



UNIVERSITY OF
ARKANSAS

GRADUATE STUDENT HANDBOOK

M.A. and Ph.D. in Comparative Literature & Cultural Studies

University of Arkansas

Fulbright College of Arts & Sciences

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ABOUT THE CLCS PROGRAM

Established in 1958, the Comparative Literature & Cultural Studies Program (CLCS) is an innovative interdisciplinary graduate program devoted to the study of literature and culture from a global perspective and across languages, genres, disciplines, nations, and cultures. The program offers advanced academic training in comparative literature, cultural studies, Hispanic studies, literary translation, and world language acquisition.

Graduates with a Comparative Literature and Cultural Studies degree have multiple options in teaching and research positions and the college levels in departments of world languages, English, communication, and humanities. The M.A. Program provides a unique opportunity for interdisciplinary studies with a global focus and involving two or more languages, literatures and cultures. Doctoral students' job placement is very high at regional, national and foreign universities. Many of our graduates are international students and find employment in their home countries or elsewhere in the world. Our graduates have been hired by The Ohio State, Indiana, Virginia Tech, West Virginia, Atlántico, UAFS, John Brown, Southern Missouri and others.

The Comparative Literature and Cultural Studies program is attuned to the well-known challenges of the job market for candidates completing advanced degrees in the humanities. Our focus on an inter-disciplinary experience maximizes the potential for prospective students entering emerging fields or joining established disciplines.

As an international community of students and scholars, our program is fertile ground for innovative and critical approaches to the literatures and cultures of the world. We build effectively on prior training and coursework that prospect students have already immersed themselves with to provide multiple career options in secondary and post-secondary education, international and non-profit sectors, as well as other fields in a global context favoring multilingual professionals. We have a very flexible interdisciplinary program where students can design their own study plan, with the support of committed faculty from different departments and our students know that there is always the possibility for an adjustment of degree plans and time-to-degree expectations to accommodate a wide range of learning goals, student profiles, and professional objectives.

The program is supported primarily by the Departments of Communication, English, and World Languages, Literatures, and Cultures. The program also has affiliated faculty members in several programs and departments in the humanities and social sciences, including Anthropology, Art, Classics, Theatre, History, Philosophy, Sociology, Education, as well as interdisciplinary programs such as African and African American, Latin American and Latino, Middle Eastern, Indigenous, Jewish, and Gender Studies.

Primary Areas of Faculty Research: Literary theory and criticism, cultural studies, postcolonial studies, gender studies, visual discourses, world languages, literary translation.

THE GRADUATE SCHOOL ADMISSION PROCESS

All applicants to the Program in Comparative Literature and Cultural Studies must be admitted first to the University of Arkansas Graduate School. The Graduate School sets the minimum admission requirements for all graduate students at the University of Arkansas, such as having a baccalaureate degree from a regionally accredited institution of higher education with a grade point average of 3.0 (on a scale of 4) or above in the last 60 hours of coursework. Visit the [Graduate School website](#) for [information on admissions](#) and [preparing for graduate school](#). Domestic applicants should contact gradinfo@uark.edu for more information on the application procedure and general admission requirements.

Candidates meeting all graduate school requirements are then evaluated by the Comparative Literature & Cultural Studies Admissions committee. The program normally only admits students in the fall semester.

Application Deadline: January 15

International Applicants

Applicants whose native language is not English must present satisfactory scores on the Test of English as a Foreign Language ([TOEFL](#), our institution code is 6866) or International English Language Testing System ([IELTS](#)). The University defines a minimum satisfactory score on TOEFL as 79 on the IBT (Internet Based TOEFL), or 6.5 on the IELTS for admission and the test must have been taken within two years immediately preceding the requested semester of admission and be valid at the time of enrollment. No other measures of English proficiency are accepted by the University of Arkansas for the purpose of gaining admission. Visit the Graduate School [English Proficiency Requirements](#) for Admission and Assistantships.

International applicants should refer to the [International Admissions](#) guidelines and contact iao@uark.edu for more information.

GRADUATE STUDENT ADVISING (MA and PhD)

Main Advisor and Academic Program Committee

Students in the CLCS program will have a general advisor, which is the Program Director, who will guide students to fulfil the program requirements and inform students of relevant policies. In addition to the general advisor, each student will assemble an Advisory Committee in their areas of concentration. The Advisory Committee will evaluate the comprehensive exams. The Thesis or Dissertation Advisory Committee may be the same as the Advisory Committee.

Coursework Selection and Advising Schedule

As an interdisciplinary program, students in the CLCS Program have the ability to design their curriculum with the guidance of their advisor(s). The plan of study is defined by areas of concentration rather than a specific list of coursework, giving ample flexibility in choosing coursework from a variety of departments, such as English, World Languages, Communication, History, Anthropology, Philosophy or Sociology. In this context, it is important to select coursework carefully to build competency in the areas of concentration selected, as well as the world literature and culture areas selected. The coursework taken throughout the program should provide a good base of readings for the comprehensive exams lists and the thesis or dissertation.

Students should consult with the advisor during the preregistration period (April and November) the courses to be taken in the next semester. Since there is no list of CLCS courses, students are encouraged to explore coursework options in different departments, according to their academic interests and areas of concentration.

Advising forms

Although Degree requirements are specified in the Graduate Catalog and the CLCS Student handbook, there are specific advising forms that will assist in recording the coursework taken by areas of concentration. Students should keep an updated advising form listing coursework taken and bring it to the advising meeting.

M.A. IN COMPARATIVE LITERATURE AND CULTURAL STUDIES

The M.A. in CLCS is a two-year program for the advanced study of literatures and cultures from a global perspective, providing a solid preparation for doctoral studies, a career in education or international affairs.

Requirements for Admission to the Comparative Literature and Cultural Studies M.A. Program

The normal preparation for graduate study in comparative literature and cultural studies is an undergraduate degree in world languages, English, or a related field in the humanities and the social sciences. Applicants should have advanced proficiency in the intended languages of study. Admission requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work.

3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals.
6. A Curriculum Vitae
7. An academic writing sample, demonstrating critical thinking, writing ability and research potential (10 pp approximately)
1. Three letters of recommendation

Specific Requirements for the Master of Arts Degree in Comparative Literature and Cultural Studies

In addition to the general requirements of the Graduate School, all master's candidates must meet the following requirements:

1. All master's candidates must take [WLIT 5193](#) Introduction to Comparative Literature and [COMM 5503](#) Communication and Cultural Studies
2. All master's candidates must take 6 hours of world languages and literatures in areas and historical periods different from their primary fields. All master's candidates are required to take and pass a comprehensive examination based on course work taken. Students may retake only once any examination they fail.
3. All master's candidates must demonstrate reading proficiency in a language other than English. The language requirement may be fulfilled either by taking 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.

Requirements for the Thesis Option

1. Candidates in the master's option must complete 30 hours of graduate course work and 6 thesis hours. Master's candidates intending to enter the Ph.D. program are recommended to choose the thesis option.
2. Candidates will take 6 hours of course work and 6 thesis hours in their primary area of concentration.
3. Candidates will take 12 hours of graduate course work in a second field (other literary tradition or cultural studies).
4. Master's candidates in the thesis option must present a thesis proposal early in their second year of study and must turn in the thesis during the last semester of course work, following Graduate School guidelines for thesis submission.

5. Theses in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their thesis in a language other than English, with legitimate justification. Valid reasons for submitting a thesis in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the thesis committee, the program advisory committee, the program director and the dean of the graduate school before starting the project. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
6. Candidates in the thesis option are only required to take the world literatures and cultures comprehensive exam.

Requirements for the Non-Thesis Option

1. In addition to the general requirements, Master's candidates in the non-thesis option must select two fields and complete 12 hours of graduate course work in each field (Arabic, Classics, English, French, German, Spanish, and courses in other disciplines in the humanities and the social sciences).
2. Candidates are required to take two comprehensive exams. One is on the specialty fields and one is on the selected areas of world literatures and cultures.

Comprehensive Exams

The Master of Arts in Comparative Literature and Cultural studies requires passing a comprehensive exam. The exam is based on the students' coursework and a list of readings approved by the advisor and the candidate's committee. The exam for the non-thesis option of the Master's degree concentrates on the students' main areas of specialization and two areas in world literatures and cultures. The thesis option requires only the world literatures and cultures part of the comprehensive exams. If necessary, an oral exam addressing weak areas in the written exams will be scheduled. The exams should be taken at the end of the fourth semester of study. Early in that semester, students should contact the advisor to discuss the reading lists and schedule the exam. The comprehensive exams are graded on a pass/fail basis. If failed, the exams may be repeated once.

Reading Lists

All students in the M.A. Program in Comparative Literature and Cultural Studies must take courses in 1) two areas of specialization, 2) world literatures and cultures, and 3) literary and

cultural theory. The reading lists for the comprehensive exams should reflect, complement, and strengthen the students' knowledge in these areas of study. For the comprehensive exams, students must prepare and propose to the advisor and the program committee two main reading lists: a specialty list (non-thesis students) and a world literatures and cultures list.

Specialty & Critical Approaches List (Non-Thesis Students Only)

Students in the non-thesis option will prepare a list of works from their areas of specialty, divided into two sections: main area of specialization and critical approaches. The specialty list should include approximately 15 primary texts or works. The critical and cultural theory section should include about 10 texts covering at least two different critical approaches (i.e. feminism, postcolonial theory, psychoanalysis, etc.). The list must be approved by the advisor and the program committee.

World Literatures and Cultures List

Each student will prepare readings lists in two areas in world literatures and cultures, covering different historical periods, geographical areas, or genres. The areas should be appropriately chosen to supplement the student's specializations. It is recommended that students include at least one pre-modern and a non-Western literatures and cultures area. The world literatures and cultures areas should not overlap with the two main areas in the specialty list. However, minor overlaps may be acceptable. Each of the two world literatures and cultures areas' lists should cover approximately 15 primary works, though some key critical or theoretical works may be included as well.

Comprehensive Exam Format

Thesis Option

MA candidates in the thesis option will only take the world literatures and cultures exam. The exam will consist of 1-2 essay questions in the form of a 72-hour, open-book, take-home examination.

Non-Thesis Option

MA candidates in the non-thesis option will take two written comprehensive exams, the first one on the specialty areas and the second on the selected world literatures and cultures areas. Each exam will consist of 1-2 essay questions in the form of a 72-hour, open-book, take-home examination. Unless given special approval by the program director, the two written exams

should be taken within six weeks of each other. Normally, candidates take the specialty exam first, and a few weeks later, the world literature exam.

Exam Goals and Evaluation

The goal of the **specialty exam** is to evaluate the students' breadth and depth of knowledge in the field of specialization, their ability to place literary and cultural artifacts in broader historical contexts, and their capacity to synthesize the defining and most relevant elements of the selected historical periods. The specialty essay should discuss some representative works of the period and their historical and cultural background. The answer should also include references to important critical scholarship and debates on the period.

As part of the specialty exam, students will write a **critical approaches essay**. Students will have to analyze a particular work from their reading lists, applying one or two different critical approaches. Students may be asked to compare and contrast the usefulness of these critical approaches. The goal is to demonstrate a competent use of critical theory and advanced skills in literary and cultural analysis.

The goal of the **World Literatures and Cultures exam** is to demonstrate familiarity with and competent reading of a variety of works from different historical periods and regions of the world. In this exam, students will have to answer one or two essay questions on the world literature and cultures areas selected.

As a rough guideline, the student's response to each of the two comprehensive examinations (Specialty and World Literatures and Cultures) should be a total of approximately 10-15 pages in length, typed (12pts) and double-spaced, and should include a list of works cited within that length, following MLA style. If necessary, an oral exam with the examination committee will be set up to address deficiencies.

M.A. in Comparative Literature and Cultural Studies Degree Timeline

Thesis Option Degree Timeline

Students who choose the thesis option for the M.A. in CLCS should generally pursue their degree program according to the following timeline based on four regular semesters of enrollment (fall and spring):

First semester: Enroll in [WLIT 5193](#). Begin to conceptualize your Master's thesis. Students will usually take between 9-12 credit hours during the first semester. All students in the M.A. Program in Comparative Literature and Cultural Studies must take courses in two areas of specialization, world literatures and cultures and literary and cultural theory. Begin preparing your two reading lists from world literature and culture areas for the comprehensive exam.

Second semester: Enroll in [COMM 5503](#). Finalize your Master's thesis idea after discussing it with your instructors and your academic advisor. Start looking for instructors that you wish to have on your thesis advisory committee (your Master's thesis advisory committee must consist of three committee members including your thesis advisor). Continue preparing your two reading lists from world literature and culture areas for the comprehensive exam.

Third semester: Choose a thesis advisor. Usually, your thesis advisor will be an instructor who you have taken several classes with and who has some experience and interest in the topic area that you wish to explore in your Master's thesis. Select the other two advisory committee members for your Master's thesis advisory committee. Work on your Master's thesis draft. Finalize your two reading lists from world literature and culture areas for the comprehensive exam. Review the lists with your committee. Schedule and take the comprehensive exam on your two reading lists from world literature and culture areas.

Fourth semester: Complete your Master's thesis draft and submit it to your thesis committee for review. Apply for graduation. Schedule your thesis defense.

NOTE: You may enroll in spring and summer intersession to take additional courses. You may also take your comprehensive exams during the summer or spring intersessions if permitted by your thesis advisory committee and thesis advisor, as well as your academic advisor/program director.

International students with a Graduate Assistantship must be enrolled in a minimum of 6 credit hours during regular semesters (fall and spring). International students without a Graduate Assistantship must be enrolled in a minimum of 9 credit hours during regular semesters. Please make sure to follow the [enrollment guidelines for international students provided by the International Students and Scholars Office](#).

Please see **Appendix 1** for examples for readings lists and **Appendix 2** for comprehensive exam sample questions.

Non-Thesis Option Degree Timeline

Students who choose the non-thesis option for the M.A. in CLCS should generally pursue their degree program according to the following timeline based on four regular semesters of enrollment (fall and spring):

First semester: Enroll in [WLIT 5193](#) (offered odd years) or [COMM 5503](#) (offered fall even years) Students will usually take between 9-12 credit hours during the first semester. Students should aim to choose classes on which they could base their comprehensive exam reading lists: The Specialty and Critical Approaches reading list and two World Literatures and Cultures reading lists.

Second semester: Keep assembling your three reading lists for the comprehensive exams after discussing your lists with several of your instructors and your academic advisor. Start looking for

instructors that you wish to have on your comprehensive exam advisory committee (the committee must consist of three committee members). Usually, your advisory committee members will be instructors you have taken classes with and they will be specialists in the subject areas that you've chosen to explore in your reading lists.

Third semester: Finalize the selection of your comprehensive exam advisory committee. Submit your reading list drafts to the comprehensive exam advisory committee for review and discuss any necessary adjustments or changes. Revise your reading lists based on the feedback you receive from the committee. Schedule the two comprehensive exams on your three reading lists for the final semester: the first exam will cover the specialty areas and the second exam will cover the selected world literatures and cultures areas.

Fourth semester: Take the first comprehensive exam on the specialty areas, and then the second exam on the world literatures and culture areas—the two exams should be taken within six weeks of each other. Apply for graduation.

NOTE: You may enroll in spring and summer intersession to take additional courses.

International students on a Graduate Assistantship must be enrolled in a minimum of 6 credit hours during regular semesters (fall and spring). International students without a Graduate Assistantship must be enrolled in a minimum of 9 credit hours during regular semesters. Please make sure to follow the [enrollment guidelines for international students provided by the International Students and Scholars Office](#).

Please see **Appendix 1** for examples of reading lists and **Appendix 2** for comprehensive exam sample questions.

DOCTORAL DEGREE IN COMPARATIVE LITERATURE AND CULTURAL STUDIES

Ph.D. students in the CLCS program can choose between five concentration areas: 1) Comparative Literature concentration, 2) Cultural Studies, 3) Interdisciplinary Hispanic Studies, 4) Literary Translation, and 5) Modern Languages & Applied Linguistics.

Students who choose to pursue the **Comparative Literature** concentration track study two or more literary traditions including Arabic, English, French, German, Spanish, Classics or other languages. This concentration is for students interested in world literature and the intersections of different literary traditions beyond national borders.

The **Cultural Studies** track allows students to combine the study of literary traditions with popular and mass culture practices from a global perspective in a concentration that allows for innovative, interdisciplinary work. This concentration is for students interested inter and trans

disciplinary approaches to study literature and culture, including non- literary genres such as mass media, popular culture, visual discourses, and communication theories.

The **Interdisciplinary Hispanic Studies** track is designed for candidates with an M.A. in Spanish with scholarly and teaching interests in Hispanic studies and in interdisciplinary and transnational approaches to the literatures and cultures of Spain, Latin America and Hispanic U.S.

Students in the **Literary Translation** track engage in theoretical and scholarly research related to the translation of literary texts and their linguistic, aesthetic and socio historical elements. This concentration is designed for candidates interested in advanced studies in translation theory and scholarly research on literary translation. The dissertation project may be a study of some translation issue or a book-length translation of a literary work with a critical introduction and annotated text. Candidates will typically have an M.F.A. in literary translation or an M.A. in Arabic, Classics, French, German, Spanish, or other languages and literatures.

The **Modern Languages & Applied Linguistics** track is designed for scholars in literary studies who are also interested in language acquisition theories for teaching languages at the college level. Applicants should have a Master of Arts degree in a world language (French, German, Spanish or other languages) or a field in the humanities or the social sciences.

General Admission Requirements for All Ph.D. Concentrations in CLCS

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies, applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty
6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Ph.D. in CLCS with Comparative Literature Concentration

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of “B” or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student’s transcript.
2. [WLIT 5193](#) Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. **Ph.D. candidates must complete 18 hours in a second world language and literary tradition.**
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student’s research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam. **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two-part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student’s areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

12. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage. See the section **Ph.D. Dissertation** for more information on the dissertation requirement.

Requirements for the Ph.D. in CLCS with Cultural Studies Concentration

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. [WLIT 5193](#) Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. **PhD candidates in the cultural studies concentration must complete 18 hours of coursework in an area related to cultural studies, including taking two courses: [COMM 5503](#) Communication and Cultural Studies and the seminar [COMM 5993](#) Readings in Cultural Studies.**
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered

by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam. **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**

10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two-part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

12. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage. See the section **Ph.D. Dissertation** for more information on the dissertation requirement.

Requirements for the Ph.D. in CLCS with Interdisciplinary Hispanic Studies Concentration

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. [WLIT 5193](#) Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. **Ph.D. candidates must complete 18 hours in one of these three fields: Iberian, Latin American or U.S. Latino/Latina literatures and cultures.**

5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam. **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two-part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:
 - a. A written examination covering the student's world literatures and cultures fields;
 - b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

12. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage. See the section **Ph.D. Dissertation** for more information on the dissertation requirement.

Requirements for the Ph.D. in CLCS with Literary Translation Concentration

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of “B” or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student’s transcript.
2. [WLIT 5193](#) Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. **Ph.D. candidates in this concentration must take 18 hours of translation coursework including nine hours in translation workshops ([ENGL 5043](#)) and nine hours from the following form and theory courses in poetry and fiction ([ENGL 5223](#), [ENGL 5263](#), [ENGL 5273](#), [ENGL 5283](#), [ENGL 5293](#)). Courses may be substituted from related fields with advisor approval.**
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student’s research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam. **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two-part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising

the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

12. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage. See the section **Ph.D. Dissertation** for more information on the dissertation requirement.

Requirements for the Ph.D. in CLCS with World Languages and Applied Linguistics Concentration

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. [WLIT 5193](#) Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. **Ph.D. candidates must complete 18 hours in applied linguistics related courses including: [WLLC 5063](#) Teaching Foreign Languages on the College Level, [WLLC 5463](#) Descriptive Linguistics, [CIED 5923](#) Second Language Acquisition, two applied linguistics seminars ([WLLC 6553](#) to be repeated for a total of six hours), a qualitative and/or quantitative research methods course, depending on the candidate's research project approved by the adviser, such as [SOCI 5083](#) Applied Qualitative Research.**
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.

8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam. **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two-part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:
 - a. A written examination covering the student's world literatures and cultures fields;
 - b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

12. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage. See the section **Ph.D. Dissertation** for more information on the dissertation requirement.

COMPREHENSIVE EXAMS FOR THE Ph.D. IN CLCS

The Ph.D. in Comparative Literature and Cultural Studies degree requires passing written and oral comprehensive exams. The written exam concentrates on 1) the candidate's areas of specialization, and 2) three areas in world literatures and cultures. The oral exam will be focused on a defense of the candidate's dissertation prospectus and related materials. The exams are based on the candidate's coursework and a list of readings approved by the program director and the student's examination committee. The exams should be taken during the last semester of required coursework or during the next spring or fall semester after that completion. Early in that semester in which the examinations will be taken, students should contact the program director

to discuss the reading lists and schedule the exam. Each of the components of the comprehensive exams is graded on a pass/fail basis, and all three must be passed in order to move on to the writing of the dissertation. If failed, each of the component exams may be repeated once.

Examination Committee

Prior to developing reading lists and taking the comprehensive examinations, each student must establish an examination committee consisting of a committee chair and two other faculty committee members, subject to the approval of the program director. The examination committee will typically also serve as the student's dissertation committee, though changes can be made with the approval of the program director.

You will select your comprehensive exam committee based on the areas and topics, which you aim to explore in your reading lists. Start speaking to relevant instructors about your reading lists early—if you take a class that you feel has provided you with a good foundation for one of your reading lists, use this opportunity to meet with the instructor during their office hours in order to discuss your reading list and ask for suggestions.

Once you have assembled your comprehensive exam committee, discuss the comprehensive exam procedure with the program director and your dissertation advisor. You should make sure that all parties are clear on the exam structure and expectations. Since your exam committee will likely consist of faculty across various disciplines and departments, each individual instructor's understanding of the comprehensive exam procedure may be slightly different. It is important that your exam committee be aware of the specific CLCS comprehensive exam guidelines.

Reading Lists

Each student in the doctoral program in the Program in Comparative Literature and Cultural Studies must develop the following reading lists in conjunction with his or her examination committee, subject to the approval of the program director.

Specialty Lists

Each student will prepare a list of works in each of two areas of specialization. Each area of specialization should include approximately 20-25 texts or works. The focus will be on primary works in the student's fields of specialization, though crucial associated critical and theoretical works may be included as well. The lists must be approved by the program director and the student's examination committee.

World Literatures and Cultures Lists

Each student will prepare readings lists in three areas in world literatures and cultures, covering different historical periods, geographical areas, or genres. These areas should be outside the student's areas of specialization. However, minor overlaps may be acceptable. And the areas should be appropriately chosen to supplement the student's specializations. Each of the three world literatures and cultures areas should cover approximately 15-20 primary works, though some key critical or theoretical works may be included as well. Candidates who completed the M.A. Program in Comparative Literature and Cultural Studies at the University of Arkansas must prepare two new areas in world literatures and cultures, though one of their areas can be repeated from that used in their MA comprehensive exams.

World Literatures & Cultures	Speciality Areas	Oral Exam & Dissertation Prospectus
Three World Literature & Cultures Areas	Two Speciality Areas	Outline of Dissertation
Fifteen to Twenty Primary Texts each	Twenty to Twenty-Five Texts each	Fifteen to Twenty pages of Explanatory Text
One Pre-Modern, One Non-Western		Bibliography of Associated Works

Comprehensive Exam Format

Each of the two written comprehensive exams will require the student to answer 1-2 essay questions in the form of a 72-hour, open-book, take-home examination. The World Literature examination questions will address the three World Literature lists together; the Specialty examination will address the two Specialty lists together. Students may take the exams in either order; however, most students will be best served by taking the World Literature essay exam first and the Specialty exam second, because the latter leads directly into the oral exam and into work on the dissertation. Unless given special approval by the program director, the two written exams should be taken within six weeks of each other. As a rough guideline, the student's response to each of the two essay examinations should be a total of approximately 25-30 pages in length, typed and double-spaced, and should include a list of works cited within that length.

The oral exam will consist of a meeting of up to three hours between the candidate and the full examination committee. Prior to that exam, the student must submit to the committee a full dissertation prospectus, consisting of a proposed outline of the dissertation, 15-20 pages of explanatory text to support the outline, and a bibliography of associated works. Questioning in the exam will address all aspects of the prospectus and will be designed to ascertain whether the student is prepared to move forward with the actual writing of the dissertation. Unless given special approval by the program director, candidates should take the oral exam within six weeks of the completion of the written exams.

The oral exam portion of the candidacy exams is structured as a meeting with the dissertation advisor and the comprehensive exam and/or dissertation committee. The doctoral student is expected to have submitted their dissertation proposal to the committee in advance to ensure ample time for review. The student should consult the dissertation advisor to decide when the prospectus should be submitted to the committee. The meeting usually takes about an hour and may feature a short presentation on the dissertation proposal. The majority of the meeting will consist of answering the committee's questions about the dissertation proposal.

After you have passed the comprehensive exams, make sure that your advisor submits the [Candidacy Exam Notification Form](#) to the Graduate School. The Graduate School must be notified of your successful completion of the exams by the major adviser or department head.

Please see **Appendix 1** for examples of reading lists and **Appendix 2** for comprehensive exam sample questions.

DOCTORAL DISSERTATION

As a primarily humanities-based program doctoral dissertations in the Comparative Literature & Cultural Studies Program should follow a humanities approach to the dissertation rather than the social sciences research format for dissertations.

PhD candidates must complete a minimum of 18 hours of doctoral dissertation (WLIT700V). During the final semester, doctoral students are required to be enrolled in a minimum of one hour of dissertation credit hour (Fall, Spring, and Summer); however, you must first discuss reduced enrollment with the program director and your advisor.

Once you have discussed it with your dissertation advisor, you must submit the [Thesis/Dissertation Title form](#), consisting of the title of the dissertation. This form must be approved by the thesis director and submitted to the Graduate School as soon as the dissertation topic has been established but no later than three months prior to the date of the oral defense.

Dissertation Proposal

After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the dissertation committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.

The dissertation proposal or prospectus is an outline of the dissertation project. The length of the proposal/prospectus will depend on each individual project; however, it is typical for the document to be 15-20 pages in length. Students should discuss the length and structure of the proposal with their dissertation advisor before the oral defense portion of the candidacy exams.

Generally, a proposal may include but is not limited to a title page, a table of contents, the project rationale, a description of the ongoing scholarly conversation on the subject area(s) and topic of study, a description of how the dissertation project aims to fill the gaps in existing scholarship, methodologies, an outline of proposed chapters, and a working bibliography.

Dissertations in a language other than English

Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.

Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee. Please see the dissertation submission deadlines as outlined by the Graduate School here.

Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Dissertation Committee

Submit the [Doctoral Dissertation Committee form](#), consisting of a dissertation director and at least two other members of the graduate faculty, to the Graduate School as soon as the committee has been selected but no later than three months prior to the date of the oral defense.

Your dissertation committee can be formed by the same members as your comprehensive exam committee, but you can make changes based on the needs of your dissertation project. If you find that another faculty member would be more suited to advise you on your dissertation, you may adjust the dissertation committee accordingly.

The best way to assemble your dissertation committee is to consider the various aspects of your dissertation project, e.g., considering what experts you need as advisors for your dissertation and how many different aspects of an issue or a topic are you examining. It is also not a bad idea to have two experts in the areas you're exploring in your dissertation on your committee and one "outsider," who may not be well-versed in the topics you're exploring, but has a general understanding of the topic of your dissertation. This committee member will be able to bring an outside perspective on the logical structure of your dissertation and advise you on clarity and cohesion.

For the most part, all of your dissertation committee members should be faculty that you have previously worked with on other projects. Generally, you will approach faculty that you've taken classes with and with whom you have developed good rapport. Start searching for committee members early—as soon as you have a general idea of what you wish to center your dissertation on, start having discussions with faculty about your ideas to find out whether they would be suitable or interested in being a part of your dissertation committee.

The first person you will approach will usually be your potential dissertation advisor. If you take a class on a subject that is related to your dissertation topic or at least your areas of interest, try to take other classes with the same instructor to establish whether they would be a good fit as your dissertation advisor. You should also discuss your dissertation ideas with faculty during their office hours on more than one occasion. This will help both you and your instructor understand whether they will be able to guide you and support you through your dissertation.

It is not uncommon for your dissertation advisor to suggest other faculty that you might want on your committee—try to meet with these instructors during office hours and, if possible, take one of their classes. It is also likely that your dissertation committee will consist of faculty across various disciplines and departments, much like your comprehensive exam committee.

Dissertation Defense

The dissertation defense usually consists of a short (15-20 minute) synopsis presentation of the dissertation. The rest of the defense is devoted to the dissertation advisor and committee's questions about the project. The meeting usually takes around 1.5-2 hours. Candidates are encouraged to discuss the precise structure and expectations of their dissertation defense with their dissertation advisor and prepare accordingly.

Candidates must reserve a space for the dissertation defense in advance. Guests may usually be invited to the defense as space allows after having consulted with the dissertation advisor beforehand.

Candidates must fill out the [Dissertation Defense Announcement](#) at least two weeks prior to the date of defense.

The dissertation must be defended at least four weeks prior to the graduation date.

DOCTORAL DEGREE TIMELINE

All doctoral degree program requirements must be completed within seven years. On average, full-time students in the CLCS PhD programs take four to five years to graduate.

Although each PhD concentration is different, here is an approximate outline of how your degree should proceed on a 4-year timeline:

YEAR ONE

- During your first two years of study, you should aim to take as many of the required courses for your degree concentration as possible. "These courses often help students determine the methods and approaches for research in their specific area of interest."
- All PhD students in CLCS are required to take [WLIT 5193](#) Introduction to Comparative Literature. The other required courses specific to each PhD concentration are provided in this handbook in the PhD concentration requirements sections and in the [Graduate School Catalog](#). By the end of the first year, you should be firm in what CLCS concentration you've chosen.
- **Students must specify their plan for fulfilling the language requirements with the advisor/program director in their first year and/or provide documentation of previous language work that will qualify.**

YEAR TWO

- The other courses you choose should be connected to your specific area of specialization, which will inform your dissertation project; additionally, you should choose courses in areas of World Literatures and Cultures—your coursework in these classes should be the basis of your comprehensive exam reading lists. The CLCS graduate degree program allows students to choose courses from virtually any department. Browse the course offerings in UAconnect and on the [Course Catalog](#) in departments such as World Languages, Literatures, and Cultures, English, History, Anthropology, and others. You should be firm by the end of the year two on what your dissertation topic will be.
- During year two, you should have chosen a dissertation advisor and a comprehensive exam committee, which can also serve as your dissertation committee. Alternatively,

your comprehensive exam committee and dissertation committee may be comprised by a different set of experts in each—discuss this with the program director and your academic advisor.

- Discuss your proposed dissertation topic with your advisor and dissertation committee. Usually, students will start conceptualizing and drafting a general dissertation outline once they've decided on a dissertation topic. Begin drafting your dissertation prospectus.

YEAR THREE

- Usually, students will be expected to be done with coursework by the beginning of academic year three; however, this timeline will look different for everyone and it may take additional time to complete your coursework. You may begin taking dissertation hours as you near the completion of your coursework after discussing this with your dissertation advisor and the program director and once you've received permission from both.
- You should schedule and take the comprehensive exams after completion of your coursework; most often this will be towards the end of the academic year three. After you have successfully passed the written comprehensive exams based on your reading lists, you must schedule and complete the oral comprehensive exam (See guidelines for this exam in this handbook and on the [CLCS website](#)).
- Finalize your dissertation prospectus. When you complete your prospectus will generally depend on how quickly you decide on your dissertation topic. Once you have finished your prospectus, schedule an oral prospectus defense with your dissertation advisor and the dissertation committee. This is the final stage of the comprehensive exams, as mentioned above. Usually, students will defend their prospectus within six weeks of taking the written comprehensive exams.

YEAR FOUR

- Once you have successfully passed your comprehensive exams, you will begin writing your dissertation. Although you will base your dissertation on the outline you've described in your prospectus, you should expect that your dissertation will change significantly from the plan you initially started with.
- As you work on your dissertation draft, keep in touch with your advisor and work out a schedule of when you will be submitting parts of your draft for review. Every advisor will have different expectations—some advisors may expect that you submit your draft chapter by chapter, other advisors may expect to see smaller portions of your draft; make sure to discuss this with your advisor as you begin working on your draft.
- Once you have completed your dissertation draft, submit the entire draft to your advisor for review. It is likely that some or all of your dissertation committee members will also wish to see your completed draft.
- **Follow the [Graduate School guide](#) for formatting, reviewing, and submitting dissertations.**

- **Submit the necessary [forms](#) required by the Graduate School.**
- **Refer to the [graduation checklist](#) and make sure to submit all necessary forms provided by the Graduate School.**

NOTE: You may enroll in spring and summer intersession to take additional courses. You may also take your comprehensive exams during the summer or spring intersessions if permitted by your thesis advisory committee and thesis advisor, as well as your academic advisor/program director.

International students with a Graduate Assistantship must be enrolled in a minimum of 6 credit hours during regular semesters (fall and spring). International students without a Graduate Assistantship must be enrolled in a minimum of 9 credit hours during regular semesters. Please make sure to follow the [enrollment guidelines for international students provided by the International Students and Scholars Office](#).

Please see **Appendix 1** for examples for readings lists and **Appendix 2** for comprehensive exam sample questions.

ANNUAL GRADUATE STUDENT REVIEW

At the end of the academic year, the program director will submit an academic progress review for each student based on the student's coursework and degree requirement completion. The director will ask for updates from students during the spring semester and review the student's grades. Students that are not performing satisfactorily will be notified and a plan for getting back on track will be specified.

GRADUATE ASSISTANTSHIPS AND FUNDING

The Comparative Literature and Cultural Studies program is able to offer students some limited support through Graduate Assistantship positions in different departments across the University of Arkansas. These include Teaching Assistantships in departments such as English, World Languages, and Communication. Graduate students are also able to find Graduate Assistantships in the University Library, the Graduate School and International Education, in Student Affairs, etc. Please visit the Comparative Literature and Cultural Studies [website](#) to find out more about graduate student funding.

Please consult with the CLCS program director and the [Graduate Fellowships and Program Support](#) for information on seeking Graduate Assistantship opportunities and funding your graduate degree program.

INVOLVEMENT IN RESEARCH AND THE CLCS PROGRAM

Student Ambassadors

The CLCS maintains two Program Ambassador positions to advanced students selected to offer peer mentoring to students entering the program. Ambassadors typically run workshops on the job market, comprehensive exams, and dissertation writing. Feel free to reach out to them if you want to link up with the CLCS peer network on campus. You can find the current CLCS Ambassadors listed [here](#).

Involvement and Service

Fostering student professional development and encouraging student involvement on campus are cornerstones of the CLCS program. In recognition of the fact that academic success and completion of coursework alone are not sufficient to give graduate students an understanding of the profession, CLCS students are highly encouraged to be involved and engaged in various student organizations and student governing bodies on campus to become better acquainted with how a higher education institution functions.

Involvement on campus also fosters leadership skills, understanding of diverse student populations, and engagement in advocacy initiatives. Students who are engaged in the activities of the [Graduate Professional Student Congress](#) (GPSC), the [Graduate Students in English](#) (GSE) organization or take part in a [Registered Student Organization](#) (RSO) may find avenues of impacting key university processes and policies.

A future career in academia requires students to form a more complete understanding of the way institutions of higher education work as well as the challenges of the university and the profession. These insights can be gained through active graduate student engagement in campus life and activities.

Graduate students are also highly encouraged to seek out mentoring opportunities by connecting with faculty in their areas of interest. Networking and acquiring social capital are key to establishing yourself in the field. Conferences, campus service and involvement, and professionalization events are great opportunities for networking with peers and gaining access to key contacts and information that will help you develop a competitive edge.

Conferences and Research Publications

CLCS graduate students are encouraged to actively take part in scholarly and research activities through presenting at conferences and attending professionalization events.

Each year, the [South Central Modern Language Association](#) organizes a conference on a topic relevant to CLCS graduate students. Graduate students are encouraged to become members of the South Central MLA and present their research at the conference in order to stay in the know about developments in their field and to network with colleagues.

The [American Comparative Literature Association](#) (ACLA) holds an annual conference for ACLA members that focuses on developments in the field. Graduate students in CLCS are encouraged to become members of the ACLA and participate in the conference to present their research.

The Graduate School offers [travel funding](#) for graduate students who wish to present a research paper or poster at a conference. Depending on availability, the CLCS program will provide additional funding for the registration fee of the conference.

GRADUATE FACULTY

Graduate students should be aware of faculty member status, which they can find out by looking up each faculty member in the directory. The faculty member's status affects their ability to serve on committees and direct theses and dissertations based on their rank and expertise. Before you approach a faculty member to serve on your committee or direct your project, be sure that they are able to do so.

Faculty Directory

The CLCS program has two sets of faculty—advisory faculty and affiliated faculty. Students can find the CLCS faculty directory [here](#). However, since CLCS is an interdisciplinary program, graduate students are able to select classes across a variety of departments and programs, and students can therefore also choose to work with faculty outside the CLCS program. Therefore, the list of faculty provided here is not extensive and other possibilities are available.

IMPORTANT GRADUATE SCHOOL FORMS AND DOCUMENTS

Please note the Graduate School forms that you need to submit throughout the progression of your degree program. You can see a list of forms and documents [here](#).

In case you are not sure whether you or your thesis/dissertation advisor needs to submit a certain form, please contact the [Graduate School](#) or the program director for more information.

SCHEDULING AND COMPLETING MAJOR DEGREE REQUIREMENTS

During the course of your Master's degree program in CLCS, you must complete the following requirements:

- Complete 30 hours of graduate course work (and 6 thesis hours if applicable)
- Demonstrate reading proficiency in a language other than English either by taking 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures
- Choose a thesis advisor (if applicable)
- Choose a comprehensive examination committee
- Schedule and take the comprehensive exams
- Complete the thesis requirement (if applicable)

During the course of your Doctoral degree program in CLCS, you must complete the following requirements:

- Complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) including 18 dissertation hours
- Demonstrate reading proficiency in a language other than English either by taking 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures
- Choose a dissertation advisor
- Choose a comprehensive examination committee and a dissertation committee
- Schedule and take the comprehensive exams
- Complete the dissertation requirement

GRADUATE STUDENT RESOURCES

Graduate Student Support

For questions about the resources available to current graduate students, please contact the [Office of Graduate Student Support](#) at gradsupport@uark.edu. This is the main point of contact for any questions you may have about the support available to you on campus including teacher development resources, professionalization opportunities, questions about funding your degree, service and involvement opportunities, and others.

Pat Walker Health Center

The [Pat Walker Health Center](#) on campus is the main resource for graduate student health and wellness check-ups, flu shots and other immunizations, problem visits, the Women's Clinic appointments, and other consultations.

Please note that there are Sexual Assault Resources and support for survivors available at the University of Arkansas. You can learn more about the resources available [here](#).

To learn more about student health insurance coverage and fees, please visit the [Pat Walker Health Center website](#) and the Academic Healthcare Plans website [here](#).

Counseling & Psychological Services

[Counseling & Psychological Services](#) (CAPS) help students navigate the pressures of college-life and beyond with various evidence-based mental health services and programs.

CAPS offer short-term individual counseling, psychiatric services, group therapy and workshops, 24-hour emergency services, and other resources.

The Center for Multicultural and Diversity Education

[The Center for Multicultural and Diversity Education](#) (MC) provides academic, cultural and social programs intended to promote inclusiveness, foster achievement and assist in the development and advancement of a diverse student body.

The MC offers many programs and drives initiatives that foster diversity and inclusion on campus. Find more information about each program and additional resources [here](#).

Graduate students are encouraged to attend diversity and inclusion-focused training and workshops, and participate in mentoring programs offered by the MC, the [IDEALS Institute](#), and the Office for Diversity and Inclusion.

The Office for Diversity and Inclusion

One of the guiding priorities from the University of Arkansas' strategic plan is to [enrich campus diversity and inclusion](#). To help the U of A create and sustain a diverse, inclusive environment, the [Office for Diversity and Inclusion](#) offers support for initiatives, policies and programming designed to impact the overall culture at the university.

The Office for Diversity and Inclusion has developed two volunteer teams — Diversity Ambassadors for students, and Diversity Champions for faculty and staff — to assist in building a more diverse and inclusive campus culture and climate. Ambassadors and Champions serve as leaders in rallying the U of A collegiate family together behind the cause. You can learn more about how to join this initiative [here](#).

The University of Arkansas Library Services

The [U of A libraries](#) offer not only opportunities to borrow books, academic journals, and articles through the University of Arkansas network and via the [Interlibrary Loan](#) but also provide [research guides](#) and workshops that you may find useful. You can learn more about these resources [here](#).

Career Development Center

The [Career Development Center](#) offers services such as resume and cover letter review, job interview prep, assistance with finding internship opportunities, LinkedIn profile reviews, professional photo sessions for your LinkedIn, and more. See a full list of services offered [here](#).

Jane B. Gearhart Full Circle Food Pantry

The [Jane B. Gearhart Full Circle Food Pantry](#) is a student led emergency food assistance program, striving to serve clients with balanced meals through non-perishables and fresh produce. The food pantry serves anyone with a U of A or UAMS ID and their household: Students, staff and faculty, as well as temporary or hourly employees. They provide a three-day supply of groceries and personal care items, up to two times per week, for the entire household.

International Students and Scholars Office

The [International Students and Scholars Office](#) is the first point of contact for international students at the U of A for information on enrollment, visa status, travel information, and other questions.

GRIEVANCES AND CONFLICT RESOLUTION

Graduate Student Grievances and Appeals

As a Graduate Student, you have the right to seek assistance from the Graduate School to report a grievance or appeal a process. Please follow the Academic Grievance Procedures for Graduate Students outlined in the Graduate Catalog [here](#). The Graduate Catalog also contains information on the Grievance Policy and Procedures for Graduate Assistants as well as Research and Scholarly Misconduct Policies and Procedures.

The Office of Equal Opportunity and Compliance

[The Office of Equal Opportunity and Compliance](#) engages with the campus community to proactively advance the University's initiatives and resources to create a more inclusive educational and work environment. If you've experienced any kind of discrimination or harassment, or if you are in need of a religious or disability-related accommodation, please reach out to the Office of Equal Opportunity and Compliance.

Academic Initiatives and Integrity

Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Reporting Sexual Misconduct

For allegations of sexual misconduct, including, but not limited to, sexual harassment or acts of sexual assault, domestic violence, dating violence, stalking and other forms of sex/gender discrimination, the University has designated a Title IX Coordinator with overall responsibility for oversight of the University's compliance with its obligations under Title IX. All complaints or any concerns about sexual conduct should be submitted to the university's Title IX Coordinator, the Department of Education's Assistant Secretary for Civil Right, or both. Please see their contact information [here](#).

International Student Rights

International students should contact the [International Students & Scholars Office](#) for any questions regarding their immigration status, enrollment requirements and compliance, and other issues. International students should also be aware that they must complete a set of [pre-arrival and orientation requirements](#) before they enroll in classes. Currently-enrolled or admitted international students should contact the ISS Office for more information at iss@uark.edu. Prospective international students should reach out to the International Admissions Office at iao@uark.edu.

Appendix 1: Sample Reading List for Comprehensive Exams

Example 1

Gender in Dystopian Texts

This reading list explores how gender roles are constructed in classic dystopian texts versus Young Adult (YA) dystopias. The lists explore what overlaps and parallels exist between the two genres with respect to the depiction of gender roles. These texts are examined with the following questions in mind: Are traditional gender roles equally subverted or challenged by both classic and YA dystopias? How are patterns of reinforcing traditional gender roles in classic and YA dystopias repeated? What does the YA dystopia borrow from the classics?

CLASSIC DYSTOPIAN TEXTS:

- 1) Orwell, George. *1984: A Novel*. Signet Classic, New York, 1977.
- 2) Dick, Philip K. *Do Androids Dream of Electric Sheep?* Del Ray, New York, 2017.
- 3) Huxley, Aldous. *Brave New World*. Harper Perennial, New York, 2006.
- 4) James, P D. *The Children of Men*. A.A. Knopf, New York, 1993.
- 5) Atwood, Margaret. *The Handmaid's Tale*. Houghton Mifflin, Boston, 1986.
- 6) Butler, Octavia E.. *Parable of the Sower*, Open Road Media, 2000. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uark-ebooks/detail.action?docID=1803491>.

YOUNG ADULT DYSTOPIA:

- 7) Ness, Patrick. *The Knife of Never Letting Go*. Candlewick Press, Massachusetts, 2008.
- 8) Lowry, Lois. *The Giver*. Houghton Mifflin, Boston, 1993.
- 9) James Dashner's *The Maze Runner*. Delacorte Press, New York, 2010.
- 10) Roth, Veronica. *Divergent*. Katherine Tegen Books, New York, 2012.
- 11) Collins, Suzanne. *The Hunger Games*. Scholastic Press, New York, 2008.
- 12) Smith, Sherri L. *Orleans*. Speak, New York, 2014.
- 13) Johnson, Alaya Dawn. *The Summer Prince*. Arthur A. Levine Books, New York, 2013.
- 14) Bacigalupi, Paolo. *Ship Breaker*. Little Brown and Company, New York, 2010.

THEORY AND CRITICISM:

- 15) Mallan, Kerry. *Gender Dilemmas in Children's Fiction*. Palgrave Macmillan, New York; Basingstoke, 2009.
- 16) Bradford, Clare, and Robyn McCallum, Kerry Mallan, John Richard Stephens. *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan, New York, 2008.
- 17) Hentges, Sarah. *Girls on Fire: Transformative Heroines in Young Adult Dystopian Fiction*. McFarland and Company, Inc., North Carolina, 2018.
- 18) Hintz, Carrie, and Elaine Ostry, Eds. *Utopian and Dystopian Writing for Children and Young Adults*. Routledge, New York, 2003.
- 19) Balaka, Basu, and Katherine R. Broad, Carrie Hintz, Eds. *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. Routledge, New York, 2015.
- 20) Booker, M K. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, Westport, 1994.
- 21) Seelinger Trites, Roberta. *Disturbing the Universe: Power and Repression in Adolescent Literature*. University of Iowa Press, 2004.

Example 2

Specialty Area One- Postcolonial Theory and Literature

Theory and Criticism

1. Aijaz Ahmad. *In Theory: Nations, Classes, Literatures*.
2. Anderson, Benedict. *Imagined Communities*.
3. Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*
4. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *Postcolonial Studies Reader*.
5. Bhabha, Homi K. *The Location of Culture*.
6. Booker, Keith M. *Colonial Power, Colonial Texts: India in the Modern British Novel*.
7. Césaire, Aimé. *Discourse on Colonialism*
8. Chatterjee, Partha. *Nationalist Thought and the Colonial World*
9. Desai, Gaurar and Supriya Nair. *Postcolonialism: An Anthology of Cultural Theory and Criticism*
10. Fanon, Frantz *The Wretched of the Earth*
11. Gilroy, Paul. *The Black Atlantic*.
12. Moore-Gilbert, Bart. *Postcolonial Theory*
13. Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*
14. Rushdie, Salman. *Imaginary Homelands*.
15. San Juan, Epifanio, *Beyond Postcolonial Theory*
16. Said, Edward. *Orientalism, Culture and Imperialism*

17. Spivak, Gayatri Chakraborty. "Can the Subaltern Speak?"/ *An Aesthetic Education in the Era of Globalization/ In Other Worlds: Essays In Cultural Politics* (Routledge Classics)
18. Viswanathan, Gauri. *Masks of Conquest*.

Anglophone South Asian (including South Asian writers in the West)

1. Ali, Monica. *Brick Lane*.
2. Ali, Tariq. *Shadows of the Pomegranate Tree*
3. Desai, Anita. *Fasting, Feasting*
4. Kirin Desai, *Inheritance of Loss*
5. Ghosh, Amitav. *The Shadow Lines/ The Sea of Poppies*
6. Lahiri, Jhumpa . *The Namesake*
7. Mistry, Rohinton. *A Fine Balance*.
8. Mukherjee, Bharati. *Jasmine*.
9. Naipaul, V.S. *A House for Mr. Biswas*,
10. Narayan, R. K. *The Guide*.
11. Rao, Raja, *Kanthapura*.
12. Roy, Arundhati. *The God of Small Things*
13. Rushdie, Salman. *Satanic Verses/ Midnight's Children*.
14. Satrapi, Marjane. *Perspolis*. (Graphic novel).
15. Sen, Amartya. *The Argumentative Indian*
16. Seth, Vikram. *A Suitable Boy*
17. Singh, Khushwant. *Train to Pakistan*
18. Tagore, Rabindranath. *Gitanjali*
19. Tharoor, Shashi. *The Great Indian Novel*
20. Vassanji, M. J. *The Gunny Sack*.

Bollywood

1. Dudrah, Rajinder. *Bollywood Travels: Culture, Diaspora and Border Crossings in Popular Hindi Cinema* (Routledge Contemporary South Asia Series). New York, Routledge: 2012
2. Ram, Anjali. *Consuming Bollywood: Gender, Globalization and Media in the Indian Diaspora*. New York, Peter Lang Publishing Inc: 2014.

Example 3

Performance Studies and Performance Theory (20-25 books)

1. Rite, Drama, Festival, Spectacle: Rehearsals Toward a Theory of Cultural Performance—John J. MacAloon
2. Between Theatre and Anthropology—Richard Schechner
3. The Invention of Tradition—J. Hobsbawm
4. Mythologies—Roland Barthes
5. Mimesis and Alterity—Michael Taussig
6. The Archive and the Repertoire: Performing Cultural Memory in the Americas—Diana Taylor
7. Performance Studies: An Introduction—Richard Schechner

8. Performance—Diana Taylor
9. Theatre and Performance Studies—Erika Fischer Lichte
10. Dramaturgy in Motion: At Work on Dance and Movement Performance—Katherine Profeta
11. Neoliberalism and Global Theatres: Performance Permutations (Studies in International Performance)—L. Nielsen
12. Performance studies: key words, concepts and theories—Bryan Reynolds
13. By Means of Performance: Intercultural Studies of Theatre and Ritual—Richard Schechner
14. The Theater is in the Street: Politics and Performance in Sixties America—Bradford D. Martin
15. The Ends of Performance—Peggy Phelan and Jill Lane
16. Ritual, Performance and the Senses—Jon P. Mitchell and Michael Bull
17. Performance and the Politics of Space: Theatre and Topology—edited by Erika Fischer-Lichte, Benjamin Wihstutz
18. Dance and Magic Drama in Ceylon—Beryl De Zoete
19. Performance and the Global City (Performance Interventions)—D. Hopkins
20. Moving Sites: Investigating Site-Specific Dance Performance—[Victoria Hunter](#)
21. Verbal Art As Performance—Richard Bauman
22. The Ritual Process—Victor Turner
23. Dramas, Fields, and Metaphors—Victor Turner

Example 4

World Literature One- Magic Realism

1. Alexie, Sherman. *Reservation Blues*.
2. Allende, Isabel. *The House of the Spirits*.
3. Anaya, Rudolfo. *Bless Me, Ultima*.
4. Asturias, Miguel Angel. *Men of Maize*.
5. Bowers, Maggie Ann. *Magic(al) Realism (The New Critical Idiom)*
6. Bulgakov, Mikhail. *The Master and Margarita*
7. Carpentier, Alejo. *The Realm of This World*.
8. Castillo, Ana. *So Far from God*.
9. Chanady, Amaryll Beatrice. *Magical Realism and the Fantastic*.
10. Erdrich, Louise. *Love Medicine*.
11. Grass, Günter. *The Tin Drum*
12. Esquivel, Laura. *Like Water for Chocolate*
13. Márquez, Gabriel García. *Love in the Time of Cholera/ One Hundred Years of Solitude*.
14. Morrison, Toni. *Beloved*.
15. Naylor, Gloria. *Mama Day*.
16. Okri, Ben. *The Famished Road*.
17. Rushdie, Salman. *Midnight's Children*.
18. Rulfo, Juan. *Pedro Paramo*.
19. Zamora, Lois Parkinson. *Magical Realism: Theory, History, Community*.

Example 5

Cultural Tourism (15-20 books)

1. The Tourist Gaze—John Urry
2. Reading National Geographic—[Catherine A. Lutz](#) and [Jane L. Collins](#)
3. Intersecting Journeys: The Anthropology of Pilgrimage and Tourism—[Ellen Badone](#) and [Sharon R. Roseman](#)
4. Staging Tourism—Jane Desmond
5. The Tourist—Dean MacCannell,
6. Cities of the Dead—Joseph Roach
7. The Presentation of Self in Everyday Life—Irving Goffman
8. Animals and Tourism: Understanding Diverse Relationships—[Kevin Markwell](#)
9. Cultural Tourism and Identity: Rethinking Indiginity—Keyan G Tomaselli
10. Mayas in the marketplace: tourism, globalization, and cultural identity—Walter E Little
11. The tourism encounter: fashioning Latin American nations and histories—Florence E Babb
12. Asia on Tour—Tim Winter, Peggy Teo and T.C. Chang
13. Destinations: cultural landscapes of tourism—Gregory Ringer
14. Where Asia Smiles—An Ethnography of Phillipine Tourism—Sally Ann Ness
15. The Native Tourist—Ghimire Krishna
16. Equatoria—Richard and Sally Price
17. Destination Culture—Tourism, Museums and Heritage—Barbara Kirshenblatt-Gimblett.
18. Culture on Tour—Edward Bruner

Appendix 2: Sample Comprehensive Exam Questions

Ph.D. Comprehensive Exam, World Literature (Generalist) lists

You will be answering two questions. Each answer should be 12-15 pages, including works cited page. Make sure that your essays address different texts; you should not interpret the same text in both essays. Essays should be double-spaced with page numbers. Each question focuses primarily on one of your three lists, though you may draw on the other lists in your answers where appropriate. Please indicate which question you are answering.

Choose two of the following three questions:

The Politics of Belonging: Race, Queerness and Intersectionality

Decades after the term “intersectionality” emerged as a heuristic for feminist consciousness-raising, social critique, and coalitional action, it has become a buzzword that is sometimes evacuated of meaning. Recent developments like the “The Women’s March” and “#MeToo” have been criticized for their lack of intersectional awareness while simultaneously touting their own progressiveness. This question asks for a two-part response:

1. Using a minimum of 2 texts from your lists, discuss how the authors define, expand, and explore the intersections of personal identities and national/communal belonging. How does intersectionality operate in their critique? What possible alliances/coalitions emerge from their analyses?
2. The vast majority of these texts are based in the United States and a lot of intersectional scholarship has emerged from U.S.-based scholars. What do the methods, ideas, and principles of intersectional feminism have to offer more global views of coalitional action? How might we articulate intersectional politics in ways that draw alliances across countries or continents?

Narratives of Exile: Latvian Identity and the Struggle with Assimilation, Trauma of Displacement, and Maintaining Cultural Belonging.

Select **at least one work from each of three categories** on your list for discussion of the issues listed in your title—Identity, assimilation, traumas(s) of displacement, maintenance of cultural ties. The categories: (1) **works of fiction** (for example, *White Shroud*, *Engineer of Human Souls*); (2) **memoirs/autobiographies** (for example, *A Woman in Amber*, *Among the Living and the Dead*); (3) **theoretical works** (for example, “Folklore As a Source for Creating Exile Identity.....,” “Latvian Literature in Exile”). Once you’ve satisfied these criteria, feel free to roam freely, including additional works from your list or elsewhere, including other categories (songs? films?), as well as narratives of exile from other national groups included (as Skvorecky) on your list or not. Your treatment of the issues need not include the whole list—develop your essay by emphasizing coherence of argument and depth of analysis over breadth of coverage.

Premodern Masculinities: The Knight as the Masculine Ideal

Choose between four and six Medieval literary works on your “Premodern Masculinities” list, and discuss the representation of *consent* in these works. You may mention more than six works, but make sure to discuss at least four in some depth. Discuss the representations of consent in whatever way you wish; feel free to narrow the topic to a specific type of situation (e.g. rape), but you may want to address additional situations by way of comparison (e.g., consent to a marriage or consent to a transfer of power). Some of the questions you could address are below, but do not hesitate to ignore these and draw up a question or questions of your own under the umbrella topic of *consent*:

- a) What does each work (and/or specific characters in each work) seem to think constitutes consent? What problems, if any, arise in defining this concept? Does the work ask us to consider gray areas?
- b) How does each author represent assault, coercion, trickery, or other actions that rob someone of the power to refuse consent?
- c) What broad cultural assumptions or practices feed into these authors’ various explorations of consent?
- d) What issues about consent do these authors raise, and how do they choose to explore these issues?
- e) To what degree does each author address more than one gendered viewpoint or more than one gendered type of experience with regard to consent, and to what effect?

Appendix 3: Comparative Literature and Cultural Studies Comprehensive Exam Evaluation Rubric

COMPARATIVE LITERATURE AND CULTURAL STUDIES PROGRAM

UNIVERSITY OF ARKANSAS

The M.A. and Ph.D comprehensive exams are designed to demonstrate the student’s overall preparation for advanced academic writing, demonstrating readiness for writing at the level required for the thesis or dissertation.

AREA OF COMPETENCE	EVALUATION
1. Demonstrate competent reading of primary “texts” and their contexts.	
2. Demonstrate ability to analyze “texts” (films, etc) and produce critical perspectives.	
3. Provide a general sense of the state of the field (critical for specialty areas)	
4. Demonstrate good grasp and sound use of theoretical framework(s), including meta critical perspective of such frameworks (epistemological reflection and relevance for the case at hand).	
5. Essays should reflect advanced academic writing skills (from language mechanics to overall organization, including developing and supporting arguments, properly, citing references, etc.).	

EVALUATING SCALE

Excelling. Exceptional strong essays, clearly meeting the expectations of professional academic writing. Students with three or more excelling areas of competence will receive high pass in the exam.

Proficient. Good essay, meets expectations of advanced academic writing.

Deficient. Poor essay, does not meet the expectations of advanced academic writing.

Appendix 4: Comparative Literature and Cultural Studies Program M.A. Advising Form

COMPARATIVE LITERATURE AND CULTURAL STUDIES PROGRAM

M.A. ADVISING FORM

STUDENT _____ ID _____
 Email: _____ Entered Program _____

FACULTY COMMITTEE 1. _____ 2. _____ 3. _____

I. FIRST FIELD. _____ (12 hours or 6 hours-thesis option)

II. SECOND FIELD. _____ (12 hours)

III. WORLD LITERATURE (6 hours)

IV. GENERAL REQUIREMENTS

1. Introduction to Comparative Literature WLIT 5193 _____
2. Communication and Cultural Studies COMM 5503 _____
3. Thesis hours (6) _____

V. WORLD LANGUAGE REQUIREMENT

Exam / Course taken _____

Taking a course at the 3000 level or above, earning a B or above, fulfils the foreign language requirement

VI. COMPREHENSIVE EXAM DATE _____ PASS ____ FAIL _____

Total hours required: 36 hours

TIMELINE

Year 1 15 hours coursework

Year 2 9 hours of coursework and 6 thesis hours

COMM5503 Communication and Cultural Studies offered in the fall of even years

WLIT 5193 Intro to Comparative Literature offered in the fall of odd years