

The Graduate Program in English

A handbook for students and faculty in the Department

University of Hawai‘i at Mānoa
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Introduction

The English Department at the University of Hawai‘i offers both the M.A. and Ph.D. degrees. We currently have 72 graduate students -- 20 in the Master's program and 52 in the Ph.D. program. While most have roots in or connections to Hawai‘i, others come from throughout the Pacific region and from many parts of the mainland United States, and we also have had students from Canada, Latin America, Europe, Africa, and Asia. Students are drawn to the Department by the strength of our faculty, by the diversity of our graduate program, and by the opportunity, with all the challenges that it implies, to study literature and writing in a multicultural setting.

Master's and Ph.D. students take many of their classes together, but the two programs have different purposes. The M.A. program is designed to give students a broad overview of the changing field of contemporary English studies while also allowing them to work within an area of concentration of their own choice. Students take courses both within and outside their concentration, including one course with substantial Hawai‘i/Asia/Pacific content. They are encouraged to explore the ways in which methodologies and assumptions are evolving in their own area of interest and how each part of English studies is being affected by developments taking place throughout the discipline. For students who choose to concentrate in Literary Studies in English, Composition and Rhetoric, and Cultural Studies in Asia/Pacific, the culmination of their studies is provided by their Master's project, in which they are encouraged to apply the theoretical and methodological perspectives of more than a single course to the study of a particular group of texts or other forms of cultural production or to a particular theoretical problem. Students in Creative Writing complete their M.A. with a creative thesis, which they are then asked to place, in their oral thesis defense, within the context of other works in the same genre.

The Ph.D. program is intended for highly motivated students who have a clear sense of their own direction and who are likely to make a significant contribution to the field. The program is envisioned as a mix of course work with independent study and research. Students are required to take a small number of courses, both within the department and outside of it, and at least one of the nine courses must have substantial Hawai‘i/Asia/Pacific content. But the focus of their study within the scope of our program is determined by the students themselves in consultation with their advisors, and their preparation for their Area examinations may take place largely outside of class. The culmination of the Ph.D. program is the dissertation, an original work of research or writing that demonstrates the student's readiness to assume his or her place within the profession. As in the M.A. program, Creative Writing students produce a creative work as their dissertation, while meeting all of the other requirements for a degree in English.

This guide describes our graduate program in greater detail. It is intended both to introduce the program to students who are interested in applying for admission and to serve as a guide to the requirements and policies for students who are enrolled. Questions should be addressed to the Graduate Director and/or the Assistant Director.

Resources and Contact Information

General University Information

<http://manoa.hawaii.edu/>

<http://www.hawaii.edu/catalog>

Graduate Division – graduate student policies and forms

<http://manoa.hawaii.edu/graduate/>

English Department website – course descriptions, faculty profiles, and more

<http://www.english.hawaii.edu>

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Admission

MA and PhD Admission

See the English Department website (www.english.hawaii.edu) for detailed instructions on how to apply to the MA and PhD programs.

Unclassified Students

Students who have received their bachelor's degrees but who have not been admitted to the graduate program may apply for admission as a post-baccalaureate unclassified student with the Office of Graduate Education. Once admitted, PBU students may take graduate courses in English (except for 605 and 625) with the permission of both the instructor and the Graduate Director. Unclassified students who are interested in applying for admission to the program at some future date should meet with the Graduate Director in English for advising and for a discussion of which courses will apply to their degree. Upon admission to the program, unclassified graduate students have to petition for such courses to be transferred toward their degree.

Graduate Students in Other Departments

Classified graduate students in other departments of the University are welcome to enroll in graduate courses in English with the permission of the instructor.

The M.A. Program

Students have the opportunity to specialize in one of four areas of concentration while also doing substantial course work in one or more other areas. This program of study is designed to provide a broad overview of the changing field of English studies and of the place that each student's area of interest occupies within that field. The four concentrations from which the students may choose are:

- Literary Studies in English
- Composition and Rhetoric
- Creative Writing
- Cultural Studies in Asia/Pacific

Together, these four concentrations provide a rough map of the terrain of contemporary English studies, and we therefore begin the description of our M.A. program with a brief account of their different aims and methods.

Literary Studies in English

Literary Studies in English includes all of the department's graduate courses in periods, genres, and authors in British and American literature, our offerings in literature in English from other areas of the world, and our courses in criticism and theory. This wide range reflects the broadening of the discipline that has taken place in the last twenty years and the diversity of interests and scholarly commitments of both our faculty and our students.

Because of the way in which the study of literature has evolved, it is easier to describe some of its principal foci than it is to identify its boundaries. One central concern is with the reading and interpreting of texts. We usually think of literature as a verbal medium, though it overlaps with such forms as dance and film, and as primarily written, though it includes oral literature as well. Since its object is verbal, the study of literature includes a concern with language, both formally and historically, and with the relationship between language and human social relationships and institutions. The notion of a literary text presumes an aesthetic, a tradition of form, and particular skills of reading, all of which are culturally based, and which are themselves the proper objects of our examination. Literary texts also shape and are shaped by the contexts in which they arise, and can thus be examined with relation to religion and philosophy, the sciences, the plastic, visual, and musical arts, and political issues, social structures, gender roles, and other ideological formations.

Each of these ways of viewing literature poses its own challenges, and no single reading strategy will be equally appropriate for all of the texts that claim our attention as "literary." The courses that we offer engage with fundamental issues of literary study while acknowledging the diversity of literary texts. The author, period, and genre courses that make up the most traditional part of our discipline remain the site for some of its most exciting developments. Without neglecting the foundation provided by earlier critics and scholars, we also address the ways in which recent theoretical insights have changed how we read both well-studied and less familiar texts; we offer a variety of courses that address formal, political, linguistic and historical issues of particular relevance to our location in Hawai'i and the Pacific; and take up more general debates in Asian American and post-colonial studies. Our courses in film, performance, and oral literature consider the methodologies of other disciplines that border on and contribute to literary study.

With such a variety of texts and methods, no one can expect to become an expert on everything that is included within "literary studies" today. The department thus encourages diversity and seeks to preserve an atmosphere that is congenial for investigation and for debate. Both our course offerings and the concentration requirements are designed so that M.A. students will become familiar with a broader range of literary texts, will deepen their understanding of the texts that interest them the most, and will expand their familiarity with the scholarly tools and research methods of our discipline so that they may actively participate in the field's on-going critical and theoretical debates.

Composition and Rhetoric

Specialists in composition and rhetoric study writers and their writing--at home, in school (kindergarten through college, across the disciplines), in the workplace, and in communities. They examine the relationship among language, thought, and action. They study historical and contemporary issues in literacy. They write and teach writing, considering the ways in which literate behaviors are nurtured and practiced. Generally speaking, they are interested in the practical, in making as opposed to interpreting, in what might be called a rhetoric of doing, or as Kenneth Burke wrote, "language as symbolic action."

The fields of composition and rhetoric are interconnected. Composition traces its roots to classical Greece and Rome, where student-rhetors were taught to examine what we now call the rhetorical situation--the contextual relationship among speakers, their audiences, and their topics--as they prepared to present their cases in the legislature or the court or to give effective speeches at ceremonial occasions. Over the years, rhetoric's aims have ranged from the ideal ("the art of influencing the soul through words," Plato) to the more practical ("the study of misunderstanding and its remedies," I.A. Richards). In the medieval period, rhetoric, along with grammar and logic, was the core of a liberal arts education. Today, scholars are "reclaiming Rhetorica" and investigating how rhetoric's concerns have manifested themselves in non-European societies. Rhetoric's notions of agent and intention offer ways to address pressing problems and to make intelligent choices, thus engaging with postmodernism's questions about the autonomy and agency of individual writers.

When the focus of academic study changed from oral to written texts during the last century, the field now known as composition studies emerged. Composition itself enjoyed a resurgence in the 1970s, when case studies of writers helped better explain writing processes and rhetorical situations. It continues to flourish in conjunction with the recent call for a new literacy that prepares students to engage critically with work, politics, social criticism, and consumer culture. As a preparation for teaching, students in composition courses study writing processes (inventing, drafting, revising, editing, and publishing), genres, styles, collaboration, response, assessment, and computers and the electronic media. To learn more about writers and writing, they conduct both rhetorical and empirical research--the former employing such approaches as historical and critical analysis and the latter such approaches as case studies and ethnographies.

Composition and rhetoric have become increasingly important to English departments and the academy in general as critical methods have shifted to focus on language and its effects, and on the interpretation of diverse texts within rhetorical and social contexts. For example, scholars in literary studies use literary rhetoric to examine the strategies of argument that authors weave into imaginative works to confront literary, political, and social issues. Composition and rhetoric specialists who study discourse communities have been leaders in shaping writing-across-the-curriculum programs in many schools, colleges, and universities, thus shaping curriculum reform.

This interest in curriculum extends to grades kindergarten through 12; typically, specialists maintain close links with teachers in those grades.

With its ethnic diversity, Hawai‘i offers a productive site for composition and rhetorical studies. For example, the subject of language variation and its relationship to cultural diversity introduces issues of class, age, race, ethnicity, and gender, thus raising complex political and ethical questions. These issues, in addition to those discussed above, invite exploration through the M.A. project, the culmination of study in the program.

Creative Writing

The Creative Writing concentration enables writers to practice their art with the intelligence and skill that the study of literature from a writer's point of view instills. This concentration differs from the others in the Graduate Program in that students are selected for their talent and their dedication to the craft of writing. Creative Writing faculty make these judgments on the basis of manuscripts submitted by MA and PhD applicants. The University of Hawai‘i confers the degree of Master of Arts with a concentration in Creative Writing out of the conviction that disciplined attention to writing produces good writing and good teachers of writing. The faculty is composed of writers who have published in different genres--prose fiction, poetry, the essay, creative non-fiction, the novel.

Instruction is grounded in writing workshops and seminars that meet weekly and to which students bring poems, stories, and essays for criticism by their teacher and their writing peers. The assumption underlying the workshops, begun at the University of Iowa in the late thirties--the first program in creative writing at an American university--is that writing benefits from the responses of other writers. Biographies, the letters of writers, and literary histories tell us that Elizabethan sonneteers, for example, circulated their sonnets to other poets presumably not only for admiration but also for tough critique; that Hemingway sent his first drafts to Gertrude Stein, Emily Dickinson to fellow poet and editor, Thomas Wentworth Higginson --"Are you too deeply occupied to say if my verse is alive?" Writers have always found someone similarly driven by the craft to show their work to before embarking on publication. The concentration in creative writing aims to provide apprentice writers such a community.

In addition to writing workshops, there are seminars in how to put a book together, in writing in Hawaiian Creole English, in the techniques of writing. Such techniques might include surrealism, or a process such as moving from the blank page through the draft to the completed work, or in writing imaginatively about scientific subjects, the combined theory and practice of studying prosody and writing formal poems. Students of creative writing also take courses in literature and work individually with writers on the faculty in directed reading and writing tutorials. They are also encouraged to take into account both practically and theoretically the exceptional situation of writing in Hawai‘i. If Hawai‘i is the place farther from any landmass on earth, it is also a place where the difference of cultures is immediate and close. Out of such differences of language, ethnicity, race should come, as it is coming, extraordinary writing. And there are literary and scholarly journals as well as presses here—Anoai Press, *Bamboo Ridge*, Bess Press, *Biography*, *Chaminade Review*, *Hawai‘i Review*, *Hawaii Pacific Review*, *Hybolics*, *Kahuaomānoa*, *Kaimana*, *Mānoa*, *Marvels and Tales*, Mutual, *‘Ōiwi*, Tinfoil Press, *Vice-Versa*, and the *University of Hawai‘i Press*--that our students are encouraged to read and submit work to. They are also urged to attend and to participate in the many readings, colloquia, and conferences, local, national, and international in our midst.

We require our students to write a book-length collection of their writing so revised and finely crafted that it is on the verge of publication. The writer who graduates from our program should be, in the words of Henry James, "one of the people on whom nothing is lost," one "with the power to guess the unseen from the seen, to trace the implication of things, to judge the whole piece by the pattern, the condition of feeling life in general so completely that they are well on the way to knowing any particular corner of it."

Cultural Studies in Asia/Pacific

Since one of the hallmarks of cultural studies is its concern with location and its commitment to situated scholarship, the Concentration in Cultural Studies in Asia/Pacific focuses upon Asia/Pacific as a place of cultural struggle, discursive contestation, and literary creativity. Thus this concentration will offer courses that account for our distinctive history and location in Hawai'i--that is to say, cultural studies that are situated simultaneously among the United States and the Americas, the Pacific, and Asia. From our location in Hawai'i, we will attend to the mixtures, contradictions, and overlapping of histories and trajectories that comprise the term "Asia/Pacific" as site of identity and location. While some courses will concentrate exclusively on Asia/Pacific, other classes will provide students with an historical context for Western representations of Hawai'i and the greater Pacific region. Courses also may consider the long tradition of orientalist and other colonialist discourses against which many writers, filmmakers, critics, and others position their work. In this concentration, we will work to understand "location" in its fullest historical and cultural sense.

Because a cultural studies approach is often explicitly political--either in the sense that it engages Marxist thought and elaborates its ongoing questions, or in the sense that it recognizes that "culture" inevitably has a political dimension--a concern with power, its causes and effects, is integral to most cultural studies analyses. Therefore, this concentration includes courses that centrally engage theories of minority discourse, race and ethnicity, pedagogy, nationalism, postcolonialism, transnationalism, popular culture, gender, and sexuality. The attention in cultural studies to power relations--and to the interrelations between theory and practice--means that cultural studies scholars often reflect upon the purposes and scope of cultural studies, and ask questions about and attempt to pose challenges to its institutionalization in the academy. Courses in the concentration, then, will engage debates about the ways cultural studies is being practiced--in this department, and in other institutions and locations as well. Some courses also might allow students the opportunity to initiate, or think and write about ways to initiate, cultural studies projects that are activist in scope and purpose, that move beyond the realm of the strictly academic.

Cultural studies courses often emphasize texts that have not traditionally been considered within the domain of the literary: letters, court documents, oral histories, official forms, diaries, travel narratives, music videos, and TV commercials, as well as non-verbal "texts" such as portraits, ads, maps, and murals. Given the range of materials and approaches, cultural studies work transgresses disciplinary boundaries: a cultural studies approach both recognizes the boundaries to the various domains of knowledge and moves across them. In fact, in its crossings of disciplines, at times it can be described more aptly as anti-disciplinary than inter-disciplinary. A cultural studies approach is open to the full array of a culture's signifying practices.

Program Requirements for Plan B Students (Literary Studies in English, Composition and Rhetoric, and Cultural Studies in Asia/Pacific)

The M.A. in English requires 33 credit hours of course work towards the degree. See the following charts for requirements. Students in English must also meet the Office of Graduate Education's residency requirement of at least two semesters of full-time work or the equivalent in credit hours. Once admitted to UHM, all graduate students need to be enrolled continuously (excluding summer session) until they graduate or they will be disenrolled by the Office of Graduate Education.

The use of ENG 699 (Directed Reading) to substitute for a graded course in the student's curricular program of study requires *advanced approval* by the Graduate Director. Forms for requesting that ENG 699 be used to substitute for a graded course are available from the Graduate Office and require that the student and supervising faculty submit a plan of study that indicates that the 699 will be equivalent in its requirements to a seminar or other graduate-level course. MA students are limited to one such ENG 699 for the purposes of coursework.

University of Hawai'i at Mānoa
 MA English Degree Requirements
 Literary Studies in English (LSE) Concentration

Course	Instructor	Semester	Grade	Credits
ENG 625B				3
ENG 625C, D, or E				3
LSE ENG courses				
1				3
2				3
3				3
LSE <u>or</u> non-LSE ENG courses				
1				3
2				3
3				3
4				3
5				3
MA Project: ENG 691				3
Total Credits:				33

Notes:

- ❖ A maximum of 2 400-level courses will count toward the degree
- ❖ A maximum of 3 credits of ENG 699 Directed Reading may be taken in place of coursework. Students must complete a 699 request form (available outside the English Graduate Office) and obtain approval from the English Graduate Director in advance.
- ❖ To enroll in creative writing courses, students must obtain permission from the instructor
- ❖ Most English graduate courses are repeatable; check the UH Mānoa catalog course descriptions

Other Degree Requirements	
Pre-1700 course. Students must take at least one graduate course that covers materials (texts, documents, events) that were written or occurred before the eighteenth century. When there is a compelling justification, the Graduate Director may approve the use of a 400-level course to meet this requirement. ENG 625 may not be used to fulfill the pre-1700	
Hawai'i/Asia/Pacific content course. Students must take – but not in addition to present credit requirements – one course with substantial Hawai'i/Asia/Pacific content, to be fulfilled at the 400-level or above, in or out of the English Department, while in residence at UH Mānoa. ENG 625 may not be used to fulfill the HAP requirement.	
Second Language Requirement. Fulfilled in one of the following ways: a) Language 202 course equivalent or higher, minimum grade of B. b) A reading proficiency examination administered by the appropriate university department. Students must contact the appropriate language department to schedule an exam. c) Native speakers of a language other than English will be considered to have fulfilled the <u>second language requirement</u> .	
Departmental Events. Students in coursework must attend four departmental events (lectures, readings, colloquia) each semester. We'll have an attendance sheet at most events, but by the end of the semester students must email a list of events attended to the Graduate Director.	

University of Hawai'i at Mānoa
MA English Degree Requirements
Cultural Studies in Asia/Pacific (CSAP) Concentration

Course	Instructor	Semester	Grade	Credits
ENG 625E				3
ENG 625B, C, or D				3
CSAP ENG courses				
1				3
2				3
3				3
Non-CSAP ENG courses				
1				3
2				3
3				3
4				3
CSAP or non-CSAP ENG course				
1				3
MA Project: ENG 691				3
Total Credits:				33

Notes:

- ❖ A maximum of 2 400-level courses will count toward the degree
- ❖ A maximum of 3 credits of ENG 699 Directed Reading may be taken in place of coursework. Students must complete a 699 request form (available outside the English Graduate Office) and obtain approval from the English Graduate Director in advance.
- ❖ 1 course outside of the English department may be counted in place of a CSAP ENG course, if approved by the concentration advisor
- ❖ To enroll in creative writing courses, students must obtain permission from the instructor
- ❖ Most English graduate courses are repeatable; check the UH Mānoa catalog course descriptions

Other Degree Requirements	
Pre-1900 course. Students must take at least one graduate course that covers materials (texts, documents, events) that were written or occurred before the twentieth century. When there is a compelling justification, the Graduate Director may approve the use of a 400-level course to meet this requirement. ENG 625 may not be used to fulfill the pre-1900 requirement	
Hawai'i/Asia/Pacific content course. Students must take – but not in addition to present credit requirements – one course with substantial Hawai'i/Asia/Pacific content, to be fulfilled at the 400-level or above, in or out of the English Department, while in residence at UH Mānoa. ENG 625 may not be used to fulfill the HAP requirement.	
Second Language Requirement. Fulfilled in one of the following ways: a) Language 202 course equivalent or higher, minimum grade of B. b) A reading proficiency examination administered by the appropriate university department. Students must contact the appropriate language department to schedule an exam. c) Native speakers of a language other than English will be considered to have fulfilled the second language requirement.	
Departmental Events. Students in coursework must attend four departmental events (lectures, readings, colloquia) each semester. We'll have an attendance sheet at most events, but by the end of the semester students must email a list of events attended to the Graduate Director.	

The M.A. Project

Plan B students are required to complete an M.A. Project which has both written and oral components. Students devote 3 credit hours to the project in their last semester by registering for English 691.

Human Subjects: Students doing research that involves the use of human subjects, including the use of interviews, pictures, or surveys of living persons, must report their plans for research to the Human Studies Program Institutional Review Board (IRB) **prior to the involvement of human subjects in the research project.** This Board is mandated to insure ethical treatment of the human subjects of research. Most research in our department will be “exempt” from full review by the Board, but it must still be reviewed and approved.

To receive “exempt” status, researchers must report their research on an Application for Exempt Status for Human Subjects Research. Filling out this form at the beginning of any project is essential. Later applications may be refused and the IRB has the power to disallow unapproved research and forbid its use in the project. Information is available on the Office of Research Compliance website: <https://manoa.hawaii.edu/researchcompliance/human-studies>. All students planning research involving human subjects should consult the website at the beginning of their project.

The M.A. project committee consists of three members, at least two of whom are identified with the appropriate concentration. The student may invite a faculty member to serve as chair and, if he or she consents, the student and the chair will propose two other members to serve on the committee. These members must be approved by the graduate director, who will consider both their appropriateness to the project and the number of other project committees to which those faculty are already assigned.

For the project, students may either undertake a new piece of writing or choose to revise and develop a course paper. The essay should be a finished piece of work of substantial length (approximately 25-50 pages) demonstrating an ability to synthesize and make profitable use of the material or the theoretical perspectives of more than a single course. This work should engage scholarly concerns within the discipline and, in particular, the debates within their chosen concentration. Likelihood for publication will not be the criterion for judgment of the essay; however, members of the M.A. project committee may encourage the author to revise it for publication or for submission as a writing sample in application for a Ph.D. program, and they may suggest appropriate strategies for doing so.

During the 90-minute oral component of the project, for which the project chair makes the scheduling arrangements, students should be prepared to discuss their essay and to answer questions concerning the critical discourses and literary traditions or conventions engaged, their methodological choices, and the sources cited. In assessing this work, the committee will consider both the essay and the oral portion of the project, with greater emphasis being placed on the written component. If the committee finds the work unacceptable, the M.A. project committee will inform the student about what sections of the essay must be revised and/or whether the student will need to retake the oral portion of the exam. The project will be graded Credit/No credit, with "Credit" being understood to be equivalent to a B or better in graduate level work.

Typical timetable for full-time Plan B students (LSE, CR, and CSAP)	
First semester	3 courses, at least one of which should be an ENG 625 course. ENG 625 courses are offered only in Fall semesters.
Second semester	3 courses
Third semester	3 courses
Fourth semester	1 course plus 3 credit hours of ENG 691: M.A. Project

Program Requirements for Plan A Students (Creative Writing)

Students who wish to work in Creative Writing are admitted by the creative writing faculty during the regular admissions process, or in rare cases late in their first semester in the program after submitting a writing sample to the Director of Creative Writing. Those students admitted to the concentration in Creative Writing do a Plan A master's degree that includes a thesis for which the student receives 6 credits of English 700.

The use of ENG 699 (Directed Reading) to substitute for a graded course in the student's curricular program of study requires *advance approval* by the Graduate Director. Forms for requesting that ENG 699 be used to substitute for a graded course are available outside the Graduate Office and require that the student and supervising faculty submit a plan of study that indicates that the 699 will be equivalent in its requirements to a seminar or other graduate-level course. MA students are limited to one such ENG 699 for the purposes of coursework.

University of Hawai'i at Mānoa
MA English Degree Requirements
Creative Writing (CW) Concentration

Course	Instructor	Semester	Grade	Credits
ENG 625D				3
ENG 625B, C, or E				3
CW ENG courses				
1				3
2				3
3				3
Non-CW ENG courses				
1				3
2				3
3				3
4				3
MA Thesis: ENG 700				6
Total Credits:				33

Notes:

- ❖ A maximum of 2 400-level courses will count toward the degree
- ❖ A maximum of 3 credits of ENG 699 Directed Reading may be taken in place of coursework. Students must complete a 699 request form (available outside the English Graduate Office) and obtain approval from the English Graduate Director in advance.
- ❖ Most English graduate courses are repeatable; check the UH Mānoa catalog course descriptions

Other Degree Requirements	
Pre-1900 course. Students must take at least one graduate course that covers materials (texts, documents, events) that were written or occurred before the twentieth century. When there is a compelling justification, the Graduate Director may approve the use of a 400-level course to meet this requirement. ENG 625 may not be used to fulfill the pre-1900 requirement	
Hawai'i/Asia/Pacific content course. Students must take – but not in addition to present credit requirements – one course with substantial Hawai'i/Asia/Pacific content, to be fulfilled at the 400-level or above, in or out of the English Department, while in residence at UH Mānoa. ENG 625 may not be used to fulfill the HAP requirement.	
Second Language Requirement. Fulfilled in one of the following ways: a) Language 202 course equivalent or higher, minimum grade of B. b) A reading proficiency examination administered by the appropriate university department. Students must contact the appropriate language department to schedule an exam. c) Native speakers of a language other than English will be considered to have fulfilled the second language requirement.	
Departmental Events. Students in coursework must attend four departmental events (lectures, readings, colloquia) each semester. We'll have an attendance sheet at most events, but by the end of the semester students must email a list of events attended to the Graduate Director.	

The M.A. Thesis

If possible, students in Creative Writing should develop ideas for a thesis and identify one or more faculty members in the department with whom they would like to work sometime during their first year of graduate work. Students receive six credits of English 700 for their thesis. They may take all six credits during their final semester, or three credits each semester during their final year. English 700 can only be taken by students who have already formed a thesis committee and have had their topic approved.

Human Subjects: Students doing research for an M.A. thesis that involves the use of human subjects, including the use of interviews, pictures, or surveys of living persons, must report their plans for research to the Human Studies Program Institutional Review Board (IRB) **prior to the involvement of human subjects in the research project.** This Board is mandated to insure ethical treatment of the human subjects of research. Most research in our department will be “exempt” from full review by the Board, but it must still be reviewed and approved.

To receive “exempt” status, researchers must report their research on an Application for Exempt Status for Human Subjects Research. Filling out this form at the beginning of any research for a thesis is essential. Later applications may be refused and the IRB has the power to disallow unapproved research and forbid its use in the thesis. Information is available on the Office of Research Compliance website: <https://manoa.hawaii.edu/researchcompliance/human-studies>. All students planning research involving human subjects should consult the website at the beginning of their project.

The thesis should be completed in the student’s final semester in the program. The thesis committee consists of three graduate faculty members, at least one of whom is not a member of the Creative Writing Faculty, and must be approved by both the Director of the Creative Writing Program and the Graduate Director.

The thesis should be a manuscript of acceptable length and quality, ordinarily 75 pages or more of prose or 50 or more pages of poetry. All creative writing MA thesis projects must include an introduction. This introduction (10-15 pages in length) should address the following: 1) Your development as a creative writer and the development of your thesis; 2) The form (craft elements and techniques), content (themes and subject matter), and genre(s) of your thesis; 3) The writers, texts, or literary movements/traditions that influenced your thesis; 4) Your aesthetics and/or style; and 5) The ideas/theories that have shaped your thoughts about writing and/or your writing itself.

Students must also meet the style requirements set by the Graduate Division:
<http://manoa.hawaii.edu/graduate/content/style-policy>

Upon completion of the thesis, students are required to defend it orally before their thesis committee. The thesis director makes the scheduling arrangements for the defense. This defense will include a discussion of at least three significant writers in the genre of the student's thesis and of significant issues concerning the genre, all selected in consultation with the committee well beforehand. The thesis director shall convey the expectations and approach of the oral defense to the committee at large. Most of the oral defense period should be reserved for student response to questions.

Students are advised that the university **deadlines for completion of the thesis** and the defense usually occur about four weeks or more before the end of each semester. However, because submissions are electronic, this is a soft deadline and, as long as the thesis director agrees and the graduate director is kept informed, the student may graduate as long as the electronic submission is done before 4pm on the last day of term (Friday before Commencement). The student and thesis director should update the Graduate Director by January 31 or September 30 (for spring and fall graduation, respectively) with a defense date if their assessment is that a late submission would realistically allow the student to graduate that semester.

Typical timetable for full-time Plan A (CW) students	
First semester	3 courses, at least one of which should be an ENG 625 course. ENG 625 courses are offered only in Fall semesters.
Second semester	3 courses
Third semester	(a) 3 courses or (b) 2 courses plus 3 credit hours of ENG 700: MA Thesis
Fourth semester	(a) 6 credits of ENG 700 or (b) 1 course plus 3 credit hours of ENG 700

Transferring Credits Toward the M.A.

Students who would like to transfer credits to fulfill requirements for the M.A. must petition to do so, preferably during their first semester. The **Petition to Transfer Credits** form is available on the Graduate Division's website. Courses for which a student received Satisfactory or Credit cannot be considered. Students from other universities will need to show how the course that they would like to transfer is equivalent to one of our existing courses, generally by providing a syllabus and description. No more than 5 courses can be transferred.

The Ph.D. Program

Ph.D. candidates are given a great deal of freedom to create an individualized program around their own interests and objectives. Doctoral students take at least seven courses in English plus two outside of our Department and related to the individual student's interests; at least one of the nine courses must have substantial Hawai'i/Asia/Pacific content. The other three principal formal requirements are constituted by the area exams, oral comprehensive examination/prospectus meeting, and the dissertation. Students will be encouraged to approach these requirements as articulated parts of their training.

Preliminary Requirements

Ph.D. candidates must meet two of the requirements for our Master's degree, preferably before admission: they must take a seminar in research methods equivalent to our English 625 courses; and they must have a graduate level seminar in British or U.S. literature(s). Students without these courses must take them as soon as possible after entering the program. Students who enter the Ph.D. program from another field may also be required to do additional course work.

University of Hawai'i at Mānoa
PhD English Degree Requirements

Course	Instructor	Semester	Grade	Credits
ENG Courses (600-level or above)				
1				3
2				3
3				3
4				3
5				3
6				3
7				3
Non-ENG Courses (400-level or above)				
1				3
2				3
Total Course Work Credits:				27
Area Exams				
Prospectus				
Dissertation				

Notes:

- ❖ A maximum of 3 ENG courses may be creative writing workshops (ENG 613, 713, or 699 as a 'workshop')
- ❖ A maximum of 2 ENG 699 Directed Readings may be used in place of coursework
- ❖ Graduate Assistants are required to take English 605 in their first semester as part of their training to teach first year writing
- ❖ The 2 non-ENG courses should be related to the student's research interests. Students who have completed a graduate degree or who have done extensive work in a field outside of English may choose either to take these two additional courses within English or to take two courses outside of the department.
- ❖ At least two of these nine courses must relate to the intended, or likely subjects of the student's dissertation. Also, at least two of these nine courses (not necessarily the same as those relating to the dissertation) should bear directly upon the choice of each area examination subject. One course can serve for more than one area exam.
- ❖ PhD students planning to apply for academic positions on the MLA market are not advised to use undergraduate (400-level) classes to fulfill course requirements.
- ❖ To enroll in creative writing courses, students must obtain permission from the instructor
- ❖ Most English graduate courses are repeatable; check the UH Mānoa catalog course descriptions

Other Degree Requirements	
Hawai'i/Asia/Pacific content course. Students must take – but not in addition to present credit requirements – one course with substantial Hawai'i/Asia/Pacific content, to be fulfilled at the 400-level or above, in or out of the English Department, while in residence at UH Mānoa. ENG 625 may not be used to fulfill the HAP requirement.	
Second Language Requirement. Fulfilled in one of the following ways: a) Language 302 course equivalent or higher in 1 language, minimum grade of B b) Language 202 course equivalents in 2 languages, minimum grades of B c) Reading proficiency examinations are offered at the 302 and 202 levels, and may substitute for the Language courses above. Exams are administered by the appropriate university department. Students must contact the appropriate language department to schedule an exam. d) Native speakers of a language other than English will be considered to have fulfilled the second language requirement.	
Departmental Events. Students in coursework must attend four departmental events (lectures, readings, colloquia) each semester. We'll have an attendance sheet at most events, but by the end of the semester students must email a list of events attended to the Graduate Director.	

Second Language Requirement

Students should demonstrate their proficiency in the language(s) they choose as early as possible after admission to the Ph.D. program. In accordance with the Graduate Division's rules, students will not be allowed to take the prospectus exam before the second language requirement has been fulfilled.

Course Requirements

Once admitted to UHM, all graduate students need to be enrolled continuously (excluding summer session) until they graduate or they will be disenrolled by the Graduate Division.

The use of ENG 699 (Directed Reading) to substitute for a graded course in the student's curricular program of study requires *advanced approval* by the Graduate Director. Forms for requesting that ENG 699 be used to substitute for a graded course are available in the Graduate Office and require that the student and supervising faculty submit a plan of study that indicates that the 699 will be equivalent in its requirements to a seminar or other graduate-level course. PhD students are limited to two such ENG 699s for the purposes of coursework.

Similarly, the use of ENG 695 (Supervised Practicum) to substitute for a graded course in the student's curricular program of study requires *advanced approval* by the Graduate Director. The 695 Practicum is a public-humanities option that, as per its catalog description, "applies coursework in Literature, Creative Writing, Cultural Studies, or Composition & Rhetoric to hands-on activities engaging publics outside of the university under the direction of practicing professionals and university faculty." Forms for requesting that ENG 695 be used to substitute for a graded course are available in the Graduate Office and require that the student and supervising faculty submit a plan of study that indicates that the 695 will be equivalent in its requirements to a seminar or other graduate-level course. PhD students are limited to one such ENG 695 for the purposes of coursework.

Students must also meet the residency requirement, set by the Graduate Division, of three semesters of full-time work or the equivalent in credit hours (24 credits).

The Area Examinations

The Area Examinations (Areas) require students to identify three areas of specialization on which they will be examined by a committee consisting of two faculty members for each Area and convened by an Areas Chair who cannot also be an examiner. In consultation with the Examination Committee members, students will assemble reading lists in preparation for both written and oral exams for each Area. These exams are intended to encourage students to consolidate skills and knowledge that will strengthen their pedagogical range and competence as well as help them prepare to write their prospectuses and dissertations. As such, the Areas are both an important part of students' graduate training, and an opportunity to deepen and pull together critical interests.

Upon entering the Ph.D. program, candidates should begin to identify three broad and recognized areas that will potentially inform their research/writing and teaching careers, in order to help them to chart their courses through the program. The conversation about potential areas will begin with the initial advising session with the Graduate Director. By the end of the semester in which they finish their required course work, candidates should have selected an Areas Chair and have begun working on officially proposing their three exam areas.

Defining the Areas

Working with their Areas Chair and the Graduate Director, students should develop three clearly defined areas with concise and cogent titles. The areas should not excessively overlap each other. The subjects covered in an area should be no narrower than those in a standard upper-division course for English majors, and no broader than the areas governed by MLA Divisions (e.g. The English Romantic Period, Literatures of Hawai'i, Postcolonial Theory, Composition Theory). Such areas should be delimited by the critical issues and problems addressed in them, and/or by the historical developments studied in them. The examination process should prepare students to participate in such areas as scholars and teachers, in part by ensuring familiarity with "major" texts and approaches in the area, as it is currently defined by significant institutions and scholars in the field. A well-prepared student should be able to envision teaching several upper-division English courses in the area, and should be able to do dissertation research in each of their areas.

The titles of the areas and a short explanatory paragraph on each proposed area title must be submitted to the Graduate Director for feedback, and are then forwarded to the Graduate Program Areas Subcommittee (GPAS) for approval. To allow adequate time for this process, students who wish to begin their preparation for Areas in summer or fall must submit their titles and paragraphs for approval no later than one week after Spring Break. In addition to assessing the proposed area titles for breadth, clarity and focus of the selected areas, the GPAS will examine the areas' relationship to each other to ensure that they do not overlap excessively. Any concerns will be addressed to the student, who will have a chance to respond and/or revise until the titles are agreed upon by the GPAS and the student. A list of previously approved areas is available from the Graduate Director. However, because the GPAS must consider such things as the possible overlap among the three proposed areas of each candidate's exams, the appearance of an area on this list does not guarantee that it will be approved again.

The Public Humanities Option

Effective Spring 2016, doctoral students who have done sustained work with and planning for public humanities projects may make a case for having such learning, creative or critical, and teaching experience approved as equivalent to their taking one area exam. Only students who have not yet initiated the process of proposing titles and paragraphs for the area exams are eligible for this option.

This option is available by application only and, if approved, it applies to one area exam only. The student should, as is the case with area exams, discuss the possibility with the Graduate Program Director and submit this application prior to or concurrently with proposing titles and paragraphs for the other area exams.

Based on the student's application and an oral discussion of it (no more than 30 minutes), the Graduate Program Director and faculty members serving on the GPC approve this option or not.

The student's application consists of a statement (no less than 5 and no more than 8 double-spaced pages) followed by a Works Cited and Further References list of 10-15 critical and/or creative references.

The student's essay would document and reflect upon the competence and expertise that she/he has gained in an area of scholarship, and/or creative writing, and/or teaching by

envisioning, planning, and sustaining a public humanities project with one or more communities or for publics outside of the university. The statement would address how the project engages with a body of critical or/and creative literature, addressing questions such as, “How do your scholarly, pedagogical, and/or creative knowledge and commitment inform these public humanities activities?” “How do these activities intervene in scholarly, pedagogical, and/or creative issues and debates?” “What are the scholarly, pedagogical, and/or creative takeaways of engaging via this project with a specific community or public?”

Depending on the medium and form of this sustained public humanities work, brochures, websites, programs, reports, publications, or testimonials may be submitted as Appendices. This documentation should already be in existence and not produced for the purpose of the application.

The Examination Committee

Once the three areas have been approved, the candidate may confer with his or her Areas Chair and/or with the Graduate Director about possible examination committee members. Students may choose their own Areas Chair from among the graduate faculty in English, but they should be aware that the Areas Chair *cannot* also serve as an examiner. For each proposed area, the Graduate Director will select two faculty members with expertise in the field to serve on the exam committee; if necessary, examiners may come from outside of the Department. The same faculty member may be chosen for two, but no more than two, different areas of the exam. The complete examination committee will thus consist of between four and seven members. Students should not approach faculty members directly with requests to serve on the committee as examiners, since the selection of examiners is the responsibility of the Graduate Director.

Once the committee has been constituted, the student’s chosen Areas Chair is responsible for overseeing the administration of the exam (including the scheduling of meetings of the whole committee), for mediating between the student and other members of the committee if necessary, and for approving the written exam questions before they are given to the student. The candidate should meet with the members of the committee, either, together or separately, as soon as possible, to discuss the expectations of the exam and to begin working on reading lists. These lists, drawn up in consultation with the examiners and comprised of roughly 30-50 entries (including articles, chapters, book introductions) per area, will be considered the area for the purposes of the examination. The lists should include those texts most pertinent to the student’s interests, as well as those texts foundational to and most frequently referred to within the area.

The Form of the Exam

The examination consists of a written component for each area plus a final oral exam on all three areas.

After the committee has been constituted, the Areas Chair will assemble the entire committee and the Graduate Director to review the ground-rules and expectations, circulate working (fairly complete) reading lists, and discuss likely timetables. The timetable must include a tentative date by which the lists (formatted in MLA style) will be approved. Once the lists have been approved, copies of them with the examiners’ signatures should be submitted to the Graduate Program Office.

Written Exams

The student will take a 24-hour written, take-home exam on each area. All three exams should be taken in sequence, with no more than one week between any two exams. The committee and the candidate meet two weeks (or less, at the candidate's request) before the first written to work out a timetable for the exam, and to agree upon 3-6 major texts to be used as points of departure for each area. Departure texts offer just that, a point of departure in the examiners' questions and the students' essays; as such these texts are the only ones that can be referred to or quoted in the written questions. Before this meeting can take place, the student and each pair of examiners must have agreed on the final list for the area. For each area, the pair of examiners will choose 1-2 texts from the final list, and the candidate 2 (with the option for the candidate only of adding 2 more). It is expected that the candidate will know these texts thoroughly and will also demonstrate an ability to generalize using appropriate examples from these texts. Works by examiners and by partners of examiners should not be selected as departure texts; nothing precludes students from discussing these texts in their answers. The Graduate Program recommends that examiners be mindful when selecting departure texts of how texts by close friends or relations may put added pressure on the student.

Each exam will be read by two committee members and graded pass or fail. In the event of a split decision the exam will be read by a third faculty member chosen by the Graduate Director. Notification of pass or fail should be given to the student within 3 working days after the exam; examiners have 2 working days to communicate their decisions to the Areas Chair. If a candidate fails a written exam, he or she may opt to continue with the scheduled sequence of exams or to resume the sequence after the failed area is retaken. In either case, if a student fails a written exam, he or she must meet with the Areas Chair and the readers to discuss the reasons for the failure and to schedule a second exam. Students who fail a written area exam a second time will be dismissed from the program.

All work submitted for the written exam must be the candidate's own, must be written for the exam, and must be properly cited. If an examiner suspects or determines that documentation procedures are faulty to a degree that calls the integrity of the examination into question or determines that the examination is plagiarized, the examiner must fail the examination. The examiner must report to the Areas Chair that plagiarism is one, but not necessarily the only reason for the failure. The Areas Chair must immediately inform the Graduate Director that plagiarism is the reason for the failure. Regardless of the second examiner's determination, the examination will be considered a failure. The Areas Chair will convene a meeting of the student, the examiners, and the Graduate Program Director, to discuss the reasons for the failure, to determine whether the student should be given an opportunity to retake the examination, and if so, what changes need to be made to prevent a similar decision, which would mean dismissal from the program. Depending on the decision at this meeting, the student will either reschedule the examination for a time agreed upon by the student and the examiners, or be dismissed from the program.

Oral Examinations

The oral exam cannot take place until all three written areas have been passed. It will be a 90-minute examination, with one half hour devoted to each area. The written exams (which should be copied and distributed to all committee members by the Areas Chair) may provide a starting point for the oral exams, but the oral should address major issues in the area as a whole. The decision about whether the candidate passes a given area is wholly up to the two members of that area committee. If they decide that the candidate needs to retake their area, they should meet with both the candidate and the Areas Chair to discuss the reasons for the failure. The process

continues until both examiners are satisfied.

Accommodations

Any student who feels they may need an accommodation for the written and/or oral portion of the area exam based on the impact of a disability is invited to contact the Graduate Chair, who can work with the student and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center for Student Services.

Area Examinations Workshops

A workshop on preparing for the Areas will be offered annually in the fall semester, at which members of the Graduate Program Committee will review guidelines and expectations for both examiners and examinees. Copies of the handout used for the Areas workshop are available from the Graduate Director.

The Dissertation

Preparation

The dissertation should be an original inquiry into a significant problem in literature or writing or an original and substantive creative work, suitable for publication. Within those bounds, there is an infinite range of possible subjects and forms for the dissertation. Each student's progress towards completion of the dissertation will be unique, but there are a certain number of steps that all candidates must go through, starting with the following three-step process intended to get them started on their dissertations.

1. Dissertation Advisor and a Doctoral Committee. Students should choose a Dissertation Advisor and Committee as soon as possible after the Area Exam has been passed. The committee consists of at least five members of the graduate faculty, chosen by the student with the faculty member's consent and with the approval of the Graduate Director. The majority of the committee will ordinarily be graduate faculty from the Department of English, but at least one member must be from another field.

2. Prospectus. Students must submit a written prospectus of the dissertation project to the Doctoral Committee. The GPC recommends that this prospectus be 10-15 typed, double-spaced pages, and that scholarly prospectuses include, 1. an overview of the purpose and significance of the work, 2. a literature review and a positioning of the project within related scholarship, 3. a chapter-by-chapter description of the intended work, 4. a working bibliography formatted in MLA style with option that it be annotated. Creative-writing prospectuses might provide, depending on the project, several of the following, 1. an overview of the envisioned project, 2. a situating of the project within appropriate genres and/or movements or traditions, 3. a discussion of influences, literary and extra-literary, 4. a discussion of formal challenges and/or theories or approaches to language that inform the project, 5. a discussion of the thematic aims of the work, 6. a discussion of kinds of research that will inform the project, 7. a working bibliography formatted in MLA style with the option that it be annotated. An annual workshop will be held on prospectus writing.

3. Oral Comprehensive Examination. Students must discuss the prospectus with the Doctoral Committee in a 90-minute colloquium, at the end of which the committee will either approve the topic and the commencement of the candidate's work on the dissertation or ask that the prospectus be revised. The Advisor is responsible for making scheduling arrangements.

Writing and Consulting with the Dissertation Advisor and Committee

The writing of the dissertation can be carried out in a variety of ways. The candidate may work primarily with a single advisor, passing the dissertation on to the other committee members in preparation for the doctoral defense; or during the writing process, the candidate may submit drafts of individual chapters or complete drafts for evaluation and commentary by one or more members of the committee in addition to the advisor, as appropriate. In all cases, the candidate must reach agreement with the committee about each member's role in the process and the amount of time granted between submission and response.

All creative writing Ph.D. dissertations must include a critical introduction. This introduction (at least 15 pages in length) should address all of the following: 1) Your development as a creative writer and the development of your thesis; 2) The form (craft elements and techniques), content (themes and subject matter), and genre(s) of your thesis; 3) The writers, texts, or literary movements/traditions that influenced your thesis; 4) Your aesthetics and/or style; 5) The theories that have shaped your thoughts about writing and/or your writing itself. The student will work with the dissertation committee, and especially with the Dissertation Advisor, to determine how this critical introduction can best situate the dissertation as a whole.

Students must also meet the style requirements set by the Graduate Division:
<http://manoa.hawaii.edu/graduate/content/style-policy>

Human Subjects: Students doing research for a Ph.D. dissertation that involves the use of human subjects, including the use of interviews, pictures, or surveys of living persons, must report their plans for research to the Human Studies Program Institutional Review Board (IRB) **prior to the involvement of human subjects in the research project.** This Board is mandated to insure ethical treatment of the human subjects of research. Most research in our department will be “exempt” from full review by the Board, but it must still be reviewed and approved.

To receive “exempt” status, researchers must report their research on an Application for Exempt Status for Human Subjects Research. Filling out this form at the beginning of any research for a dissertation is essential. Later applications may be refused and the IRB has the power to disallow unapproved research and forbid its use in the dissertation. Information is available on the Office of Research Compliance website:
<https://manoa.hawaii.edu/researchcompliance/human-studies>. All students planning research involving human subjects should consult the website at the beginning of their project.

The Doctoral Defense

The final step in the dissertation process is the doctoral defense, a 90-minute discussion with the Doctoral Committee, which is open to all members of the campus community. The Doctoral Advisor makes the scheduling arrangements. Ideally, all members of the committee will have had the opportunity to comment on the penultimate draft of the dissertation, and the candidate will have had the opportunity to make revisions in response to these comments. Regardless of the preceding discussions, the defense provides the opportunity for the candidate to summarize the intentions of the document submitted and to comment on its significance to the field. The committee will ask questions about, comment on the strengths and weaknesses of, and discuss the larger implications of the project. At the conclusion of the defense, the committee will determine whether the candidate has successfully defended the project and whether the dissertation itself is acceptable in its current form or is in need of further revision.

In the event that one or more of the participants in a dissertation defense – including the candidate, chair, university representative, or other committee member – is unable to participate physically in the final defense, or if such participation would create a hardship, the dissertation committee's Chair, in consultation with the English Department's Graduate Director and the Department Chair, may approve remote participation for any of the participants as long as there are at least 3 committee members physically present at the defense. Possible grounds for approval of remote participation include documented medical reasons, financial or professional hardship if abroad, or personal and medical emergency circumstances. To initiate any remote-participation requests, a departmental Request for Remote Participation in Doctoral Defense form with all relevant signatures must be submitted at least six weeks prior to the defense, except in the case of extreme medical or personal emergency.

Students are advised that the university deadlines for completion of the thesis and the defense usually occur about four weeks or more before the end of each semester. However, because submissions are electronic, this is a soft deadline and, as long as the thesis director agrees and the graduate director is kept informed, the student may graduate as long as the electronic submission is done before 4pm on the last day of term (Friday before Commencement). The student and thesis director should update the Graduate Director by January 31 or September 30 with a defense date if their assessment is that a late submission would realistically allow the student to graduate that semester.

Permanent Suppression of Creative Writing Dissertations

Ph.D. students in the creative writing track have three options when submitting their dissertation: submit the whole dissertation to ProQuest for public access; request that access to the full text be delayed for six months, one year, or two years; or request permanent suppression of the creative writing portion of their dissertation. For students opting for permanent suppression:

1. your dissertation abstract MUST include the following language: The creative work in this dissertation is suppressed in the UH institutional repository, Kahualike, kahualike.manoa.hawaii.edu. Inquiries about the creative work should be made to (name of candidate for graduation).
2. your dissertation abstract as well as your critical introduction will be submitted to ProQuest.
3. in addition to filling out the appropriate forms for ProQuest submission (see Graduate Division office checklist), you will turn in the creative portion of your dissertation and this form to the Library's listserv creativewriting-l@lists.hawaii.edu for electronic submission and

suppression of your creative work.

4. you agree to request any changes to the suppression of your dissertation's creative work in writing to the Library's dedicated listserv.

For full details, see the Permanent Suppression Request Form for Creative Writing Dissertations.

Ph.D. Sample timetable:

As the Ph.D. program is designed to meet the needs of a wide range of students, there is no single way to proceed to the degree. All graduate students must be continually enrolled in the PhD program (fall and spring semesters) until they finish the degree; however, students may apply for a leave of absence if circumstances warrant leaving the program for a time.

The following timetable assumes that students either are Graduate Assistants or are working part-time, and hence can take only two courses per semester. Those able to work full-time on their Ph.D. will generally move through the requirements more quickly.

Sample timetable for Ph.D. Graduate Assistants and part-time students	
First year	Take two courses each semester
	Begin work on the second language requirements and/or the two courses outside the department
	Attend Department and University lectures and colloquia
Second year	Take two courses each semester. By the end of the second year, most students will have completed eight required courses.
	Graduate Assistants must enroll in ENG 605 in their third semester
	Continue work on the second language requirement
	By the end of the second semester, choose an advisor who will chair the Area Exam Committee and formally select the three areas
Third year	Complete the Area Exams
	Complete second language requirements. Do any additional course work.
	Begin drafting a prospectus for a dissertation
Fourth year	Complete any outstanding requirements
	Select an Advisor and Dissertation Committee
	Take the oral exam on the dissertation prospectus (the "Comprehensive Exam")
	Begin work on the dissertation
	In the Fall, attend the workshop for candidates entering the job market
Fifth year	Complete the dissertation. Defend it.
	Enter the job market by preparing a dossier and applying for jobs

Excerpted from the Office of Graduation's website: *Effective Spring 2015, for master's and doctoral students, academic probation will be placed on a student's record at the end of the 7th year, rather than at the end of the 5th year. However, this does not preclude a graduate program from requesting an academic probation action if they deem appropriate, sooner than year 7.*

Official correspondence will be sent from Graduate Student Services with further information at the time of the probation action.

We strongly encourage students to complete their work within a seven-year period.

The following workshops, offered annually, are meant to assist students in their preparations for the various stages of their degree: Workshop on the Area Exams (Fall and Spring), Workshop for Job Searches (Fall), Workshop on Abstract Writing (Spring), Workshop on Prospectus Writing (Fall). Students are encouraged to attend these workshops early in their Ph.D. work.

Financial Aid

The English Department administers a number of financial awards and prizes for graduate students, details of which are described below. Information about sources of need-based financial aid, including tuition waivers, loans, and work-study positions, may be found on the Financial Aid Services website <http://www.hawaii.edu/fas/>. Information about grants and fellowships offered by external agencies may be found on the Graduate Division website as well as the English Department website.

On- and off-campus job opportunities are available through the Student Employment & Cooperative Education website: <http://www.hawaii.edu/sece/>

Students who are interested in participating in the educational and research programs of the East-West Center may find information about East-West Center Graduate Degree Fellowships at <http://www.eastwestcenter.org/?id=865>.

Assistantships

For Ph.D. students, the principal form of financial aid that the Department provides is its graduate assistantships. In addition to financial support, these assistantships offer instruction and experience in teaching composition and literature at the college level. Graduate assistantships are normally offered for a four-year period, subject to the continued availability of funding and to the student's maintenance of a satisfactory academic and teaching record. An assistantship includes both a half-time appointment as a member of the faculty and a full tuition waiver (exclusive of fees) applicable to Fall and Spring UHM courses. Tuition waivers for summer UHM courses are also available; contact the English Graduate Office for details.

More information on the graduate assistantships is contained in a separate "Graduate Assistants Guide" that is available from the English Graduate Program Office.

Since most students do not complete their degrees in four years, the department attempts to provide options for lectureships through the seventh year. Such lectureships are dependent upon funds available to the department for lecture positions.

Mentorship Teaching Assistantships

Mentorship T.A.-ships (M.T.As) offer a quarter-time faculty appointment and a 50% tuition waiver (exclusive of fees) applicable to Fall and Spring UHM courses. Tuition waivers for summer UHM courses are also available; contact the English Graduate Office for details. Specific assignments are made by the Graduate Director in consultation with the Mentorship Program Director. M.T.As are expected to work 10 hours a week. More information on the assistantships is contained in a separate "Mentoring Teaching Assistants Guide" that is available from the English Graduate Program Office.

The Paul Lyons Scholarship

This scholarship benefits MA students at the University of Hawai'i at Mānoa whose scholarship and research interests focus on the Literatures and Languages of Oceania (Pacific islands, including Hawai'i and Aotearoa). No preference will be given to which degree program as long as the scholar's academic focus is related to this purpose. Funds shall be used for costs associated with attendance (e.g. tuition, books, fees, etc.).

The Red Mandarin and Lady Yi-suen Shen Scholarship

This scholarship was endowed by a former English Department faculty member, Yao Shen, in honor of her mother and her father, a high official in the Chinese court. It provides the equivalent of resident graduate tuition for a Master's candidate in English. Awardees are selected by the Graduate Director based on eligibility and ranking at admission; there is no application process for this scholarship.

Internships

Funded by the Grace K.J. Abernethy Fund for Mānoa Journal, the apprenticeship offers a stipend and the opportunity to gain experience in professional editing and publishing by working in the offices of the international literary journal *Mānoa*. The stipend consists of \$4,000 to \$5,000 for the first semester, with an option to continue the second semester for an additional \$4,000 to \$5,000; amounts are contingent on funding. Both Master's and Ph.D. candidates with interest or experience in the professional editing of a literary publication are eligible to apply. Information on the apprenticeship can be viewed in STAR Scholarships.

Prizes

A number of prizes are offered each year to graduate students in English, including the Abernethy Creative Writing Award for Master's candidates in Creative Writing; the *Biography* prize, a cash award for the best publishable paper in biography by a Ph.D. student; and a number of other writing prizes and awards; the Elizabeth McCutcheon Award in Literary Studies for a beginning MA or PhD student; the UH Foundation Tu Travel Fund; the Paul Lyons Scholarship for an MA student focusing on the Literatures and Languages of Oceania; the GSO and English Department Travel Fund awards. Details are announced in the Department at the appropriate time.

Graduate Faculty

- Allen, Sarah, Ph.D.:** composition theory (subjectivity and ethics), creative nonfiction, writing pedagogies
- Chandra, Nandini, Ph.D.:** Marxism, critical theory, popular culture, comparative modernisms, childhood studies
- Dasenbrock, Reed, Ph.D.:** modernism, literary theory, post-colonial literature, comparative literature
- Desser, Daphne, Ph.D.:** 20th-century rhetorics, writing and difference, composition studies
- Fantauzzo, Laurel, M.F.A.:** creative writing, nonfiction writing, journalism, Southeast Asian literature, Philippines literature, Philippine American literature, mixed race and third culture identity.
- Feuerstein, Anna, Ph.D.:** Nineteenth-century literature and culture, Victorian studies, animal studies, cultural studies, political theory
- Franklin, Cynthia, Ph.D.:** contemporary women's literature, ethnic American literatures, feminist theory
- Fujikane, Candace, Ph.D.:** literatures of Hawai'i, Asian American literatures, feminist/nationalist critical theory and practice
- Gagnon, John, Ph.D.:** cultural rhetorics, human rights rhetoric, embodiment/embodied rhetorics, decolonial theory, composition studies, relational pedagogy, and oral history methods
- Heberle, Mark, Ph.D.:** Renaissance literature, American Vietnam literature
- Higginbotham, Derrick, Ph.D.:** Late medieval English Literature; Early modern literature; literary history; Shakespeare and his contemporaries; queer theories/gender studies/feminist theories; Marxism and economic criticism; queer African literatures
- ho'omanawanui, ku'ualoha, Ph.D.:** Native Hawaiian literature, Pacific literature, literatures of Hawai'i, folklore and mythology, children's literature, translation studies
- Howes, Craig, Ph.D.:** life writing, literary theory, research methods, 19th-century literature
- Hsu, Ruth, Ph.D.:** modernism, ethnic literature, Asian American literature, feminist criticism
- Kahakauwila, Kristiana, MFA:** fiction, creative nonfiction, contemporary literatures of Hawai'i & the Pacific, indigenous literatures of North America, magazine editing; publishing
- Lyons, Laura, Ph.D.:** post-colonial literatures and theory, Irish literature, cultural studies
- Man, Glenn, Ph.D.:** film, narrative, 19th-century British literature
- Manshel, Hannah, Ph.D.:** American literature pre-1900, law, Black studies & literatures, indigenous studies & literatures, queer studies, decolonization, abolition.
- Nordstrom, Georganne, Ph.D.:** composition and rhetoric; writing program administration (writing center theory), cultural (indigenous and minority) rhetorics
- Payne, Darin, Ph.D.:** composition and rhetoric, computer-mediated writing, collaborative learning
- Perez, Craig Santos, Ph.D.:** international poetry and poetics, Pacific literature, Native American literature, indigenous theory, ethnic studies
- Quigley, Peter, Ph.D.:** environmental literature, ecocriticism, critical theory, 19th century American and British lit, cyber literature

- Revilla, No‘ukahau‘oli, Ph.D.:** contemporary poetry, Native Hawaiian literature and aesthetics, women of color literature and theory, Pacific poetry and poetics, indigenous queer theory, creative nonfiction, cultural studies, decolonizing methodologies
- Ryan, Shawna, M.A.:** creative writing (fiction), Asian American literature
- Sammons, Todd, Ph.D.:** Renaissance and 17th-century literature, Milton, science fiction, rhetoric
- Schultz, Susan, Ph.D.:** 20th-century poetry in English, American literature, creative writing
- Seid, Danielle, Ph.D.:** American film & television history; film theory; narrative studies; feminist and queer media studies; critical race and ethnic studies; Marxist cultural studies; Asian American literature and culture; transgender studies
- Shankar, S., Ph.D.:** postcolonial literature and theory, South Asian literatures, translation and translation studies
- Taylor, Jack, Ph.D.:** African American literature, visual culture, critical theory
- Vie, Stephanie, Ph.D.:** rhetoric and composition, digital rhetoric, social media, video gaming, popular culture, qualitative research
- Ward, Cynthia, Ph.D.:** critical theory, postcolonial literature, popular culture, oral and performance theory, the novel
- Warren, Joyce Pualani, Ph.D.:** Native Hawaiian literature, Pacific literature, American literature, Native Pacific epistemologies and cosmogonies (of darkness, space, and time), Native Pacific feminisms, postcolonialism, diaspora, literary nationalism
- West, Emily, Ph.D.:** eighteenth-century literature, material culture and textual materiality, gender and sexuality studies, embodiment, history of science, children’s literature and childhood, animal studies
- Zuern, John, Ph.D.:** computer-mediated communication, comparative literature

Emeriti

- Ardolino, Frank, Ph.D.:** Renaissance literature, drama
- Bacchilega, Cristina, Ph.D.:** (emeritus status pending) folklore, narrative, fairy-tale studies, 20th-century fiction, feminist criticism, translation studies
- Caron, James, Ph.D.:** 19th-century American literature, Mark Twain, comic art and literature, popular culture
- Carroll, Jeffrey, Ph.D.:** rhetoric and composition, American novel, fiction
- Despain, LaRene, Ph.D.:** theory and practice of teaching composition, American literature, 20th-century fiction
- Friederich, Reinhard, Ph.D.:** Renaissance, German, and comparative literature
- Goldsberry, Steven, Ph.D.:** creative writing
- Henry, James, Ph.D.:** workplace writing and subjectivity, composition studies, technical communication and its rhetorics
- Hilgers, Thomas, Ph.D.:** composition, psychology and literature
- Kellogg, Judith, Ph.D.:** medieval English and French literature, comparative literature, medieval women writers, Arthurian tradition
- Marsella, Joy, Ph.D.:** composition studies, writing across the curriculum, academic literacy
- McCutcheon, Elizabeth, Ph.D.:** Renaissance and 17th-century literature, Milton
- Menikoff, Barry, Ph.D.:** 19th- and 20th-century literature, textual criticism
- Morales, Rodney, M.A.:** creative writing, Pacific literature, American ethnic literature
- Morse, Jonathan, Ph.D. (emeritus status pending):** American literature, literary history
- Nicholson, Peter, Ph.D.:** old English, Chaucer, medieval literature, English language
- O'Mealy, Joseph, Ph.D.:** Victorian literature, literature and society, modern drama
- Onopa, Robert, Ph.D.:** creative writing, science fiction
- Pak, Gary, Ph.D.:** (emeritus status pending) creative writing, literature of Hawai'i and the Pacific, Asian American literature, ethnic American literature
- Peters, Joan, Ph.D.:** modern British and American literature, narratology, the British novel (1700-1945)
- Phillips, Kathy, Ph.D.:** gender studies, literature of war, postcolonial literature
- Rieder, John, Ph.D.:** literary and cultural theory, science fiction, British romanticism
- Stempel, Daniel, Ph.D.:** 19th-century literature and philosophy, criticism
- Thompson, Phyllis, Ph.D.:** modern poetry, creative writing
- Wayne, Valerie, Ph.D.:** Shakespeare, feminist criticism, Renaissance literature, textual editing

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