, MA, 2004, Colorado, Boulder; PhD, 2016, California, Los Angeles. (2015)

Priscilla P. Ovalle, associate professor (film, Latino cinema). BS, 1998, Emerson College; MA, 2001, California, Los Angeles; PhD, 2006, Southern California. (2006)

Paul W. Peppis, professor (modern British literature); director, Oregon Humanities Center. BA, 1984, Williams; MA, 1987, PhD, 1993, Chicago. (1995)

Forest Pyle, professor (romanticism, literary theory). BA, 1980, MA, 1983, PhD, 1988, Texas, Austin. (1988)

Mark Quigley, associate professor (Irish literature, 20th-century literature). BA, 1992, Stanford; MA, 1997, PhD, 2003, California, Los Angeles. (2006)

Nick Recktenwald, instructor (composition). BA, 2008, North Carolina, Asheville; MA, 2014, Oregon.(2016)

William Rossi, professor (19th-century American literature); director of undergraduate studies. BA, 1972, MA, 1979, Missouri; PhD, 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature); editor, *Comparative Literature*. BA, 1969, Brandeis; MA, 1971, PhD, 1973, Johns Hopkins. (1985)

Stephen Rust, instructor (composition). BS, 1999, Idaho State; MA, 2006, Oregon State; PhD, 2011, Oregon. (2015)

Benjamin D. Saunders, professor (Renaissance literature, comics studies). BA, 1991, East Anglia; MPhil, 1992, Cambridge; PhD, 2000, Duke. (2000)

Gordon M. Sayre, professor (early American literature, 18th-century literature, folklore). BA, 1988, Brown; PhD, 1993, State University of New York, Buffalo. (1993)

Steven Shankman, professor (18th-century literature, the classical tradition, comparative literature). BA, 1969, Texas, Austin; BA, 1971, MA, 1976, Cambridge; PhD, 1977, Stanford. (1984)

Emily Simnitt, instructor (composition). BA, 1995, Brigham Young; MA, 2005, Idaho State. (2015)

Alison Lau Stephens, instructor (composition). BA, 2006, Queen's University at Kingston (Ontario); BEd, 2007, Toronto; MA, 2013, Oregon. (2014)

Courtney Thorsson, associate professor (African American literature, 19th- and 20th-century American literature, food studies). BA, 2000, Virginia; MA, 2004, MPhil, 2006, PhD, 2009, Columbia. (2009)

Avinnash Tiwari, instructor (composition). BA, 2010, Pennsylvania; MA, 2013, Oregon. (2016)

Corbett Upton, instructor (Central American poetry); associate director, undergraduate studies. BA, 2001, Arizona State; MA, 2006, PhD, 2010, Oregon. (2010)

David J. Vazquez, associate professor (Latino literature, 20th-century literature, ethnic studies). BA, 1988, South Florida; MA, 1998, PhD, 2004, California, Santa Barbara. (2003)

Mark Whalan, professor (modern and 20th-century literature); Robert D. and Eve D. Horn Chair in English and American Literature. BA, 1995, Warwick; MA, 1996, Durham; PhD, 2002, Exeter. (2011)

Elizabeth A. Wheeler, associate professor (post-1945 literature, cultural studies, disability studies). BA, 1982, Bowdoin; MA, 1988, City University of New York; PhD, 1996, California, Berkeley. (1996)

Jenée Wilde, instructor (composition). BA, 1994, Boise State; MFA, 2003, Goddard College; PhD, 2015, Oregon (2016)

Daniel N. Wojcik, professor (folklore, popular culture). BA, 1978, California, Santa Barbara; MA, 1986, PhD, 1992, California, Los Angeles. (1991)

Henry B. Wonham, professor (19th- and 20th-century American literature). BA, 1983, Princeton; PhD, 1991, Virginia. (1995)

Mary E. Wood, professor (19th-century American literature, gender studies). BA, 1978, Yale; MA, 1980, PhD, 1987, Stanford. (1987)

Emeriti

James L. Boren, professor emeritus. BA, 1965, San Francisco State; MA, 1967, PhD, 1970, Iowa. (1970)

William Cadbury, professor emeritus. BA, 1956, Harvard; MS, 1957, PhD, 1961, Wisconsin, Madison. (1961)

Suzanne Clark, professor emerita. BA, 1961, MA, 1965, Oregon; PhD, 1980, California, Irvine. (1990)

James W. Earl, professor emeritus. BA, 1967, Bucknell; PhD, 1971, Cornell. (1987)

Marilyn Farwell, professor emerita. BA, 1963, MacMurray; MA, 1966, PhD, 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. BA, 1944, MA, 1947, Oregon; PhD, 1952, Wisconsin, Madison. (1963)

Robert Grudin, professor emeritus. BA, 1960, Harvard; MA, 1963, PhD, 1969, California, Berkeley. (1971)

Joseph A. Hynes Jr., professor emeritus. AB, 1951, Detroit; AM, 1952, PhD, 1961, Michigan. (1957)

Ruth F. Jackson, senior instructor emerita. BA, 1929, MA, 1933, Oregon. (1955)

Kathleen Rowe Karlyn, professor emerita. BA, 1969, Connecticut; MLA, 1973, Johns Hopkins; PhD, 1992, Oregon. (1994)

Linda Kintz, professor emerita. BA, 1967, Texas Tech; MA, 1969, Southern Methodist; PhD, 1982, Oregon. (1988)

Julia Lesage, professor emerita. MA, 1962, PhD, 1972, Indiana. (1988)

Glen A. Love, professor emeritus. BA, 1954, MA, 1959, PhD, 1964, Washington (Seattle). (1965)

William Rockett, associate professor emeritus. BA, 1961, MA, 1963, Oklahoma; PhD, 1969, Wisconsin, Madison. (1966)

Ralph J. Salisbury, professor emeritus. BA, 1949, MFA, 1951, Iowa. (1961)

Sharon R. Sherman, professor emerita. PhB, 1965, Wayne State; MA, 1971, California, Los Angeles; PhD, 1978, Indiana. (1976)

Richard L. Stein, professor emeritus. BA, 1965, Amherst; AM, 1966, PhD, 1970, California, Berkeley. (1976)

Richard C. Stevenson, professor emeritus. AB, 1961, AM, 1963, PhD, 1969, Harvard. (1968)

Nathaniel Teich, professor emeritus. BS, 1960, Carnegie-Mellon; MA, 1962, Columbia; PhD, 1970, California, Riverside. (1969)

Louise Westling, professor emerita. BA, 1964, Randolph-Macon Woman's; MA, 1965, Iowa; PhD, 1974, Oregon. (1985)

George Wickes, professor emeritus. BA, 1944, Toronto; MA, 1949, Columbia; PhD, 1954, California, Berkeley. (1970)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

David A. Frank, honors college

Michael Hames-García, ethnic studies

- **Bachelor of Arts**
- **Minor in English**
- **Minor in Comics and Cartoon Studies**
- **Minor in Writing, Public Speaking, and Critical Reasoning**

Undergraduate Studies

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects them to gain a sense of history and a reading knowledge of at least one second language. Majors should construct their programs in consultation with an advisor. The major requirements for the degree of bachelor of arts (BA) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better. Majors must complete the university second-language requirement for the BA degree.

At least 28 of the required 36 upper-division credits must be taken at the University of Oregon.

Bachelor of Arts Degree Requirements

Lower-Division Courses		16
ENG 205	Genre: [Topic] (two courses with differing topics)	
Two lower-division elective courses [1]		
Foundation Courses [2]		12
ENG 301	Foundations of the English Major: Context	
ENG 302	Foundations of the English Major: Theory	
ENG 303	Foundations of the English Major: Text	
Writing Requirement [3]		4
Upper-Division Courses [4]		32
Literature course, pre-1500		
Literature course, 1500–1789		
Literature course, 1789 to the present		
Literary theory or rhetoric course		
Media, folklore, or culture course		
Gender, ability, queer studies, or sexuality course		
Empire, race, or ethnicity course		
Additional upper-division course work in literature, media, folklore, or writing [5]		
Total Credits		**64**

1. May include only one of the following: Introduction to Literature: Fiction (ENG 104), Introduction to Literature: Drama (ENG 105), Introduction to Literature: Poetry (ENG 106), and may include no courses with a WR subject code.
2. Completion of at least one Genre: [Topic] (ENG 205) topics course is a prerequisite for enrolling in ENG 301 or 302; completion of either ENG 301 or 302 is prerequisite for enrolling in ENG 303.
3. May be fulfilled using (a) an upper-division elective, (b) The Art of the Sentence (ENG 420), or (c) any upper-division WR course.
4. One course may satisfy a maximum of two upper-division area requirements at once, as indicated on the current advising supplement.
5. No more than 8 credits of Research: [Topic] (ENG 401), Thesis (ENG 403), Reading and Conference: [Topic] (ENG 405), or Writing and Conference: [Topic] (CRWR 405). Upper-division CRWR courses may also be used to fulfill this requirement.

Honors Program in English

The program provides qualified undergraduate majors with special options for fulfilling departmental requirements. Honors students interested in the intensive study of literature in small discussion seminars independently explore a special topic of their own choosing, under the guidance of a faculty member. Typically, students spend a major portion of the senior year writing their honors thesis.

Requirements

1. Completion of all English department requirements
2. Minimum of two terms of Seminar: [Topic] (ENG 407) (Capstone).
3. Two terms of Thesis (ENG 403), a directed program of study or creative writing under the guidance of an appropriate advisor.
4. Senior thesis—either a critical essay of thirty-five to fifty pages or a substantial piece of creative writing. The thesis must by approved by the advisor and a second reader (typically both faculty members in English) after an oral defense.

Admission and Supervision

Applicants must have a cumulative GPA of 3.70 in their English courses and completed at least two upper-division English courses and, if possible, all lower-division major requirements. Admission is based on the applicant's academic record, a brief description of the applicant's proposed project, and the recommendation of two faculty members in the department.

Beginning with the 2014–15 academic year, Clark Honors College English majors who have been accepted into the English honors program and who complete the requirements for both the Clark Honors College thesis and the English honors program may submit an English honors thesis, awarded a pass or pass with distinction, to fulfill the thesis requirement for both English department honors and the Clark Honors College thesis. Failing theses cannot earn English department honors or be used to satisfy the Clark Honors College thesis.

To apply for admission to the honors program, contact Paul Peppis, the program director and associate department head.

Minor in English

The English minor requires 24 credits of approved course work selected from the documents titled *University of Oregon English Major Requirements* and *Advising Supplement*, which are updated each year. Both documents are available in the English department office. Only courses with the ENG subject code and writing courses numbered WR 320, WR 321, or WR 423 may be used for the minor. Introduction to Literature (ENG 104, ENG 105, ENG 106) and transfer equivalents may not be used to satisfy minor requirements. A maximum of 8 credits may be taken in lower-division courses, and all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better.

Minor in Comics and Cartoon Studies

This interdisciplinary minor in comics and cartoon studies presents students with an international, historical, and critical perspective on the art of comics, from editorial cartoons to comic books to graphic novels. In taking courses for this minor, students will be required to think beyond accustomed disciplinary boundaries and to analyze and experiment with the interaction of visual and linguistic systems of meaning.

To qualify for the minor, students must take 24 credits of approved courses, including one required course, Introduction to Comic Studies (ENG 280). The remaining courses may be selected from the range of comics-related courses offered through the Departments of Art, Comparative Literature, East Asian Languages and Literatures, English, Ethnic Studies, History of Art and Architecture, and Romance Languages, the Arts and Administration Program, and the School of Journalism and Communication. For details regarding these courses, students should consult the list of offerings available in the Department of English office or online at comics.uoregon.edu.

No more than 12 credits may be taken in lower-division courses, and course work must be passed with grades of mid-C or better.

Minor in Writing, Public Speaking, and Critical Reasoning

The minor in writing, public speaking, and critical reasoning prepares undergraduates for active and effective participation in the complex, diverse, and ever-changing communicative situations they will face after graduation.

Select two courses in writing from the following: [1]		8
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
ENG 413	Theories of Literacy	
ENG 420	The Art of the Sentence	
WR 423	Advanced Composition	
Select two courses in rhetoric from the following (at least one of which must be ENG 200 or ENG 330): [1]		8
ENG 200	Public Speaking as a Liberal Art [2]	
or ENG 330	Oral Controversy and Advocacy	
ENG 491	Rhetoric and Ethics	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning from the following: [1]		8
PHIL 103	Critical Reasoning	
PHIL 325	Logic, Inquiry, and Argumentation	
ENG 335	Inventing Arguments	
Total Credits		**24**

1 Reasoning, Speaking, Writing (ENG 494), Internship: [Topic] (ENG 404) or Independent Writing Project (WR 198) may be taken to satisfy one course requirement.

2 If not already taken.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in English are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available from the department's education advisors, Elizabeth Wheeler and Mary Wood; see also the College of Education (http://catalog.uoregon.edu/archive/2017-2018/education) section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in English

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
General-education course in science		4	
Lower-division elective course with ENG subject code		4	
	Credits	**16**	
Winter			
Second term of first-year second-language sequence		4	
General-education course in social science		4	
General-education course in arts and letters		4	
Lower-division elective course with ENG subject code		4	
	Credits	**16**	
Spring			
ENG 205	Genre: [Topic]	4	
Third term of first-year second-language sequence		4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ENG 301	Foundations of the English Major: Context	4	
First term of second-year second-language sequence		4	
General-education course in science		4	
Multicultural course in American cultures or international cultures		4	
	Credits	**16**	
Winter			
ENG 302	Foundations of the English Major: Theory	4	
Second term of second-year second-language sequence		4	
General-education course in science		4	
Multicultural course in American cultures or international cultures		4	
	Credits	**16**	
Spring			
ENG 303	Foundations of the English Major: Text	4	
Third term of second-year second-language sequence		4	
General-education course in arts and letters		4	
ENG 209	The Craft of the Sentence	4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ENG 300	Introduction to Literary Criticism	4	Student should have completed ENG 301–303 sequence
FLR 320	Car Cultures	4	

ENG 340	Jewish Writers	Student should have completed the two-course ENG 205 requirement	4
General-education course in social science			4
	Credits		**16**
Winter			
ENG 315			4
ENG 436	Advanced Shakespeare	Student should have completed the BA language requirement	4
General-education course in arts and letters			4
General-education course in science			4
	Credits		**16**
Spring			
ENG 407	Seminar: [Topic]		1-5
ENG 427	Chaucer		4
General-education course in social science			4
Multicultural course in international cultures			4
	Credits		**13-17**
	Total Credits		**45-49**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division elective course with ENG subject code		4	
Three elective courses		12	
	Credits	**16**	
Winter			
Upper-division elective course with ENG subject code		4	
Three elective courses		12	
	Credits	**16**	
Spring			
Four elective courses		16	
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts**
- **Doctor of Philosophy**

Graduate Studies

The Department of English offers graduate study in English and American literature, film studies, folklore, critical theory, rhetoric and composition, and cultural studies. It offers the master of arts (MA) and doctor of philosophy (PhD) degrees in English. Detailed descriptions of these programs and instructions about how to apply to the English graduate program are available on the department's website.

Master of Arts Degree

The Department of English offers an MA for students who want to study beyond the BA but who do not plan to complete a PhD. Students whose goal is a doctorate should apply for admission to the department's doctoral program (described below). Students who complete the MA program at the University of Oregon and want to enter the PhD program must reapply to the department for admission into that program.

The number of seats in the MA program is limited, and admission is competitive.

Admission Requirements

1. An undergraduate grade point average (GPA) of at least 3.50 or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.50 or better
2. The submission of scores on the verbal and analytical writing sections of the general test of the Graduate Record Examinations (GRE).
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 100 on the Internet-based test

Admission Procedures

Information on applying to the graduate program may be obtained from the department website or from the department office. Application materials are submitted electronically at https://gradweb.uoregon.edu/online_app/application/guidelines2.htm. The following information is part of the application process and must be submitted electronically:

- Degree transcripts (unofficial copies are acceptable)
- Contact information (names, e-mail addresses) for three people willing to write letters of recommendation
- A personal statement (500-word maximum) of background and objectives in pursuing the course of study
- A writing sample that demonstrates the applicant's ability in literary, film, folklore, or cultural studies (5,000-word maximum, including bibliography and notes)

In addition to the transcripts uploaded to the online application, official copies of transcripts should be mailed to the Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1286.

Information about graduate teaching fellowships may be found on the department website.

The application deadline for admission is January 15. Candidates are admitted only for fall term.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

Master of Arts Degree Requirements

ENG 690	Introduction to Graduate Studies in English	5
Select one of the following:		
Pre-1500 course		
1500-1660 course		

1660–1800 course	
Select one of the following:	
19th-century course	
20th-century course	
Rhetoric or advanced theory course	
Nine formal 600-level seminars	

A master's thesis may be substituted for one elective seminar with the prior approval of the director of graduate studies in consultation with the faculty thesis advisor. The MA thesis is a substantial scholarly essay researched and written over two terms during the second year of study.

Graduate course work should be completed at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty advisor.

A minimum cumulative GPA of 3.50 in all graduate course work at the UO is required for completion of the MA degree. At least nine courses must be taken in residence at the University of Oregon.

Students who have completed 12 graduate-level English courses (nine taken at the university), attained reading knowledge of one foreign language, and maintained a cumulative GPA of 3.30 or better may apply for the MA degree with a specialty in English or American literature.

Language Requirement

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence; a grade of mid-B or better in the last term of a second-year language course or an approved 300-, 400-, or 600-level literature course with readings in the target language; scoring at required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the master's level.

Interdisciplinary MA

See the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the **Graduate School** section of this catalog.

Doctor of Philosophy Degree

Students who want to pursue a PhD at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an MA prior to being admitted may receive the MA at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university MA requirements listed in the **Graduate School** section of this catalog).

The number of places in the PhD program is limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (BA) or a master of arts (MA) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. The submission of scores on the verbal and analytical writing sections of the general test of the Graduate Record Examinations (GRE); the score on the subject test for literature in English is optional
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 100 on the Internet-based version

Admission procedures are the same as for MA degrees. The application deadline is December 15; candidates are admitted only for fall term.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of 9 graduate credits of formal course work per term for the PhD year of residency; graduate teaching fellows must also enroll for a minimum of 9 graduate credits each term they hold a GTF appointment.

Doctor of Philosophy Degree Requirements

ENG 614	Introduction to Literary and Cultural Theory	5
ENG 690	Introduction to Graduate Studies in English	5
Select two of the following: [1]		
Pre-1500 course		
1500-1660 course		
1660–1800 course		
Select two of the following: [1]		
19th century course		
20th century course		
Rhetoric or advanced theory course		
Twelve seminars [2]		

1. Film and folklore courses are included under the appropriate time period.
2. The seminars, constituting the individual plan of study, may be distributed among any areas, and the plan must be approved by the student's graduate faculty advisor and the director of graduate studies before the second year of study.

Graduate course work should be completed at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty advisor.

A cumulative GPA of 3.50 or better in all graduate work at the UO is the minimum requirement for satisfactory progress toward the PhD.

Second Language

The graduate language requirement for the doctoral degree is reading competence in two non-English languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the MA degree. High proficiency may be demonstrated by a grade of A– or better in an approved 400-, 500-, or 600-level literature course, with readings in the target language; scoring at the required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the PhD level.

Students may petition the graduate committee to test in languages that don't fit the above criteria.

Teaching

Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Structured Emphasis

Students may define their individual plan of study according to one of seven structured emphasis options: ethnic literary studies, film studies, folklore, literature and the environment, medieval studies, poetry and poetics, or rhetoric and composition. Each emphasis has a focused set of courses and a special section.

Breadth Examination

Doctoral candidates must take the PhD breadth examination at the beginning of the third year of study, or, if they enter with 6 or more transfer credits, at the beginning of the second year of study. The student and the student's advisor select two examination fields chosen for proximity to and/or importance for the separate, primary research field and project. These fields may provide broad familiarity with readings, texts, or methods that will inform dissertation research, and may also develop areas of relevant professional or teaching competence. They may include historical fields adjacent to the primary research field; genres; or areas of critical theory. The examination includes written (take-home) and oral components based on reading lists generated by the student in consultation with faculty examiners and approved by the Graduate Committee. A student must pass the breadth examination in order to take the PhD major field examination, administered the following year. Students who fail either written portion of the breadth examination do not take the oral portion until they have retaken and passed the failed written part; retakes will occur at the end of that term, postponing the PhD major field examination to the following term.

Major Field Examination

After students in the PhD program have completed their course work, they must take a two-and-a-half-hour major field examination. Typically taken fall term following completion of all course work and the language requirement, the major field examination provides each student with the opportunity to present and defend a short paper on a topic related to the dissertation. The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A discussion of a relatively broad field of study that provides a context for the topic or problem examined in part two
2. A prepared presentation by the student on a topic or problem of the student's choice that is related to the dissertation, followed by a discussion of that topic

The topic and areas covered by the major field examination are defined, in the form of a project description and reading list, by the student in consultation with an advisor or advisors and must be approved by the English department graduate committee. As a supplement to the major field examination, a student may choose to complete a one- to two-hour written examination on part two. The major field examination may be retaken only once.

PhD Dissertation

After completing all other degree requirements, the candidate should consult with a faculty advisor willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy.

The dissertation may be a work of literary, film, folklore, or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Certificate in Writing, Public Speaking, and Critical Reasoning

The English department's certificate in writing, public speaking, and critical reasoning is available to all University of Oregon undergraduates in any minor.

A certificate in writing, public speaking, and critical reasoning requires 36 credits as follows:

Select three courses in writing (at least one at the 400 level):		12
ENG 413	Theories of Literacy	
ENG 420	The Art of the Sentence	
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
WR 423	Advanced Composition	
Select three courses in rhetoric (at least one of which must be ENG 200 or ENG 330):		12
ENG 200	Public Speaking as a Liberal Art	
or ENG 330	Oral Controversy and Advocacy	
ENG 491	Rhetoric and Ethics	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning:		8
ENG 335	Inventing Arguments	
PHIL 103	Critical Reasoning	
PHIL 325	Logic, Inquiry, and Argumentation	
One capstone course:		4
ENG 494	Reasoning, Speaking, Writing [1]	
Total Credits		**36**

[1] Rhetoric and Ethics (ENG 491) may serve as the capstone course in years when Reasoning, Speaking, Writing (ENG 494) is not taught.