

Duke | *the Program*
in Literature

Graduate Student Handbook
/ 2021-22 /

TABLE OF CONTENTS

GENERAL INFORMATION	4
<i>QUICK LINKS AND IMPORTANT RESOURCES</i>	<i>4</i>
General	4
Wellness Resources	4
Additional Resources	5
<i>ARRIVING AT DUKE.....</i>	<i>5</i>
Email, Listservs, and Graduate Program in Literature (GPL) Sakai.....	5
Graduate Student Workspace	6
Payroll	6
Duke Card	7
Housing.....	7
Information for International Students.....	7
<i>DEPARTMENTAL STRUCTURE</i>	<i>8</i>
<i>COLLECTIVE STATEMENT ON “MENTORING EXPECTATIONS” AND ON “CLIMATE, VALUES, & CONDUCT”</i>	<i>8</i>
<i>ALLIED PROGRAMS.....</i>	<i>9</i>
STAGES OF THE PROGRAM	10
<i>GENERAL INFORMATION.....</i>	<i>10</i>
<i>SUGGESTED DEGREE TIMELINE</i>	<i>10</i>
Overview.....	10
Year 1.....	11
Year 2.....	11
Year 3.....	12
Year 4.....	13
Year 5.....	13
Year 6.....	14
<i>COURSEWORK: YEARS 1-2.....</i>	<i>15</i>
General Information	15
Language Requirement	15
Incompletes	15
Independent Studies	16
Interinstitutional Registration (Duke/UNC/NCSU/NCCU)	16
Double Submission of Papers	16
Undergraduate Courses.....	16
<i>THE PRELIMINARY EXAMINATION (YEAR 3).....</i>	<i>18</i>
General Information	18
Constructing the Exam Reading Lists	18
Forming the Exam Committee.....	19
Scheduling the Exam	19
The Written Part of the Exam.....	19
The Oral Part of the Exam	20
Sample Exam Lists and Questions	20
<i>THE DISSERTATION (YEARS 4+).....</i>	<i>21</i>
General Requirements.....	21
Choosing a topic	21

Chapter Workshop.....	21
Forming the Dissertation Committee.....	22
Dissertation Defense	22
<i>OTHER GRADUATE SCHOOL REQUIREMENTS</i>	23
PROFESSIONALIZATION	24
<i>ACADEMIC PROFESSIONALIZATION</i>	24
Professional Societies and Organizations.....	24
Publishing	24
Institutional Resources for Professionalization.....	25
Preparing for the Job Market	25
<i>NON-ACADEMIC PROFESSIONALIZATION</i>	26
TEACHING AND SERVICE	27
<i>GENERAL REQUIREMENTS</i>	27
<i>TEACHING RESOURCES AT DUKE</i>	27
<i>CREATING YOUR OWN COURSE</i>	27
Syllabi.....	27
Curricular Designations	28
FUNDING AND INSTITUTIONAL SUPPORT	29
<i>STANDARD FUNDING PACKAGE</i>	29
Years 1-5	29
Years 6+	29
<i>FUNDING OPPORTUNITIES</i>	30
University Funding Options	30
Additional Resources.....	31
Funding from Outside Duke	31
<i>SUMMER EMPLOYMENT AND SUPPORT</i>	33
General	33
Summer Session Policy.....	33
<i>TRAVEL SUPPORT</i>	35

GENERAL INFORMATION

QUICK LINKS AND IMPORTANT RESOURCES

General

- **Graduate School Forms** (committee approval, prelim outcome form, course withdrawal, and more): <https://gradschool.duke.edu/academics/academic-policies>
- **Graduate School Policies for PhD and MA Students:** <https://gradschool.duke.edu/academics/academic-policies>
- **Visa Services Office** (CPT, OPT, travel abroad & re-entry, etc.): <https://visaservices.duke.edu>
- **International House** (events, community support, networking, other resources): <https://studentaffairs.duke.edu/ihouse>
- **The Bursar** (tuition & fees info, payment options, tax info): <https://finance.duke.edu/bursar>
- **Duke@Work** (personal information, pay statements, etc.): <https://hr.duke.edu/selfservice>
- **The Duke Card** (login to check or add Flex balance): <https://dukecard.duke.edu>
- **Duke Office of Research Support** (for funding opportunities): <https://ors.duke.edu>
- **Duke Libraries:** <https://library.duke.edu>
 - **Literature Librarian:** Arianne Hartsell-Gundy | arianne.hartsell.gundy@duke.edu
- **Career Center** (assistance with job materials and career guidance): <https://studentaffairs.duke.edu/career>
- **Director of Graduate Student Advising and Engagement in the Humanities:** Maria LaMonaca Wisdom | <https://versatilehumanists.duke.edu/advising/>

Wellness Resources

Students have access to a range of wellness resources and support through Duke's Student Wellness Center.

- **BLUE DEVILS CARE:** 24/7 telemental-health support to all students at no cost, through immediate and scheduled appointments. Visit BlueDevilsCare.duke.edu.
- **CAPS:** [Counseling and Psychological Services \(CAPS\)](#) offers many services to Duke students, including telemental-health appointments. Any student can call 919-660-1000 to speak with someone, or for assistance with referrals in your local community.
- **DUKEREACH:** [DukeReach](#) will help you identify support services from among the variety of resources across campus or in your local community. You can contact DukeReach at 919-681-2455 or by emailing dukereach@duke.edu.
- **DUWELL:** [DuWell](#) engages students through a variety of wellness experiences across campus in an effort to manage stress and reduce anxiety while emphasizing self-care.
- **STUDENT HEALTH:** [Student Health](#) is the primary source for a wide range of healthcare services for all Duke students. During COVID-19, Student Health remains open for essential services and offers virtual visits, and students may call (919) 681-9355, option

2, during business hours to speak to a triage nurse. For urgent matters after hours, students can always speak to a nurse by calling 919-966-3820.

- **“TWO-CLICK TO CONNECT” FORM:** In just two clicks, you can select the category of person who will reach out to you within 24-48 hours, be it a trained Peer For You responder or a DukeReach staff member. These individuals are here to discuss whatever’s on your mind, help guide you through stressful times, and connect you to resources. Visit [Two-Click to Connect](#).

Additional Resources

- **IDENTITY AND CULTURAL CENTERS:** The Student Affairs [Identity and Cultural Centers](#) also serve as important resources and places of connection and support for many of our students. The centers are offering programming and support throughout the year, including summer. Our ICCs include: [Center for Multicultural Affairs](#), [Center for Muslim Life](#), [Center for Sexual and Gender Diversity](#), [International House](#), [Jewish Life at Duke](#), [Mary Lou Williams Center for Black Culture](#), and the [Women’s Center](#).
- **RELIGIOUS LIFE AT DUKE:** [Religious Life at Duke](#) offers a wide range of student supports, whether or not you are connected to a religious tradition at all. Visit their website to connect with leaders from any of Duke's diverse faith groups, all of whom are experienced in offering emotional and spiritual care, and a non-anxious presence with a humanistic listening ear, to college-age students.
- **SA ON-CALL TEAM:** Student Affairs has a 24/7 on-call team to support urgent student matters. For urgent concerns after business hours, you may contact the Dean on-Call (cell: 984-287-0300), or if you are living in residential spaces, you may connect with the Residence Coordinator On-Call by contacting your Residential Assistant On-Call or directly through Duke Police (919-684-2444).

ARRIVING AT DUKE

Email, Listservs, and Graduate Program in Literature (GPL) Sakai

The Graduate School will have sent your Duke email address and NetID; your alias will be [firstname.lastname@duke.edu](#). It is recommended that you use your duke.edu email address as your primary email address, as official announcements will be sent there to you automatically.

There are three main listservs for the Literature Program:

- [literature@duke.edu](#), which includes undergraduates literature majors, graduate students in the program and faculty;
- [gplstudents@duke.edu](#), which is for graduate students as well as faculty;
- [gplstudentonly@duke.edu](#), which is for GPL graduate students only.

New Literature graduate students should join all three lists, as well as any other lists of interest, by visiting <http://lists.duke.edu/sympa>.

Students should also join the Sakai site for graduate students in Literature, which includes important resources and information about the program. **Please ask the department liaisons to give you access to the site.**

Graduate Student Workspace

There is a dedicated graduate student workspace on the third floor of the Friedl building. This space is shared with the graduate students from Cultural Anthropology and managed collectively by both groups. The space is locked, and access is restricted to graduate students in these departments. There is card access in the elevator and at the top of the stairwell closest to the south end of the building (near the bus stop). If your card does not open the workspace door or activate the elevator, please ask the DGSA to help resolve the problem.

All graduate students in Literature are eligible to make use of a desk in this space. The fifteen desks at the south end of the space belong to Literature, while the other fifteen belong to Cultural Anthropology. Please watch your email for information about desk assignments at the beginning of the fall semester. Even if you do not desire an official desk assignment, it is considered acceptable to make temporary use of any empty desk in the Literature section of the workspace, provided that you do not disturb what is already there and are willing to move when the usual user of the desk arrives. Students who do not wish to have a personal desk may also make use of the shared workspace in the Jameson Library on the third floor.

There are two computers on the Literature side of the workspace provided for graduate student use, and there is an e-Print station in this area as well.

Payroll

Before the Graduate School and Literature orientation sessions in mid-August, the DGSA will email you a personal information sheet that you will need to fill out and return so that you can be added to the payroll system. The DGSA will give you further instructions on completing your I9 form and verifying your ID and/or Visa paperwork to receive your first check. International students will need to apply online at www.ssa.gov/onlineservices for a social security number their first month if they do not already have one. During this time, you will be asked to complete a direct-deposit form online for both types of payrolls described below, so that future payments will deposit automatically to your account. After the first paper check, payments will be held by the Duke Corporate Payroll office until the online direct deposit forms have been submitted.

First-year students are paid their academic year stipend over a 10-month period with their payments beginning in August. Returning students are paid their academic year stipend over a 9-month period with the stipend beginning in September.

Literature graduate students within their years of funding will receive two types of payrolls. Payment for assistantships (such as teaching and research assistantships) is paid as compensation for work duties. Compensatory payroll is direct deposited on the 25th of the

month. The rate of payment for these positions is divided by the number of months in the term. For example, fall semester “comp payroll” for an RA/TA position takes place over 4 months: September through December. Spring semester payments occur over five months: January through May. As a result, compensatory payments will be larger in the fall and lower in the Spring term.

Fellowship payments are non-compensatory. The “non-comp payroll” is direct deposited on the last business day of the month. If you fail to receive a payment or receive a payment that is unexpectedly high or low, please contact your DGSA immediately to solve the issue.

Duke Card

Be sure to collect your Duke Card soon after your arrival, as it is your gateway to accessing many university resources (such as the library and graduate student workspace). If you do not receive your card during orientation, you will need to visit the Duke Card Office to collect it.

Please upload a photo online ahead of time. For more information visit:

<https://dukecard.duke.edu/>

Housing

It shouldn't be difficult to find affordable housing in Durham. Many students advertise for roommates on the International House list. Other sources for finding housing, roommates, cars, etc. include the DukeList (<http://dukelist.duke.edu/>) and Near Duke (<http://www.nearduke.com/housing>).

Information for International Students

International students must check in with visa services upon arrival. They will help you with processing the necessary paperwork for getting a social security number and aid with any other visa or travel concerns. For more information visit: <https://visaservices.duke.edu/>

International House (<https://studentaffairs.duke.edu/ihouse>) is another valuable resource for international students. They regularly coordinate trips to government offices, and they also put on other programming for students throughout the year.

DEPARTMENTAL STRUCTURE

- **Department Chair:** Mark Hansen (July 2020 – June 2024)
- **Director of Graduate Studies:** Markos Hadjioannou (July 2020 – June 2023)
- **Director of Undergraduate Studies:** Antonio Viego (July 2019 – June 2022)
- **Post-exams/Job Placement Advisor:** Roberto Dainotto (July 2020 – June 2023)

- **Graduate Student Liaisons (Literature):** Ernest Pujol Leon and Veronica Davis (2021-22)

- **Department Staff**
 - **Assistant to the Department Chair:** Karen Bell
 - **Director of Graduate Studies Assistant and Graduate Student Payroll:** Nancy Morgans
 - **Director of Undergraduate Studies Assistant:** TBD

- **Business Center Staff:**
 - **Friedl Center Business Manager:** Pamala Terterian
 - **Financial Specialist:** Nicole Brady
 - **Visitors and Special Events Coordinator:** Maria Maschauer

- **Scholars' Assistants:**
 - **Assistant to Prof. Ariel Dorfman:** Suzan Senerchia
 - **Assistant to Prof. Fredric Jameson:** Wendy Weiher
 - **Assistant to Prof. Walter Mignolo:** TBD

COLLECTIVE STATEMENT ON “MENTORING EXPECTATIONS” AND ON “CLIMATE, VALUES, & CONDUCT”

The Program is committed to its **Collective Statement on Mentoring Expectations**, and its **Collective Statement on Climate, Values, and Conduct**. Both will be addressed and revisited annually at the beginning of each year for any new feedback and guidance from our community members. You can find these on our department website.

ALLIED PROGRAMS

While most resources and support for students will come from within Literature, many students find engaging courses, mentorship support, and other opportunities in other departments at Duke—most notably the following departments:

- African & African American Studies | <https://aaas.duke.edu/>
- Asian & Middle Eastern Studies | <https://asianmideast.duke.edu/>
- Art, Art History & Visual Studies | <https://aahvs.duke.edu/>
- English | <https://english.duke.edu/>
- Gender, Sexuality & Feminist Studies | <http://gendersexualityfeminist.duke.edu/>
- Romance Studies | <https://romancestudies.duke.edu/>
- UNC's Department of Communication | <https://comm.unc.edu/>

STAGES OF THE PROGRAM

GENERAL INFORMATION

Effective in academic year 2019-2020, the Literature PhD Program **requires 12 classes to graduate, with or without an MA**. This equates to two years of classwork, with a third year devoted to your exams and prospectus. Students *must* take their preliminary exams by the end of the third year, and preferably by the end of the fall semester of their third year. Failure to do so may result in adverse consequences. For example, students who have not taken their exams by this year will not be given full consideration for fellowships.

Students will generally work as graduate research assistants their first year, teaching assistants their second and third year, and then teach an introductory Literature seminar (190S) of their own design in the fall or spring of the fourth year. The fifth year is usually reserved for writing the dissertation (funding for the fifth year requires no departmental work—it's basically a free year of funding). Most students work on their dissertations past the fifth year and so it is a good idea to think about securing external funding for that year early on (see the "Grants & Funding" subsection below).

Students are to submit a current CV by the end of spring term each year to the DGSA. Also, by the time of the dissertation defense, students must have submitted documentation that they have presented at two conferences (documentation can consist of the conference program) and have submitted an essay for publication.

SUGGESTED DEGREE TIMELINE

Overview

What follows is a very general timeline that graduate students in the Program may use as a rough orientation for their six-year course of study. It is not meant to replace the guidance that you should actively seek, for your own specific circumstances and research field(s), from your mentors and advisors. What is covered here will be of help primarily in planning your curriculum in view of an academic job.

What is most important is that, by the end of your 6th year, you will have:

- a completed dissertation to defend
- at least three professors who can write reference letters for you to recommend your teaching, research and social/collaborative skills
- one essay, which could be a part of your dissertation, submitted or published in a peer-reviewed journal in your field
- one or two classes as an Instructor of Record

- membership in professional organization(s) in your field(s)
- participation at conferences in your field(s)
- knowledge of at least one language besides English

Year 1

During the first year, you will familiarize yourself with the department, the university, and the profession at large. The many colloquia and conferences offered at Duke, UNC Chapel Hill, NC Central and NC State, present great opportunities for you to get to know your peers, professors, national and international scholars.

- **Fall Semester**
 - Identify leading publications in your field(s). Even from a simple perusing of the table of contents of the major journals, you will start having an idea of what the major debates in the field are, and how your research interests may, in the future, contribute to them.
 - Identify professional organizations. Become a member of at least one professional organization. Such professional organizations usually offer listserv and bulletin services, calls for papers, publication and conference venues.
 - Identify professional conferences in your field that you may want to start attending.
 - Set up your Scholars@Duke profile with a photograph and a summary of your research interests.
- **Spring Semester**
 - Start identifying the major debates in your field(s).
 - Start identifying possible advisors.
- **Summer Semester**
 - Start applying for conferences for next year.

Year 2

During the second year, you can start presenting your work at conferences in your field(s). You should by now identify your main advisor(s), and begin TAing so as to familiarize yourself with teaching duties. You may also begin to plan for a Certificate in College Teaching.

- **Fall Semester**
 - Contact, and reach agreements with, four professors that will serve on your examination committee: at least two of them, including the committee Chair, must be from the Literature department.
 - Start preparing examination lists.
 - To be competitive in a specific field, you may well need more than one language besides English: please consult with your advisors, and plan your courses accordingly.
 - Apply to one conference.
 - Make sure to ask, as a TA, to teach at least one session of the class
 - Plan to attend the workshop on student-taught courses offered by the Graduate Program in Literature.

- Make sure to set up a “Doctoral Exam Preparation” independent study with your prospective advisor, which will be held during the following spring semester. This independent study is one of the Program requirements, but it is a course that counts toward your 12 required courses and counts as one of the 3 independent studies you are allowed to take in total. It is an opportunity for you to start preparing for your preliminary exams early.
- **Spring Semester**
 - Take advantage of the “Doctoral Exam Preparation” independent study to continue to prepare your examination lists and read.
 - Schedule your examinations for next academic year.
- **Summer Semester**
 - Complete the readings from your preliminary examination lists.

Year 3

During the third year, you will complete your preliminary exams and start to work towards your dissertation. Make sure to complete, by the end of this academic year, all the required coursework, including any language requirement related to your specific field. To be competitive in a specific field, you may well need more than one language besides English: please consult with your advisors about this matter.

- **Fall Semester**
 - Apply for Duke’s summer research funding. Begin asking for recommendation letters well in advance.
 - Form your official preliminary exam committee with the Graduate School.
 - Take your preliminary examinations. Make sure to contact your committee members after the examination to discuss not only the examination itself, but also how to move forward towards the dissertation prospectus.
 - Submit to the attention of DUS and DGS a course description and syllabus to teach your own LIT190S course, as instructor of record, during the following academic year (the departmental staff needs to budget your course by early February).
- **Spring Semester**
 - Write the dissertation prospectus or the dissertation Chapter (complete draft).
 - Schedule to teach your own course as Instructor of Record for the next academic year.
- **Summer Semester**
 - Plan to present on the topic of your dissertation at professional conferences next year.
 - Start researching and writing for your dissertation.
 - Do any archival research you may need for your dissertation.

Year 4

During the fourth year, your focus will be to complete, if not an entire first draft, at least a good part of your dissertation. This is also a good moment to make your work known in the profession by publishing a part of your dissertation and by presenting some of the other parts at professional conferences. Finally, you should attend the dissertation formatting training sessions offered by the Graduate School (either during the fall or the spring): this is very important, to avoid any last-minute surprises that could jeopardize your entire time-plan for the PhD.

- **Fall Semester**
 - Apply for Duke's summer research funding. Begin asking for recommendation letters well in advance.
 - Do your Chapter Workshop. Make sure to contact your committee members after the workshop to discuss how to move forward towards researching and writing your dissertation.
 - Teach either a Writing 101 or LIT 190S—make sure 190S is an intro course in your teaching field. If you do not teach this course in the Fall, make sure to teach it in the Spring semester.
 - Apply to one conference where you will present your work.
 - Consider leading Lit colloquium or another low-key service obligation this year or year 5.
 - Make sure to attend the Job Placement workshop organized by the Literature Department.
 - Present your work at the Literature Program Colloquium (fall or spring).
- **Spring Semester**
 - If you have not taught in the Fall, teach either a Writing 101 or LIT 190S—make sure 190S is an intro course in your teaching field.
 - Present your work at the Literature Program Colloquium (fall or spring).
- **Summer Semester**
 - Work on writing your dissertation.
 - Work on an essay publication.

Year 5

If possible, you should try to finish your dissertation during your fifth year at Duke. You should also keep a presence at professional conferences, and you may also want to consider the possibility of public humanities publications. Finally, this is the year to start applying for jobs.

- **Fall Semester**
 - Apply for competitive grants if you plan to remain in the Program for a sixth year.
 - Get in touch with advisors, Post-Exam committee, and Duke Career Center to get help in organizing the material for job applications, and, if you have scheduled interviews already, to organize mock interviews and mock-job talks.
 - Start preparing job market materials.
 - Apply to present at the forthcoming MLA Annual Convention.

- **Spring Semester**
 - Present at the MLA Annual Convention.
 - Coordinate with the Post-exams/Job Placement Advisor to practice interviewing, and all that is necessary for your specific job search.
 - If you plan to defend this year, make sure to format your dissertation according to graduate school guidelines.
 - If you are ready, defend your dissertation before the end of the semester.

Year 6

You should be ready to defend by the end of this year.

- **Fall Semester**
 - Apply for competitive grants in case you will need one extra year.
 - Get in touch with advisors, the Post-exams/Job Placement Advisor, and Duke Career Center to get help in organizing the material for job applications, and, if you have scheduled interviews already, to organize mock interviews and mock-job talks.
 - Start preparing job market materials.
 - Apply to present at the forthcoming MLA Annual Convention.
- **Spring Semester**
 - Present at the MLA Annual Convention.
 - Coordinate with the Post-exams/Job Placement Advisor to practice interviewing, and all that is necessary for your specific job search.
 - Format your dissertation according to graduate school guidelines.
 - Defend your dissertation.

COURSEWORK: YEARS 1-2

General Information

Literature graduate students are required to take a total of 12 courses at the 500 level or above. Of these courses, at least 7 must be in the Literature Program, including a graduate level “cohort” course to be offered each Fall. (Currently, this course is selected from the course offerings each year, with the aim of introducing students to the broad field of theoretical humanities.) In addition, of the total 12 courses, at least 5 of them must create a coherent teaching field of the student’s choice; these fields may be developed by the student, but they often represent a standard, MLA-legible field. In the Spring of their second year, students must also take a “Doctoral Exam Preparation Course,” an independent study with the student’s prospective advisor, designed to prepare students for exams and writing the dissertation. Up to 3 courses may be independent studies, but please note that the “Doctoral Exam Preparation Course” counts toward this limit.

Language Requirement

The Graduate School has issued no across-the-board language requirement. The Program in Literature expects you to demonstrate proficiency in one language other than English and in addition to your native language. Your language needs will vary from specialism to specialism, so you must consult with the faculty who serve or are likely to serve on your preliminary exam committee in determining which language or languages are appropriate. In cases where language and cross-cultural study are central to your research area, two or more languages other than English may be required. Be aware that should you intend to work substantially in a language other than English—even if only on the level of theory produced in that language—you may be expected by hiring committees to have gained proficiency in that language. Note that final determination on the number of languages other than English is the prerogative of your Primary Advisor and your committee members. This means that discussion of languages should begin at the latest in the second year and in conjunction with the Primary Advisor and committee members.

Summer reading knowledge classes are enabled and funded by a combination of the Program and the Graduate School. Currently, only French and German are offered. There are also language courses available that you may take during the academic year.

“Proficiency” can be demonstrated in various ways, so long as they are comparable to having studied the language in some depth. Please consult the DGS if you need clarification on the matter.

Incompletes

If, for whatever reason, a student is unable to complete required coursework by the end of the semester, the student may ask the course instructor for a temporary grade of Incomplete (I). If the instructor is willing to grant an Incomplete, they must also specify the date by which the

student must submit any outstanding work. However, students should note that if an Incomplete is not removed one calendar year after it was first recorded, it becomes a permanent part of the record. The Graduate School strictly enforces this one-year rule and will not accept faculty requests on behalf of students for special consideration.

All Incompletes must be finished before students can take their preliminary exams. Whether or not taking incompletes is a good idea depends very much upon what kind of worker you are and what you plan to do with the project in the extra time allotted. Talk with faculty and other students about this. In any case be aware that not every professor will allow you to take an incomplete. It is usually agreed upon that taking incompletes is not a good way to space out your work across semesters.

Independent Studies

Students can take up to three independent studies over the course of their careers. Students must complete the “Independent Study Notification Form” every time they take an independent study, and it must be signed by the DGS. Contact the DGSA for this form.

Please note that the “Doctoral Exam Preparation Course” is considered an independent study. As such, this course counts towards the independent study limit, and students must also complete the appropriate forms for this course.

Interinstitutional Registration (Duke/UNC/NCSU/NCCU)

The Registrar requires students to follow a special procedure when they register for courses at other Triangle universities (UNC, NCCU, NCSU). Forms and information are available at the Registrar's Office. You will need approval from Literature's DGS and the professor of the course.

Double Submission of Papers

In January 1988, the Program Faculty established a policy on the double submission of seminar papers. It was agreed that this practice will only be permitted under the following conditions. Any student considering double submission will have to provide a written explanation of why double submission is appropriate and in what ways the paper will address the subject matter of two different seminars. This statement should be submitted to the two instructors involved, who will register their acceptance of the proposal by their signatures. The statement should then be returned to the Director of Graduate Studies at least four weeks before the paper is due. The paper must be double the normal length.

Undergraduate Courses

Effective Fall 2018, undergraduate courses (below the 500 level) will no longer count toward graduate degree requirements, GPA calculation, or full-time enrollment. If there is a specific reason that you would benefit from attending an undergraduate course, you must complete the “Permission to enroll in a course below the 500 level” form and receive the approval of the DGS and the Graduate School to enroll. In general, undergraduate courses tend to be limited to

relevant language courses, or special skills courses (for instance practice-based art courses, music, filmmaking, etc.).

THE PRELIMINARY EXAMINATION (YEAR 3)

General Information

In their third year, after completing their coursework, students take a preliminary examination to demonstrate their proficiency in a field of scholarly inquiry and their ability to conduct original research in such a field. This is a Graduate School requirement for all PhD students.

For Literature specifically, the examination will involve the writing of two take-home “papers” in response to questions developed by the student’s committee, followed by an oral defense. The written component is divided into two separate exams, one for the Teaching Field Reading List and one for the Dissertation Field Reading List. Students will have 48 hours to complete each exam, and the two exams must be scheduled within 5 days of each other. The DGSA will email the exam questions, requiring a delivery and read receipt, and receive your responses within the 48-hour deadline, to distribute to your committee. This will be followed by a two-hour oral defense to be scheduled within two weeks of the written exams.

Constructing the Exam Reading Lists

The preliminary examination tests a student on two different yet fundamentally related reading lists: The Teaching Field Reading List (TFRL) and the Dissertation Field Reading List (DFRL). The TFRL is explicitly situated in relation to professional categories and distinctions (for example, in literary, cinema and media, and cultural criticism). In short, it highlights a student's field(s) of specialization: e.g., Anglo-Irish modernism, post-WWII America, colonial Latin American, the long eighteenth century in France and Britain. The DFRL is unique to the Program in Literature in the sense that it consists primarily of critical and theoretical readings across disciplines, which form the methodological basis of a student's long-term research project(s): e.g., postcolonial theory, Deleuze and cinema, British cultural studies, continental political philosophy. A good amount of bricolage is allowed in both the TFRL and the DFRL; a student need not limit their lists to one field each. Combinations of fields—e.g., comparative modernisms, contemporary literature and filmmaking of the African diaspora, theories of sovereignty from early modernity to postmodernity, the Frankfurt School and American consumer history—are possible and frequently encouraged.

On the other hand, the teaching field is specifically designed to help you make yourself legible in the job market. In general, an MLA subfield and perusing job listings are good places to start thinking about how to generate your teaching field.

Though there is no standard number of materials—books, essays, films, etc.—that is required for either list, the number “40” is a good benchmark. A student should consult with their preliminary examination committee for the ideal number of materials to be represented on each list. It is standard to preface each list with a brief rationale to orient all committee members in preparation for your exams.

Forming the Exam Committee

A student must first choose an advisor from within the department to guide their long-term research project(s); ideally, this person would serve as the Chair of both committees. Other committee members would be professionally familiar with, if not personally supportive of, a student's desired field(s) of specialization and/or long-term research project(s). The preliminary examination committee and the dissertation committee need not be the same entity, though it is assumed that a majority, if not all, of the faculty who serve on a student's preliminary examination committee will serve on their dissertation committee.

It is strongly encouraged that the preliminary examination committee consists of no more than four professors. A committee must have a majority of members from the student's major research area. At least two members of the committee, including the chair, must have primary faculty appointments in the department or program in which the degree is sought. Emeritus faculty may co-chair but not chair a student's committee.

One member of the committee must be from outside the student's main area of research. This designated "minor area representative" could be from another department or program, or from a different research subfield within the degree-sponsoring department or program. The minor area representative should not be directly involved in the student's area of research focus.

Students will nominate the members of their committee to the DGS at least 6 weeks before the exam by filling out the Committee Approval form and returning it to their DGSA (https://gradschool.duke.edu/sites/default/files/documents/form_committee_approval.pdf). They must obtain a signed approval from the Senior Associate Dean of Academic Affairs at the Graduate School before they can proceed to work with this committee.

Scheduling the Exam

The exams should be scheduled at least 6 months before being taken to ensure your committee can all be present at that time (though many people have managed to schedule the exams within 3 months of the exam date). The DGSA will facilitate exam scheduling. It is important for students to share plans and/or intentions for exam date scheduling as early as possible with the DGSA. You **must** have official graduate school approval of your committee at least 30 days before your oral exam.

The Written Part of the Exam

Please plan to send your final exam materials to your committee **no later than two weeks before** your first written exam. Your submitted materials must include:

- a. Your two reading lists (Teaching Field Reading List and your Dissertation Field Reading List), with rationales and 40-50 titles per list with little to no overlaps
- b. two syllabi, the one an introductory survey of the Teaching Field; the other, an advanced undergraduate course that focuses on current debates within the Teaching Field
- c. and 3-4 sample questions for each list.

The written exams will test your competency in the debates, practices, and current controversies in their fields, your readiness to offer a range of both general and special topic courses in your Teaching Field, and your ability to begin to carve out the scholarly contribution that you bring to ongoing academic conversations in your Dissertation Field.

The written exams will be administered in two phases, one for each field list with each written exam lasting 48 hours. The two exams must be scheduled within 5 days of each other.

The long timeframe is intended to eliminate *the direct incorporation of prewritten* materials into the exam. You may use notes and books during the exam period but are asked to plan and write the exam entirely within the 48-hour exam period. Answers are limited to 30 double-spaced pages per exam (this is a *strict* requirement: examiners *will not read* beyond the 30-page limit). The longer timeframe should also allow you to treat the exam itself as a learning experience and to produce polished answers that have been reread, corrected, and revised.

The Oral Part of the Exam

The oral exam takes place in a two-hour session, to be scheduled **within two weeks of the submission date of the second written exam**. You will be examined on the material submitted for the exam (the two written exams and the two teaching syllabi submitted with the final materials) with some discussion devoted to your plans for the dissertation.

Sample Exam Lists and Questions

Sample exam lists and questions are available on the GPL Sakai. Please ask the liaisons for assistance if you are unable to access this site.

THE DISSERTATION (YEARS 4+)

General Requirements

As is customary, the dissertation is composed of **3 or 4 main chapters, plus an introduction and conclusion**. Depending, though, on the needs of the specific project, as well as preferred stylistic choices, it is not impossible for the dissertation to be structured somewhat differently. It is important to decide on this matter in consultation with your primary advisor, and by considering the other general expectations of a PhD dissertation.

In Literature, the total page count (including bibliography) is expected to be **around 270 pages (plus or minus 70 pages)**. This amounts to a rough estimate of between **50,000 and 85,000 words** (in Times New Roman, 12-size font, and double spacing).

Regarding the general expectation of what constitutes a PhD dissertation, the Graduate School clarifies the following:

The dissertation is expected to be a mature and competent piece of the student's own writing, embodying the results of significant and original research. The dissertation must include a scholarly introduction that sets the context and importance of the research questions addressed in the study, separate chapter(s) presenting the research itself, and a final overview chapter summarizing the findings, conclusions, and significance of the dissertation project. Though the writing is expected to be the student's own, many dissertation projects involve collaborative work; the contributions made by other researchers must be identified fully and specifically for each chapter in a preface to the relevant chapter.

See the corresponding "Bulletin of Duke University: The Graduate School" at:

<https://registrar.duke.edu/university-bulletins/graduate-school>

Choosing a topic

Some students have suggested that two of the most important aspects of the dissertation topic are: 1) that it be something you are genuinely and even passionately interested in (otherwise by the time you are halfway done you will dread the project); 2) that it have some kind of 'marketable' appeal (your committee should be helping you with that). Some would say that (1) is much more important than (2), but with the competition for jobs being as it is, it is important to stay conscious of how your work is going to look to a hiring committee.

Chapter Workshop

Held as close as possible to the beginning of the fourth year, the chapter "defense" is a "workshop," so there's no pass or fail. The workshop focuses on a concrete piece of writing representing a substantial chapter you have written in conjunction with an outline and prospectus for the rest of your dissertation project. The purpose of this format is to provide the student and committee with an opportunity to discuss the whole dissertation project through a concrete lens. The chapter workshop is the major opportunity during your time as a graduate student for you to receive feedback on your dissertation project from your entire committee.

The workshop is also a good time for you to ask your committee for help with issues of professionalization, plans for article submission and publication, questions concerning jobs and decisions that might affect your fit for jobs in particular fields, etc.

Forming the Dissertation Committee

The dissertation committee is likely to be similar, if not identical, to your exam committee—though this is not necessary or required. Students often make changes to their committee structures for a variety of reasons, and you should feel free to do so by making such a request with the DGSA. Note though that if changes are made from the exam committee, it is necessary for you to submit another “Committee Approval Form” to the Graduate School (with the help of the DGSA) so that the change is registered officially.

Dissertation Defense

Your dissertation defense could be scheduled as early as the end of your fifth year, though it is more customary to be held at the end of your sixth year. An “Intention to Receive Degree” form must be filed prior to scheduling the defense. Be sure to schedule your defense well in advance, and work with the DGSA to make sure that everything is in order well before the date approaches.

As per the Graduate School requirements:

[o]ne month before the dissertation is presented and no later than January 25 for a May commencement, June 15 for a September degree, and October 15 for a December degree, students must apply for graduation electronically by following the appropriate procedure in their student account on DukeHub. This application indicates the title of the dissertation, which must be approved by both the DGS of the student’s degree program and the professor who directs the dissertation.

See the corresponding “Bulletin of Duke University: The Graduate School” at:

<https://registrar.duke.edu/university-bulletins/graduate-school>

As is described further in the Graduate School Bulletin,

[t]he dissertation must be completed to the satisfaction of the professor who directs the dissertation (dissertation advisor), members of the student’s milestone committee, and the academic dean of The Graduate School. The dissertation advisor must examine and approve that the dissertation is ready for defense prior to submission to The Graduate School, as indicated by a letter to The Graduate School stating this approval. An electronic copy of the approved dissertation must be uploaded to ProQuest for review and approval by The Graduate School at least two weeks prior to the defense. **Deadlines for dissertation submission are posted on The Graduate School website and must be respected if the student wishes to receive the degree in the semester when the intention to graduate has been formally declared**; if the deadlines are missed, the student must register and reapply to graduate in a subsequent term, and pay continuation tuition accordingly. Final doctoral dissertations are scholarly products of Duke University, and must become publicly available for reading, though they may be

embargoed for a specified period before becoming publicly accessible. Dissertations must be submitted electronically to ProQuest in Ann Arbor, Michigan, and to DukeSpace in the Duke Libraries, where they are openly accessible online after any embargo. See The Graduate School/ Academics/Theses and Dissertations website for information about electronic submission and about procedures for obtaining a copyright, and the possibility of a temporary embargo before public accessibility. Abstracts are published in *Dissertation Abstracts International*.

See the corresponding “Bulletin of Duke University: The Graduate School” at <https://registrar.duke.edu/university-bulletins/graduate-school>

Note that these regulations *cannot be changed by the DGS or the dissertation advisor*. All students are required to familiarize themselves with this process well before they intend to submit their dissertation. **Students should note that these rules include detailed instructions on layout, footnotes, and citation techniques for the dissertation and the rules governing this process**, found in the *Guide for Electronic Submission of Theses and Dissertations* (The Graduate School/Academics/Theses and Dissertations website: <https://gradschool.duke.edu/academics/theses-and-dissertations>).

OTHER GRADUATE SCHOOL REQUIREMENTS

All matriculating PhD students at Duke University are required to complete 12 hours in Responsible Conduct of Research training in research ethics. Six of these are taken care of by the six-hour RCR orientation at the start of your first year—the remaining six are taken care of by attending three two-hour seminars. Students must complete their RCR training to graduate with the PhD.

See the Graduate School website for more information:

<https://gradschool.duke.edu/professionaldevelopment/programs/responsible-conduct-research>

PROFESSIONALIZATION

ACADEMIC PROFESSIONALIZATION

Professional Societies and Organizations

It is a good idea to remain abreast of conferences, online societies and other happenings going on in your field (even if you are not yet ready, or do not plan to participate). Professional Societies are one way to do this. The relative import and formation of associations changes through the years, but the leading associations tend to host an annual conference. Below is a list of major professional societies in the humanities with which Literature students have often been associated:

- **MLA (Modern Languages Association):** This society is the oldest and remains in many ways the most central. Each year in early January they host a conference, which used to be the space where preliminary job interviews were held (though this practice has mostly been replaced by online interviews). MLA is also the central job list bank. <http://www.mla.org>
- **Modernist Studies Association:** <http://msa.press.jhu.edu/>
- **ACLA (American Comparative Lit Association):** <http://www.acla.org/>
- **American Studies Association:** <http://www.theasa.net/>
- **4-S (Society for the Social Studies of Science):** <http://4sonline.org/>
- **International Association for Philosophy and Literature:** <https://www.philosophyliterature.com/>
- **Society for Phenomenology and Existential Philosophy:** <http://www.spep.org/>
- **Society for Literature, Science and the Arts:** <https://www.litsciarts.org>
- **Society for Cinema and Media Studies:** <https://www.cmstudies.org>
- **H-Net (Humanities & Social Sciences Online):** Not a professional organization as such, but it is an online source for humanities and social sciences. Available here are a bunch of listserves, academic book reviews, job listings & so on. <https://networks.h-net.org/>

Publishing

When, where, and how much to publish is an item of debate. In general, it is a very good idea to have at least one publication in a recognizable and good journal before approaching the job market. The Literature Program requires that before the dissertation defense, each student must have participated in two conferences and submitted one essay for publication in a peer-reviewed journal.

UPenn's call for papers list features numerous opportunities for conference presentation and journal publications. See <http://www.english.upenn.edu/CFP>.

Graduate students at Princeton have also assembled a database of prominent journals in various humanities and social science subfields that could be of use for familiarizing yourself

with contemporary scholarship and/or locating a venue to place your work. See <https://journalreviews.princeton.edu/journal-disciplines/>.

Below is a list of some major journals that are often of interest to Literature students:

- American Quarterly
- Boundary 2
- Camera Obscura
- Comparative Literature Studies
- Cultural Critique
- Cultural Inquire
- Diacritics
- Differences
- Gender and Society
- Journal of Black Studies
- Journal of Postcolonial Writing
- MELUS
- October
- Post45
- Representations
- Small Axe

Institutional Resources for Professionalization

Duke Graduate School runs several programs designed to prepare graduate students as teachers and future faculty members. There are educational activities as well as some funding possibilities. For more information visit: <https://gradschool.duke.edu/professional-development/>

Preparing for the Job Market

Please see the Literature Department website for more information: <http://literature.duke.edu/graduate/job-market-resources>

There is a rotating faculty position of “Post-exams/Job Placement Advisor” to serve as a point of contact for students entering the job market. For years 2020-2023, this position is held by Prof. Roberto Dainotto.

NON-ACADEMIC PROFESSIONALIZATION

Duke offers several resources for doctoral students considering careers beyond the professoriate or outside of academia altogether. In general, it is a good idea to at least explore what non-academic opportunities are available. Resources of note include:

- **The Graduate School's Professional Development Series**, which often features events on non-academic professionalization. | <https://gradschool.duke.edu/professional-development/programs/professional-development-series>
- **The Career Center**, for general job search guidance and specific programming aimed at doctoral job hunters. | <https://studentaffairs.duke.edu/career>
- **Summer Internships through Duke**, which can provide students with experience working outside of a research and/or teaching setting. Internships are generally announced in the spring of each year.
- **Versatile PhD and Imagine PhD**. These are online resources aimed at doctoral students exploring careers beyond academia. Duke provides access to both. | <https://versatilephd.com/> and <https://www.imaginephd.com/>
- **Maria LaMonaca Wisdom, Director of Graduate Student Advising and Engagement for the Humanities**. In her own words, Maria helps students “flourish during graduate school, and launch confidently into meaningful professional roles afterwards.” She is available for individual appointments, and she also puts on a range of programming for graduate students at all stages. For more information, please visit: <https://versatilehumanists.duke.edu/advising/>

TEACHING AND SERVICE

GENERAL REQUIREMENTS

As a requirement of the PhD funding package, students will be expected to fulfill several service roles throughout their time in the program. In year 1, students will serve as a research assistant for a member of the Literature faculty. In years 2 and 3, students will take on a mixture of teaching and research assistantships, depending on available positions and individual expertise. In year 4, students will design and teach their own courses (see below for more information) in one semester, while continuing as an RA/TA for the other. Students in year 5 are free from service obligations, so that they may focus on writing the dissertation.

Be aware that, even if you have external funding and are therefore not required to teach, teaching experience is an important element of your CV as you approach the job market.

Students will have the opportunity to compete for Summer Session teaching opportunities. There are also sometimes limited opportunities to teach outside Literature in such departments as Gender, Sexuality & Feminist Studies, African and African American Studies, or the Writing Studio, though these opportunities are not distributed by Literature itself.

TEACHING RESOURCES AT DUKE

Duke offers a Certificate in College Teaching to assist doctoral students in developing their pedagogical skills. The certificate includes courses in teaching, peer observation, and assistance with teaching portfolio materials. For more information, please visit: <https://gradschool.duke.edu/professional-development/programs/certificate-college-teaching>

Although Literature does not offer a departmental pedagogy course, a number of neighboring departments/programs do offer teaching courses that may be of interest to graduate students.

CREATING YOUR OWN COURSE

Syllabi

There are several forms you will need to fill out to get your LIT 190s listed in DukeHub. Historically there has been very little notice of this deadline, which falls around six months in advance of the start of the term you intend to teach, and it has taken some students by surprise. To be better prepared, you are encouraged to have a semester-long syllabus prepared by the first week of the spring semester of your second year. It is best to focus on applying for

only the most appropriate cross lists, areas of knowledge, and modes of instruction that best fit your interests and teaching style, as one course cannot teach all things. Your course request will be reviewed by the Trinity Course Review committee for approval and requesting an inordinate number of cross lists will likely impede the process of approval.

The DGS and DUS will hold an orientation workshop for students in the spring of their third year. Students are also urged to discuss class topics and syllabuses with their advisors.

Curricular Designations

Please review the list of curricular designations from Duke's Curriculum 2000 (<https://trinity.duke.edu/undergraduate/academic-policies/course-coding>), and be sure to apply for any relevant designations. Historically these designations have been very helpful in driving enrollment.

You may also want to encourage your students to make use of the Writing Studio. Students can schedule meetings with writing tutors online at:

<https://twp.duke.edu/twp-writing-studio>

FUNDING AND INSTITUTIONAL SUPPORT

STANDARD FUNDING PACKAGE

Years 1-5

Most students are accepted to the Program with funding for five years. As of Fall 2022, Duke guarantees 12-month support for students in their funding period (that is, covering the summer months of June to August as well). The form that summer funding will take is yet to be determined. Either way, students are still required to complete an application process for summer funding. See below for more information.

Students are also generally encouraged to seek alternative, internal-to-Duke support opportunities where possible and desirable, such as teaching in Gender, Sexuality & Feminist Studies or in the Writing Studios, thereby freeing up money for advanced students.

Years 6+

In general, neither full funding nor any guarantee of support is available from the Program in Literature past the fifth year. **Please note an appointment of sixth-year employment is not guaranteed by the department.**

Please also note that you are not able to “bank” years of support; a year of support not taken—for instance, if support is declined in favor of an internal or external fellowship—is lost. However, despite the fact that from one perspective it “costs” you one of your five years of funding, securing non-departmental funding is both very positive for your C.V. and highly beneficial to the Literature graduate community at large, as money declined by students in their first five years becomes available to provide support for sixth years and above.

To encourage students to apply for external funding, the department has established the following structure: the Program in Literature will grant students who receive at least 1 year of external-to-Duke support full funding for 1 semester in the 6th year. Students who bring in more than 1 year of external-to-Duke support may receive a second semester of 6th year full funding, if the total amount received by the department from external fellowship equals or exceeds the cost to the department for fully funding a semester of study. The final determination of funding decisions beyond the first semester is at the discretion of the DGS.

If you believe these structures might apply to you, you should talk to the DGS and the DGSA about your situation well in advance of your sixth year to be certain your support applies.

FUNDING OPPORTUNITIES

University Funding Options

For advanced students, particularly students seeking post-fifth-year funding, a variety of University funding options may be possible. These include:

- **Senior Fellowships**

Anyone who will be ABD (having passed their preliminary exam) by the end of an academic year may be eligible for a senior fellowship. At Duke these are the Final Year Dissertation Fellowship, the Duke International Fellowship and the Named Fellowships. These Fellowships are announced every year in late October. Applications are made through the DGS's office. Note that there is usually a very short deadline between the announcement of the Fellowships and the deadline for applications. Students who intend to apply for these fellowships should therefore prepare their applications well in advance. Every year the DGS convenes an ad hoc fellowship committee to nominate the top candidates from the Literature Program. Successful candidates may expect to hear the results in January and April.

- **Teaching in the University Writing Program**

On recommendation from the DGS.

- **Teaching in other departments**

Often students working substantially in a foreign language are encouraged to teach language courses (i.e. Spanish 101, Chinese 1, etc.); notify the DGS if you may be interested in this since the Program has to let the relevant Department know (they have to make room for you among their teaching spots). Several Literature students have in the past additionally found teaching positions for a semester or the summer in Gender, Sexuality & Feminist Studies. Such teaching should be reported to the DGS (for statistical purposes), but the DGS exercises no authority in relation to teaching obtained in other departments by students to whom the GPL has no funding commitment. Since the GPL has a funding commitment to students in years 1-5, such students may not teach in other departments without prior permission of the DGS. The Graduate School does not allow "double-dipping" for students on fellowship support, and students who obtain income from other Duke departments beyond their fellowship support without prior permission are usually expected to reimburse the Graduate School for the surplus amount.

- **FLAS**

Foreign Language Acquisition Scholarships are only available to U.S. citizens or residents. The year-long FLAS scholarships, administered by many of the area studies' centers as well as some additional centers (including European Studies, Latin American and Caribbean Studies, Asian/Pacific Studies Institute, The Center for Slavic, Eurasian, and East European Studies; the Center for South Asian Studies, and The Center for International Studies) will cover tuition and stipend for the year in which a student is enrolled in one of the featured languages. These awards may also be used for research in the designated areas (students have used FLAS scholarships to do research in, for example, Mexico). FLAS fellowships are also available for summer language acquisition

in the U.S. for beginning language students and abroad at the intermediate level or higher.

[Additional Resources](#)

The Office of Research Support has a link to Duke Internal Funding options:

<https://ors.duke.edu/>

The Graduate School has a site for internal funding options with deadlines; the grants offered may change year to year: <https://gradschool.duke.edu/financial-support/find-funding>. These generally include the following (with various, but often November deadlines):

- Graduate School Conference Travel Fellowships for post-prelims students.
- Departmental Conference Travel for pre-prelim students.
- International Fellowships for Advanced Students (funding for a year for advanced students to do international research).
- Stern Dissertation Year Fellowships (full funding for an academic year, only 3 given a year across the disciplines).
- Bass Instructional Fellowship: Helps students become more knowledgeable in online teaching; covers a semester of full or partial tuition and fees.
- Summer Research Fellowships: For pre- and post-prelim dissertation writing; need not be international.
- Graduate awards for international research (summer funding for both pre- and post level).
- Aleane Webb Dissertation Research Award (up to \$500 for miscellaneous dissertation research such as slide transfers, microfilm purchase, etc.).

Interdisciplinary programs may also be a possible source of funding: Gender, Sexuality & Feminist Studies, for example, often offers a year of teaching-free funding to qualified applicants doing work in the field. It also offers some 5 other grants for graduate students working in Gender, Sexuality & Feminist Studies' fields. See its grant page:

<https://gendersexualityfeminist.duke.edu/graduate/awards-grants>.

The Franklin Humanities Institute also has a fellowship program for advanced students that is announced near the end of the fall semester.

[Funding from Outside Duke](#)

The Office of Research Support at Duke offers an extremely comprehensive monthly notification of funding alerts internal and external to Duke for that month. For more information, please visit: <https://ors.duke.edu/>

Some other relevant scholarships and funding sources include:

- **The Jacob Javits Fellowship:** This national fellowship offered by the Department of Education, if awarded, carries with it 4 years of tuition and stipend funding (the stipend is higher than that of the University). Applicants may apply to one of several relevant

“disciplines” in the humanities (Duke Literature students might apply in English, Rhetoric, Comparative Literature, Foreign Languages, Philosophy, or Area Studies, for example.) *The important caveat worth noting about the Javits is that only first year graduate students (or seniors in college) may apply;* the application is usually due in November of a student’s first year. See the website:

<http://www.ed.gov/programs/iegpsjavits/index.html>

- **The Andrew W. Mellon Foundation** | <https://mellon.org/grants/grants-database/>
- **Consortium for a Strong Minority Presence at Liberal Arts Colleges** | <https://mellon.org/grants/grants-database/grants/grinnell-college/10300603/>
- **AAUW Fellowships and Grants** | <https://www.aauw.org/resources/programs/fellowships-grants/>
- **Ford Dissertation Fellowship** | https://sites.nationalacademies.org/pga/fordfellowships/pga_171939
- **Williams College/Gaius Charles Bolin Dissertation Fellowships** | <http://faculty.williams.edu/graduate-fellowships-2/graduate-fellowships/>
- **Dartmouth University/Marshall Dissertation Fellowship** | <https://students.dartmouth.edu/fellowship-advising/fellowships/post-graduate-opportunities/united-kingdom-ireland/marshall-scholarships/eligibility>
<https://aaas.dartmouth.edu/research/thurgood-marshall-dissertation-fellowship>
- **Five Colleges** | <https://www.fivecolleges.edu/>
- **U Rochester/Douglass Institute Fellowship** | <http://www.sas.rochester.edu/aas/>
- **Josephine de Karman Fellowship** | <http://www.dekarman.org/qualifications/>
- **Northeastern University, Consortium for Faculty Diversity at Liberal Arts Colleges— Dissertation and Postdoctoral Fellowships** | <https://phd.northeastern.edu/opportunity/consortium-for-faculty-diversity-at-liberal-arts-colleges-dissertation-postdoctoral-fellowships/>
- **Frederick Douglass Summer Fellowships at Clarion University (PA)** | <https://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-social-equity/diversity-and-inclusion-initiative/frederick-douglass-scholars.html>
<https://frederickdouglassinstitute.org/teaching-scholars-fellowship/>
- **UC Santa Barbara, Department of Black Studies Dissertation Fellowship** | <https://www.blackstudies.ucsb.edu/graduate/dissertation-scholars/application>

SUMMER EMPLOYMENT AND SUPPORT

General

Starting in the Fall of 2022, Duke will guarantee summer funding for all graduate students within their funding period (years 1-5). It is expected that this funding will take the form of Summer Research Fellowships for those whose applications are successful, while others may be funded through some form of summer internship. We are expected to know further details by the end of this academic year regarding the specific structure of this funding.

Students beyond their funding period may apply to teach summer courses to procure funding for these months. Please see below for the department policy on summer session courses.

Summer Session Policy

The following policy was approved by the Program in Literature with a vote during the fall semester of 2008.

Allotment: Every summer, the Graduate Program in Literature (GPL) and the Office of Continuing Studies & Summer Session will make exactly seven undergraduate course slots available to GPL students, distributed across the two summer sessions.

Coverage: The three slots reserved for each Session will fall under three designations: Literature, Cinema and Media Studies, and Theory/Cultural Studies. These designations were created to assure balance and diversity among any given session's slate of undergraduate course offerings; however, the pursuit of such a balance will not be determinative of course distribution except in case of a tie.

Submission: Before the first week of classes the DGSA will advertise the course proposal process through the gplstudents email list and ask all prospective instructors to submit their proposals through email. Each student may submit only one proposal.

In addition to name, course title, and course description as detailed as possible, submissions will contain the following information:

- the number of summer session courses the prospective instructor has been allotted in the past
- the total number of courses the instructor has previously taught (fall, spring, and summer) within the Program in Literature
- number of years in Program
- the student's international status (if applicable)
- chosen coverage designation (only one designation may be chosen)
- term preference (I, II, or either)

Selection: The DGSA will compile these applications for the DUS and DGS to determine which students will submit courses in the coming summer session according to the following objective criteria, in this order:

- the number of summer session courses the prospective instructors have been allotted in the past (lower numbers given preference, zero given first preference)
- total number of undergraduate courses in Literature previously taught (lower numbers given preference, zero or one given equal preference)
- seniority (higher numbers given preference)
- chosen coverage designation (balance is desired where possible)
- term preference (I, II, or either)

In case of an otherwise unbreakable tie, the remaining qualified students will be notified and determine amongst themselves who will teach, as they see fit.

Term preference: Term preference will be allotted according to the same criteria.

Leftovers: If fewer than seven proposals were received, the remaining courses will be offered first to the students who submitted proposals, distributed according to the same criteria with the results of the first distribution taken into account, and then offered to the group as a whole, again distributed according to the above criteria.

Replacement: Instructors who have had their courses selected but who cannot fulfill their teaching commitments are required to notify the GPL student body through the gplstudentonly list as soon as possible. The instructor must circulate their course materials (title, description, etc.) and try, as best as possible, to find a replacement. If more than one person wants to teach the vacant course, the person who is cancelling it is also responsible for selecting the instructor as follows: first preference for replacements will go to those students who submitted proposals at the beginning of the academic year, but who did not have their courses selected, and will otherwise be distributed according to the criteria above.

Cancelled Courses: There is no penalty for a course for which a replacement instructor is found; however, classes which are cancelled either for failure to find a replacement or because of insufficient enrollment will count as a “summer session course allotted in the past” for the purposes of determining that student’s future opportunities to teach in the summer.

TRAVEL SUPPORT

The Graduate School will often support a part of the travel costs of a student delivering a paper at a conference, provided that the appropriate forms are submitted by the department DGSA at least 30 days in advance of the date your travel begins, so please allow 5 days of processing time for the DGSA and DGS to review and sign off on your conference travel approval form. To be eligible, a student must have passed the Preliminary Examination. Conference Travel Award Applications are available on the Graduate School website. ***Please complete all sections of the form and include the letter of intent and the abstract in the materials submitted to the DGSA.*** <https://gradschool.duke.edu/sites/default/files/documents/conftrav.pdf>

To receive reimbursement for approved travel, students must save all receipts including airline itineraries (which must include currency totals, times of departure and arrivals) and return these original receipts in a neat presentation with a chart of expenses to be claimed for reimbursement (broken down by date and receipt type). Duke Employee Travel encourages you to use the TripIt Pro app, available at no personal expense to members of the Duke community, as the app will share your trip receipts to the Employee Travel and Reimbursement iform, speeding up the reimbursement processing by your DGSA and approvers.

While the Graduate School encourages students to share expenses, please pay *individually* for your meals and your lodging, as we can only reimburse one student for one receipt. All receipts must contain a date and currency type. If travel was international, you must also submit a printed currency conversion for each and every receipt (not just a handwritten note of the actual cost in USD), the conversion dated to the date of the receipt. The OANDA currency conversion tool is preferred by Duke Employee Travel. International receipts submitted without a printout of the Oanda conversion will be returned to you and will not be submitted to Employee Travel until completed.

<https://www1.oanda.com/currency/converter/>

The department will also support a part of the travel costs (up to \$700) of a student delivering a paper at a conference, provided that the appropriate forms (Department Conference Travel Application) are filed 30 days in advance of the scheduled travel. To be eligible, a student must be pre-prelim.