Program in
Modern Thought and Literature
Stanford University

Ph.D. Handbook

September, 2014
Table of Contents

1. Residence and Course Requirements 1

2. Course Work for the Degree 1
   A. Total Courses
   B. Course Requirements
   C. Literature Component
   D. Interdisciplinary Component
   E. Exchange Programs
   F. Leaves of Absence

3. Advising 5

4. Teaching and Fellowships 6
   A. Teaching Requirements for the Degree
   B. Pedagogy Training and PWR
   C. Additional Information

5. Qualifying Paper and Procedures 9
   A. Paper Format
   B. Readers
   C. Schedule
   D. Due Date
   E. Evaluations
   F. Presentations

6. Foreign Language Requirements 11
   A. Language Requirement
   B. Fulfilling the Language Requirements
   C. Reporting Fulfillment of the Language Requirements

7. Annual Review and Year-End Report 12

8. Candidacy 12
   A. University Deadline
   B. Filing for Candidacy

9. Master’s Degree 13

10. The University Oral Exam 14
    A. Date
    B. Selecting the Orals Committee
    C. Scheduling the Examination
    D. The Nature of the Oral Examination
    E. Preparing for the Orals
    F. The Voting

11. Advancing to TGR 17
12. **The Dissertation**
   A. The Dissertation Committee
   B. The Doctoral Dissertation Reading Committee Form
   C. The Dissertation Topic
   D. The Dissertation Proposal
   E. Colloquium on the Dissertation Proposal
   F. Dissertation Defense
   G. While Writing
   H. Submitting the Dissertation
   I. Receiving the Degree

**APPENDIX** (Sample Oral Examination Reading Lists)
Modern Thought and Literature (MTL) is an interdisciplinary humanities graduate program advancing the study of critical issues in the modern world. Since 1971, MTL students have helped to redefine the cutting edge of many interdisciplinary fields and to reshape the ways in which disciplinary scholarship is understood and practiced. MTL graduates are leaders in fields such as American studies, ethnic studies, film studies, social and cultural studies, and women's studies, as well as English and comparative literature. The program trains students to understand the histories and methods of disciplines and to test their assumptions. It considers how disciplines shape knowledge and, most importantly, how interdisciplinary methods reshape objects of study. MTL students produce innovative analyses of diverse texts, forms, and practices, including those of literature, history, philosophy, anthropology, law, and science; film, visual arts, popular culture, and performance; and material culture and technology.

Each student constructs a unique program of study suited to his or her research. Students have focused on such areas as gender and sexuality; race and ethnicity; science, technology, and medicine; media and performance; legal studies; and critical and social theory. The program's affiliated faculty is drawn from fields throughout the humanities and humanistic social sciences, as well as from education and law. As interdisciplinary study is impossible without an understanding of the disciplines under consideration, each student is expected to master the methods of literary analysis and to gain a foundation in a second field or discipline.

The Ph.D. is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in interdisciplinary literary studies. Through completion of advanced course work and rigorous skills training, the doctoral program prepares students to make original contributions to the knowledge of interdisciplinary literary studies and to interpret and present the results of such research.

This handbook is a supplement to the Bulletin ("Explore Degrees") and other University publications and contains program-specific policies, processes and degree requirements. Further information and resources are available from the program administrator and the Director.

It is the responsibility of each student to read the Handbook carefully, to understand this information or to seek clarification as needed.

The department reserves the right to make changes at any time without prior notice. It is the student's responsibility to review the Graduate Handbook on an annual basis.
1. **Residence and Course Requirements**

A candidate for the Ph.D. degree must complete the equivalent of 135 quarter units in graduate study beyond the bachelor's degree. Up to 45 quarter units may be transferred for graduate work done at other accredited institutions, pending approval from the Registrar’s Office. (One semester unit is equivalent to 1.5 quarter units.)

Students must be registered continuously for autumn, winter, and spring quarters from the quarter admitted, until the degree is granted, unless a formal **Leave of Absence** (see 2F below) has been filed and approved. Failure to enroll will result in a student’s losing registration authorization and will require that the Program and the Registrar’s Office approve a petition for reinstatement before the student can re-enroll.

The candidate should file an **Application for Candidacy** form for the Degree of Doctor of Philosophy no later than the end of the sixth quarter after the start of graduate work at Stanford. Prior to filing, a candidate must have submitted an acceptable qualifying paper. Candidacy is valid for five years from the date of such approval (if it has not been terminated earlier by the Committee-in-Charge because of unsatisfactory progress) and may be extended with the approval of the student’s primary dissertation adviser and the approval of the Director of the Program. Information about these matters is more fully available from the Program Administrator, and students are encouraged to consult with the Program Administrator before filing for candidacy (see Section 8).

2. **Course Work for the Degree**

Modern Thought and Literature assumes serious interest in one or more areas of modern thought as well as a focus on literature and culture.

A. **Total Courses**

   *A candidate for the Ph.D. degree in Modern Thought and Literature must complete at least 18 courses in graduate work in addition to the dissertation.* At least six consecutive quarters of graduate work must be taken at Stanford. Students may spend one year of graduate study abroad, or with the Stanford Exchange Scholar Program, with the approval of the Director and on the recommendation of the student’s adviser. Up to 45 units of coursework from previous graduate study may be transferred. Some or all of those courses may count toward the 18-course requirement, with the approval of the adviser and the Director.
Basic courses in pedagogy and student-taught courses do not count towards the course requirements. A small number of individual work courses (e.g., MTL 398) may be counted towards the course requirements, but students should take regularly scheduled courses whenever possible. Students should enroll for individual work courses only after discussion with their advisers.

By the end of the first year, students should evaluate the trajectory of their programs of study in light of their eventual employment goals. This will allow the flexibility to add foundational, methodological, or topical courses as needed during the second year.

B. Course Requirements

1. MTL 334A and B: Concepts of Modernity I and II (5 units each quarter), taken in the first year of study. This is a separate component and does not count toward either the literature component or the interdisciplinary component.

2. MTL 299: Edgework
This is a requirement, but is taken S/NC and is not considered part of either the literature or the interdisciplinary component.

3. Individual Work
In order for any individual work course to fulfill one of the 18 required courses, a form must be submitted to the student’s file, briefly describing the scope of the work, indicating whether the course will fulfill a literature or an interdisciplinary requirement, and showing the adviser’s approval. Students may enroll for units of MTL 398 “Graduate Individual Work” or may enroll for individual work under the faculty mentor’s department course number. Individual work must be taken for a minimum of 3 units and for a letter grade to qualify as a course requirement.

C. Literature Component

Eight courses of advanced work in the study of modern literature or literary theory in courses offered by departments of literature. Of the eight courses, at least six must be regularly scheduled, substantive courses. Students are expected to acquire in-depth knowledge of the literary tradition they intend to teach.

Occasionally a student may wish to pursue a course of study that does not treat literary study as a focus. Such a departure from the norm must be approved by the Committee in Charge.
Development of a proposal for an alternate curriculum should begin by the end of a student’s first year in the program, by which time the student should initiate consultation with his or her adviser, and with the Director of MTL. A formal proposal should then be submitted to the Committee for its autumn quarter meeting (i.e., the autumn of the student's second year of study) and should include a proposed course list as well as a well-articulated rationale.

Students who have cogent intellectual reasons to depart from the standard literature format should consider carefully the direction they wish to take in their research and teaching, as well as their future plans for the academic job market.

D. **Interdisciplinary Component**

*Eight courses in advanced work outside of literature departments in a coherent and individually arranged interdisciplinary program.* At least six courses must be regularly scheduled courses in various areas of modern thought and culture. The interdisciplinary component constitutes either a departmental minor or an "interdepartmental concentration" (see below).

1. **Interdisciplinary Statement**

To help in this articulation of their goals, students submit to the Director a *preliminary interdisciplinary statement at the end of the first year, along with the first year-end report*. This statement should not exceed 1500 words, and should outline the scope and coherence of the student’s interdisciplinary focus, either as it relates to a departmental minor (see #2 below) or to the interdepartmental concentration (see #3 below) they intend to pursue. In either case, students should note the relevance of any proposed coursework to their overall program.

Note that the final interdisciplinary statement will be submitted at the end of the second year and will become part of the candidacy application. (See 8.B “Filing for Candidacy”)

2. **Departmental Minors**

For students who may be contemplating an academic career in a non-literature field, completing a minor is one way of obtaining credentials in that academic field. Ph.D. minors may be available in the following disciplines: Anthropology, Art and Art History, Communication, History, Philosophy, Political Science, Religious Studies, and Sociology. Students should check with the departments in question. They should also consult the *Stanford Bulletin* ("Explore Degrees") under the departmental heading for specific information and course requirements.
Students wishing to take a departmental minor must complete the **Ph.D. Minor form** outlining a program of study and must have it approved by both the MTL Program and the minor department. This form is usually submitted at the time of admission to candidacy (the end of the second year). University regulations state that all work for departmental minors must be done at Stanford and that no courses being counted toward a minor may also be counted toward an M.A. degree.

### 3. Interdepartmental Concentrations

Students whose non-literature interests are not focused in one discipline may choose to satisfy the minor requirement by completing an interdepartmental concentration. Forms are available in the Program office, requiring a list of the courses to be included in the concentration, including at least six courses for a minimum of 24 units and at least two courses providing methodological or theoretical grounding. In the final interdisciplinary statement, which accompanies the application for candidacy (see 8.B below), the student will explain the relevance of the interdepartmental concentration to the overall program. The statement, due at the time of advancement to candidacy, must be supported by the student’s academic adviser and approved by the Director.

Common concentrations include ethnic studies, feminist and gender studies, popular culture, and science and technology studies. Students have also developed more individualized concentrations, for example in "visual studies," "media and society," and "legal and political theory." Samples are available in the Program Office.

### E. Exchange Programs

Stanford and UC Berkeley are partners in a direct exchange program. (This does not apply to other UC campuses.) There is no transfer of tuition or formal registration required. Some MTL students take courses at UC Berkeley while they are enrolled at Stanford. Units taken at Berkeley are semester units, with each semester unit equal to 1.5 quarter units. Total transfer units therefore need to be calculated precisely: students whose combined units in a given quarter from Stanford and UCB exceed the tuition cap will be charged additional tuition.

Credits from UC Berkeley will show up as "transfer units" on the student’s transcript, but will not be individually noted by course number and title. Students wishing to enroll in courses at Berkeley must obtain the UC Exchange Application Form from the Student Services Center. The form must be signed by the instructor of the course at Berkeley,
and approved by the MTL Program. (Please note: The autumn semester at Berkeley begins well before Stanford's autumn quarter.)

Stanford also participates in the "Exchange Scholar Program," an exchange consortium with a number of other institutions (Brown, University of Chicago, Columbia, Cornell, Harvard, MIT, Princeton, and Yale). This program enables students to study at a host institution while enrolled at Stanford. Applications are also available at the Student Services Center.

There are disadvantages to taking a significant number of courses at other institutions. Students should consider these carefully before embarking upon coursework elsewhere, and they must receive their advisers' support.

F. Leaves of Absence
Students may apply for leaves of absence with the approval of their advisers. Please review the University’s policy on leaves of absence carefully, referring to the form and information sheet on the Registrar’s website.

It is the student's responsibility to look into and prepare for the various ramifications that may accompany a LOA, e.g. ineligibility for student health insurance, responsibility to begin paying previous student loans. International students must consult with Bechtel regarding visa ramifications and must receive approval from that office.

3. Advising

On arrival, incoming students will be assigned to faculty advisers in their areas of interest. The adviser agrees to advise the student in the selection of courses. Some advisers also keep a running check on the student's progress in completing the course and language requirements during the first year. Students should feel free to visit their advisers, or the Director, whenever they wish; two visits a quarter is the minimum for keeping in touch.

The initial advising appointment is only a one-year commitment. During the course of the first year, the student may develop an advising relationship with another faculty member. Students should feel free to switch advisers at the end of the first year but must obtain the Director's approval and also be sure to inform the Program Administrator of the change.

Students who have not completed an MA before entry should particularly seek to consult their advisers or the Director on a regular basis. Their
academic interests are apt to be less set, and more likely to evolve. Since students usually complete their course work by the third year, it is especially important for these students to consider their course choices carefully.

By the end of the second year, one of the adviser's main tasks is to help students in choosing the faculty member in their special field of interest with whom they work in preparing for the oral examination, and who will normally become the dissertation director.

On a more informal basis, MTL has a peer advising program in which each entering student is matched with a more advanced student “buddy” who will provide guidance regarding Stanford graduate student life, as well as advice concerning specific MTL program matters.

4. **Teaching and Fellowships**

*Information in this section pertains to students admitted to the Program in 2013 and beyond. Students admitted prior to 2013 have a different set of teaching obligations. Please consult the Program Administrator or the Director for more information.*

A. **Teaching Requirements for the Degree**

Teaching is an essential part of the program. Candidates must demonstrate competence in teaching and will participate in teaching as arranged by the Program. Since Teaching Assistantships are also an integral part of the fellowship package, permission to shift teaching quarters will only be granted in unusual circumstances.

TAships are almost always 50% appointments, which assumes an average of 20 hours of work per week devoted to teaching, preparation, advising, and grading.

Students on TA appointments are restricted to the amount of additional paid work they may undertake and should familiarize themselves with the University restrictions regarding additional appointments and/or hourly work. See the [Administrative Guide](#) (10.2.1).

1. **First Year**

No teaching is required in the first year. Taking courses and identifying faculty with whom to work (largely through taking courses) are the two most important tasks of the first-year MTL graduate student.
2. Second Year

a. Autumn Quarter: English 396L, Laboratory in Pedagogy, provides an introduction to responding to papers, leading discussions and holding student conferences on composition, and is a prerequisite for subsequent teaching in the English Department.

b. Winter or Spring Quarter: Teaching. The student will be expected to lead two sections of 15-20 undergraduates in one class for the English Department. Students should check with the Graduate Student Administrator in English prior to the beginning of Winter and Spring Quarters to find out which courses may need TAs. Requests to teach for a department other than English must be supported by the student’s advisor and approved by the Director. Students who are considering alternatives should think carefully about their career plans; without teaching experience in English and American literature courses, placement in English department positions will be much more difficult.

In the two non-teaching quarters, students receive a living stipend and a grant for full tuition (18 units).

3. Third Year

During one quarter of the third year, students will serve as a Teaching Assistant in one course, which may pertain to the particular interdisciplinary interest or to the literature component. Students should consider their long-term job plans when deciding where to teach. MTL has an agreement with the English Department to provide students with TAships, but students who wish to teach for other departments must make individual arrangements. They should consult with their advisers regarding possible teaching opportunities. MTL will fund the TA salary and tuition for one quarter of TAship in the 3rd year, regardless of the department. During the other two quarters, students will funded with a living stipend and with either 10-unit or full tuition, depending on unit accrual.

4. Fourth and Fifth Years

These two years are regularly funded as Predoctoral Research Affiliate Appointments, although students may be funded by teaching appointments in the Program in Writing and Rhetoric (PWR) during one of these years. (See below for more information).

Students on RA appointments are restricted to the amount of additional paid work they may undertake and should familiarize themselves with the University restrictions regarding additional appointments and/or hourly work. See the Administrative Guide (10.2.1).
Accordingly, students who are not actively teaching in (and being funded by) PWR or another entity are expected to spend their time researching and writing their dissertations.

5. **Applying to PWR and University Fellowships**

Because the experience of teaching one’s own class is an important one, and because most students will need a full six years to complete the program, MTL students are required to apply to teach in the Program in Writing in Rhetoric (PWR) during the dissertation writing phase of their program.

Students who are admitted to the program *with* a prior MA are required to apply at the end of the third year to teach in the Program in Writing and Rhetoric (PWR) during their fourth year. Students who are admitted to the program *without* a prior MA are required to apply at the end of the fourth year to teach during their fifth year. Successful applicants who teach during their fourth or fifth years will be allowed to defer their regular RA funding for use in their sixth year in the event they have not completed their dissertation within the space of five years. Unsuccessful applicants will be required to apply again the next year to teach in the following year.

Additionally, starting at the end of their fourth year, all students will be required to apply for the full range of dissertation and teaching fellowships at Stanford for which they are eligible. MTL students have historically been proactive about applying for outside and university-wide funding, and have been largely successful in their efforts. The process of applying for dissertation fellowships helps students prepare for the academic and professional worlds they will enter. Applying for dissertation fellowships offered through the Vice Provost for Graduate Education (VPGE) office, the Center for Comparative Studies in Race and Ethnicity (CCSRE), the Stanford Humanities Center (SHC), and the Clayman Institute for Gender Research, pushes students to identify what is at stake in their scholarly projects, and to articulate clearly for a broader audience their research aims and methods. These skills will serve students well in job and national and international fellowship applications, as well as in their efforts to be reappointed or promoted on the job.

Finally, students may apply for teaching assistantships in any department or program.
B. Additional Information
As noted above (see 4.A) students on TA or RA appointments are restricted to the amount of additional paid work they may undertake. Additionally, any combination of Stanford assistantship appointments exceeding 50% must have the approval of the adviser, the Director, and the Dean’s Office (see Admin Guide 2.24.5.b.4).

Federal Work Study funds may be available for eligible students. (Eligibility requirements include US citizenship or Permanent Resident status and financial need.)

In accepting a graduate award (whether assistantship or stipend, whether part of the fellowship package or additional teaching) a student agrees to the following:

Students receiving fellowship aid are expected to devote full time to study, research, and teaching. Students who find they must supplement this support should consider carefully the alternatives to additional employment (i.e. long-term loans, savings, liquidation of assets, parental support, etc.). The matter should be discussed with the academic adviser and the Program Director.

5. Qualifying Paper and Procedures

The purpose of the qualifying paper is to certify that students are likely to be able to undertake the quality of research, sustained argumentation, and cogent writing demanded in a doctoral dissertation. Qualifying papers should, therefore, embody a substantial amount of independent research, develop an intellectual argument with significant elements of original thinking, and demonstrate the ability to do interdisciplinary work. A paper originally written for a class assignment version should be regarded as a draft. Readers may expect the version of the paper submitted as a qualifying paper to include significant new research and writing.

A. Paper Format

Although there is no hard and fast page requirement for the length of the qualifying paper, most papers should be 10-15,000 words. There are no specific format requirements. Students should discuss format and scope and come to an agreement with their readers well in advance of submitting the paper.
B. Readers
Each paper will be read and evaluated by two readers, one of whom must be a member of the MTL Committee in Charge, or have been a member within the previous five years. [If a student wishes to work with two faculty, neither of whom is on the Committee, then that student may designate a third reader from among the Committee membership. The designation of a third reader should only be made under those circumstances.] Readers should be prepared to consult with students about the topic and scope of their papers and to read and give feedback on first drafts. Students should expect to receive critical comments on their work and to rewrite and rethink aspects of their papers as necessary. Students are encouraged to identify their readers to the Program Administrator and Director as early in the process as possible so that they may receive the fullest benefit from early guidance and feedback. Readers should in no case be designated later than the end of the first year of graduate study. (The presumption is that students will work on their papers over the summer following the first year.) Designated readers may be changed only with the Director’s approval.

C. Schedule
Students should submit a draft to their readers by November 1 of their second year so that the faculty readers can comment on the work before the Thanksgiving break. This will give students a chance to submit substantially revised drafts to their readers before the end of the quarter and allow time in early winter, prior to the due date, for final revisions.

D. Due Date
The qualifying paper should be submitted no later than 5:00 p.m. of the Monday of the fourth week of the fifth quarter of enrollment. Normally this would be the winter quarter of the second year. Papers should be submitted to the program office, which will dispatch them to the previously designated readers with the appropriate evaluation forms and instructions for completing them. Extensions will be granted only under unusual circumstances.

E. Evaluations
Readers will normally complete their written evaluations by mid-February to allow students to make note of comments and suggestions before presenting the their papers. Students receive copies of written evaluations. In the event of a sharp discrepancy between the two evaluators, the Program Director adjudicates. A student who has not received a satisfactory evaluation on the qualifying paper by the end of the fifth quarter in the program, will normally be expected to withdraw from the program. Petitions requesting an exception will be considered by
the Committee in Charge. Most students who have completed two years of course work will have fulfilled the requirements for an M.A.

F. Presentations
The final step in the qualifying process is a mini-conference during which those students who have received a satisfactory evaluation on their qualifying papers will present their results orally to an audience of their peers and advisors. The conference is generally scheduled to coincide with the end of the winter or the beginning of the spring quarter of the year.

6. FOREIGN LANGUAGE REQUIREMENTS

A. Language Requirement
_Students must demonstrate by the end of the third quarter of the first year a reading knowledge of one foreign language; and by the beginning of the first quarter of the third year, a reading knowledge of one other foreign language._ The first language must be certified before a student can be advanced to candidacy. The University Oral Examination cannot be taken until both language requirements have been satisfied.

It is best to satisfy the foreign language requirements as soon as possible: the official schedule states the maximum permissible latitude, not the most desirable calendar of progress. The successive pressure of teaching, the oral, and the dissertation leave little time for learning languages later.

Students whose first language is not English or who are bilingual may waive formal certification of their native language but must inform the Program Administrator so that the University record will be updated accurately.

B. Fulfilling the Language Requirements
The language requirement may be fulfilled in any of the following ways:
- Passing a reading examination given by the various language departments.
- Satisfactory completion of a Ph.D. Reading course: FRENLANG 250, GERLANG 250, ITALLANG 250, PORTLANG 250, or SPANLANG 250 respectively, with whatever grade is deemed satisfactory by the department offering the course (usually B or higher). See Explore Courses.
- Passing, with a grade of B or higher, a course in literature numbered 100 or higher in a foreign language department at Stanford, for which the texts are read in the original language, or the equivalent taken at another university within the past five years.
- For some languages, there may be no appropriate class or reading exam available. If so, a student may arrange for a special reading examination
taken by personal arrangement with a Stanford instructor. The examination consists of an oral translation of an unprepared passage of expository prose of normal difficulty. The instructor must then certify to the Director that the student has “reading proficiency” in that language.

C. Reporting Fulfillment of the Language Requirements
It is the student’s responsibility to make sure that the Program Administrator is informed that a language requirement has been met, so that the requirement can be recorded as fulfilled.

7. Annual Review and Year-End Report
The program of each student must be approved by the student's adviser at the end of each academic year. In connection with this review the student will complete the "Year-End Report." The report includes a cumulative list of requirements completed. Advisers are asked to contact the Program with any particular concerns about the student's progress. Information from the year-end reports is compiled and presented to the Committee in Charge at its Spring Quarter meeting.

At the end of the first year, students submit, along with their year-end report, the preliminary interdisciplinary statement (see 2.D above). The final statement is due at the time of advancement to candidacy (see 8.B below).

8. Candidacy
A. University Deadline
University regulations require that application for Ph.D. candidacy be filed with the Program no later than the end of the sixth academic quarter after the start of graduate work at Stanford. All students should read carefully the University policy on candidacy.

B. Filing for Candidacy
The following qualifications must be met before a student in MTL can be awarded candidacy:
- Completion of a satisfactory qualifying paper
- Demonstration of a reading knowledge of one foreign language
- Satisfactory progress in coursework
- Submission of list of courses applicable to the degree, distinguishing courses appropriate to the literary component from those for the interdisciplinary component, and indicating which courses in the interdisciplinary component fulfill the minor or interdepartmental concentration requirement.
Submission of a statement (approximately 1,500 words) outlining the scope and coherence of the interdisciplinary component of the program in relation to the literary component, and noting the relevance of the coursework to that program.

The Application for Candidacy Form (available from the Program Administrator) should be signed first by the student's adviser and then by the Program Director. The form should be completed as soon as possible after the qualifying requirements have been met. In all cases the application for candidacy must be submitted before the start of the autumn quarter of the student’s third year of study.

When the Director approves the Candidacy Form, it is a formal confirmation that once the requirements listed (whether as "completed" or "to be completed") have been met, the candidate will have satisfied all the requirements for the Ph.D. except the dissertation. Changes to the list of remaining courses are expected, but any changes must be formally approved before a student is eligible for TGR status.

Because the candidacy form is a formal confirmation of requirements met and to be met, the student must list all courses required for the degree (18 courses) in a way that shows that they have met or will meet the Program requirements. Specifically:

- Courses should be listed as either part of the literature component (8 courses) or of the interdisciplinary component (8 courses)—not including MTL 334A,B or MTL 299.
- Six of the literature courses must be in regularly scheduled substantive courses in post-1750 literature, unless special permission is granted.
- Six of the courses in the interdisciplinary component must be in regularly scheduled substantive courses from non-literature departments.
- Any individual work counting toward the course requirement must have the adviser's (or the Director's) approval. When listing individual work the student should include a brief (3 or 4 word) description of the topic, as well as the faculty member's name.

9. Master's Degree

Students in the Ph.D. Program in MTL who have not previously received an M.A. may apply for a Master of Arts degree (M.A.) in MTL. Application may be made at any time after the requirements for the degree have been met, but the most convenient time is at the time candidacy is declared. Students should discuss their plans for applying for the master's degree in MTL with the Program Administrator so as to be sure they understand the ramifications concerning transfer units and advancing to TGR.
In order to receive the M.A. degree a student must

- Complete 45 units of coursework toward the degree, roughly balanced between the literature and the interdisciplinary components.
- Submit a program of study outlining the coursework and have it approved by the academic adviser and the Director.
- Complete a "Graduate Program Authorization Petition" on Axess to add the M.A. program. *There is a fee charged by the Registrar.* Payment is a student responsibility. The student then applies to receive the degree via Axess, after the new program has been processed.

Students who wish to complete a Master's Degree in another department or program at Stanford, or who wish to transfer credit from a prior M.A. must check with the Program Administrator about University regulations concerning overlapping courses with regard to the Ph.D. requirements and also with regard to departmental minor requirements. There are tuition and residency ramifications to be considered.

10. **The University Oral Examination**

**A. Date**
All candidates for the Ph.D. are expected to take the University Oral Examination by the end of the third year. *Exceptions must be approved by the Director.*

**B. Selecting the Orals Committee**
The examining committee is composed of (1) the university chair, who *cannot* be a member of the principal adviser's department (e.g., if the primary adviser has a joint appointment in Comparative Literature, no faculty member with a joint appointment in Comparative Literature may serve as University Chair, regardless of that faculty member's home department); (2) four or more faculty members who represent the area(s) of specialization (with Program approval); (3) one of the committee members may represent the minor, if required by the Minor Department.

See the full [University Policy on the Oral Examination](#).

The student and the primary advisor have the main role in proposing the members of the Oral Examination committee. The Orals Committee includes the primary adviser (usually the student’s prospective dissertation director) plus three other faculty members. Once the candidate and the adviser have decided on three likely faculty members, the candidate has the responsibility of requesting each of them to serve on the committee, and of arranging for a time suitable to all. They should as far as possible be people familiar with
the student's chosen field of specialization, and normally, though not necessarily, include the three members of the dissertation committee.

The student will work with the members of the committee to develop an appropriate reading list for the exam. (Please note: Reading lists are not proprietary and will be posted on the MTL website for subsequent students to reference).

Non-Stanford or non-Academic Council members must be approved by the Program Director and should only be invited in cases when the field is under-represented by Academic Council faculty at Stanford.

Most students prefer to designate their own University chairs. Although the Program has final responsibility for appointing the University Chair, the student should participate in the selection and should discuss possible chairs with the primary adviser.

C. Scheduling the Examination
Students must have filed for candidacy (see section 8, C, above) before scheduling an Oral Examination. Students complete the University Oral Examination Form as soon as they have found a suitable Orals committee and a date and the Director must sign the form. The Program Administrator must be informed at once of any changes in the committee or the date and the Director must approve any substitution.

There are two common difficulties with scheduling: 1) Too many students want to take Orals at the end of the quarter, especially Spring Quarter, and many faculty members may be booked for the dates available. 2) It is against normal practice to set up Orals during the summer because it is difficult to assemble a committee whose members have the appropriate specialties. In addition, students must be registered in the quarter they take their University Oral Exams, which involves the payment of tuition. Most students do not have funding for the third summer of graduate tuition.

D. The Nature of the Oral Examination

1. Field of Concentration
The examination covers a field of concentration as defined by the student and the adviser. It is designed to test the student's knowledge in the chosen field(s) of expertise, but it should not focus on a specific dissertation topic. The field will obviously vary greatly depending on the specialty. Usually, the reading list consists of approximately 100 book-length texts (or more if shorter genres are involved), is divided into three or four subfields, and includes theoretical as well as creative material. Some idea of how the field of concentration may be defined
can be obtained by looking at the programs of past examinations (copies can be obtained from the Program Administrator), as well as from the sample lists in the Appendix.

In setting up the program for the examination, candidates will prepare lists of the works in their chosen fields on which they are to be examined. **This list, approved by the adviser, will be circulated to the members of the examination committee at least a month in advance of the orals date.**

2. **The Format of the Oral Examination**
   The program of the Oral Examination is as follows:
   - Prepared talk by candidate (20 minutes)
   - Discussion of candidate's talk opened by primary adviser (10 minutes)
   - Questions on candidate's field of concentration (20 minutes for each examiner)
   - Optional questions from the University Chair (5 minutes)

3. **The Prepared Talk**
   This is the first part of the examination. The candidate has a choice among three or four topics, which are usually fairly general, are always in the field of concentration, and are prepared by the primary adviser.

   On the day before the exam, 24 hours prior to the start time, the student receives the topics/questions from the Program Administrator (usually by e-mail), and with the help of notes and books, prepares a 20 minute talk on one of them. The candidate will then be asked to deliver this talk at the beginning of the exam.

   Although students may consult notes and read relevant quotations from books, they may not read the talk. Students should remember that talking from notes often takes longer than expected; on the other hand, a verbatim reading of a written lecture is not permitted.

E. **Preparing for the Orals**
   An informal discussion between a student and the primary adviser regarding the prepared talk a week or so before the Oral may serve to remind the adviser of the student's special interests and areas of best preparation.

   In preparing for the main part of the examination, it is fairly common for students to talk informally with the other members of their committee in order to find out what sort of things they will be expected to know. Some faculty meet with a candidate several days before the Orals and ask sample questions in order to give the student a feel of what the examination will be
like. More commonly, students arrange mock Orals with other students who have recently taken the Oral Examination.

**F. The Voting**
For the purposes of the Orals, a quorum consists of five faculty members present and voting, including the chairperson and faculty members who represent the areas of specialization. On the favorable vote of three-fourths or more of the examining committee (including the presiding chairperson), the candidate will be certified as having passed the examination (refer to the University Policy on the Oral Examination for details).

The candidate is usually asked to withdraw while the examiners deliberate. No deductions can or should be drawn from the length of their deliberations.

**11. Advancing to TGR**
Students are expected to advance to TGR as soon as possible and at the latest by the end of the fourth year. *Funding in the fifth year assumes TGR status*. In order to advance to TGR status and be eligible for lower tuition fees, students must have completed at least 135 units (including transfer units), must have completed all the course requirements for the degree, and must have formed a dissertation committee and submitted the Dissertation Reading Committee form to the Program Administrator which must be certified by the individual members of the Committee and approved by the Director.

**12. The Dissertation**

**A. The Dissertation Committee**
As early as possible during graduate study, students should start thinking about the dissertation and discussing it with appropriate faculty members. In the third year, when the topic has been decided, the student will arrange for a faculty reading committee consisting of the candidate’s principal research adviser and two other members, usually all members of the Academic Council (that is, full, associate, or assistant professors at Stanford). **Each member of the Reading Committee must personally confirm the agreement to sit on the Committee.** This can be done by signature, or may be done by sending an email certifying agreement to the Program Administrator. It is the student's responsibility to see that all confirmations are obtained.

The student and the adviser together select the members of the dissertation committee. Once they have reached an agreement, the form is submitted.
The dissertation committee need not include the same faculty members who served on the Orals committee, although it often does.

Sometimes an instructor who is not a member of the Academic Council or a faculty member from outside Stanford may be on the reading committee (or included on the University Orals committee) if approved beforehand, but such choices should only be made in exceptional cases.

Between the initial selection of the committee and the completion of the dissertation, some attrition among the members is to be expected, e.g. due to sabbaticals or retirements. As a general rule, it is better not to reconstruct the committee if one of the readers is away, since that faculty member presumably knows what the student is doing, and the reading of the manuscript can usually be handled electronically or through the mail.

B. The Doctoral Dissertation Reading Committee Form
The form must be approved by the Director and must be entered by the Program Administrator before the student can enter Terminal Graduate Registration status.

C. The Dissertation Topic
The ideal in finding a dissertation topic is to find a topic that (a) is likely to lead to an original contribution to scholarly research; (b) interests the student; (c) is clearly enough defined to be likely to be finished on time; (d) may lead to publishable articles or a book.

There are no criteria laid down as to appropriate thesis topics or length. All these matters are rightly the decision of a group of faculty members acting in concert, with their own standards, as well as disciplinary standards, in mind. Most faculty members regard the dissertation primarily as a contribution to scholarship exhibiting the qualities needed for the continuing research involved in a responsible professional career as a teacher, scholar, and critic.

Some sense of the range of possible topics may be obtained by looking at earlier Stanford dissertations. They may be consulted in, or briefly borrowed from, various Departmental offices, and are also shelved in the library stacks (with all other Stanford dissertations). They vary in size from over 1,000 pages (usually a variorum edition) to just over 150 pages. Dissertations are expected to make an original, innovative, and thoroughly researched contribution to scholarship in the field of the candidate's area of specialization.

D. The Dissertation Proposal
After completing the University Oral Exam, the student writes up the dissertation proposal. The recommended length for the dissertation proposal is 5 pages double-spaced (with a maximum length of 8 pages). It should
contain (additionally) a full bibliography. Longer proposals are not desirable. Experience shows that by focusing too much on the proposal itself, students frequently delay the start of genuine dissertation work.

The proposal should outline the topic, the approach and its significance, and include a list of likely chapters. The emphasis should be on concise, direct expression of the initial argument and major claims. The proposal is an intrinsically provisional document. It should be a text that the student can return to as the dissertation develops, serving as an initial template for abstracts and more complete project descriptions.

This proposal is submitted to the Dissertation Committee and the Program Director along with the approval form (available from the program administrator) by autumn quarter of the fourth year. The form must be signed (or otherwise certified) by all of the Committee members before submission to the Director. The approved form will be submitted to the Program Office along with a copy of the dissertation proposal and kept in the student’s academic file.

E. Colloquium on the Dissertation
The Dissertation Colloquium takes place after the proposal has been approved and the student has completed one full chapter (usually at the end of the fourth year of study, and no later than the beginning of the fifth). As soon as one chapter has been completed, the student sets up a date and time to meet with the Dissertation Committee for one hour to discuss the work accomplished and plans for completing the rest of the dissertation. The Colloquium should be a session during which the student solicits and receives advice; it is not an exam.

In preparation for the Colloquium, students should meet individually with the faculty on the Committee to discuss their concerns and opinions and give suggestions about the student’s work.

Students should prepare to speak briefly (10 minutes maximum) about the dissertation, broadly outlining the project’s goals, scope, and current status. The faculty will ask questions and offer suggestions. Toward the end of the hour, the student can and should pose questions to the faculty.

F. The Dissertation Defense
Dissertations in Modern Thought and Literature conclude with a two-hour defense. The first hour is open to the public and includes a brief presentation (30 minutes) of the dissertation on the part of the Ph.D. candidate. After the presentation and a brief Q&A period, the primary adviser will ask observers to leave. The second hour of the defense is reserved to the candidate and his/her Dissertation Committee.
G. While Writing
Each draft chapter is submitted separately to the dissertation adviser, preferably with a current outline (title and proposed chapters) to provide a context. Students should keep a copy of each chapter in their own hands for consultation, especially if they or the dissertation director are not on campus. It is also highly advisable to have back-up copies of everything – even notes – to avoid the consequences of possible loss. According to circumstances and the student's wishes, the other members of the dissertation committee may or may not read the chapters in draft form. The dissertation adviser and the other committee members decide when the student's successive rewritings have reached the point where, with last-minute revisions incorporated, the dissertation has reached its final version. All dissertations must include bibliographies.

H. Submitting the Dissertation – Since policies may change from year to year, students must be sure to check the Registrar’s information about the current requirements for submission.

1. Final Reading and Submission
The dissertation must be submitted to the Graduate Degree Progress Section of the Registrar's Office by the deadline specified for each quarter. To make this deadline, the dissertation must be submitted to the dissertation committee in substantially final form at least four weeks beforehand. This is to allow time for the final reading by the committee, formatting and printing or typing the final version, corrections, etc.

2. Format of the Final Dissertation
Students should familiarize themselves with the "Directions for Preparing Doctoral Dissertations" and/or "Directions for Preparing Electronic Doctoral Dissertations," available at the Registrar's Office website, as soon as they start writing, so that even early drafts can follow the prescribed form as far as possible. The "Directions" contains detailed instructions about margin spacing, pagination, copyright and permissions for quoting, and sample title pages, signature pages, and abstracts. Detailed information about electronic filing is also available at the Registrar’s Office website. Students must study these regulations before preparing the final draft of the dissertation. However, it is important that students follow the directions for the year in which they file; policies may change from year to year.

3. Signatures
All members of the reading committee will certify by signature on the final copies of the dissertation that they have read the dissertation, signifying their opinion that the scope and quality are acceptable in
fulfillment of this requirement of the degree. The same signatures that appear on the Ph.D. Reading Committee form should appear on the Signature Pages of the dissertation. Sometimes the Stanford faculty may prove more mobile than one might anticipate. Therefore, students should keep close track of their committees, especially if they leave Stanford before finishing. If one of the readers is overseas, a student must send copies of the Signature Pages (unfolded, with protective cardboard) to be signed and returned to the Program well in advance of the date the dissertation is due in the Graduate Program Office.

4. **The Abstract**
The Registrar's Office requires a dissertation abstract to be published in *Dissertation Abstracts*. (See “Directions” noted above.)

5. **Bound Copies/Fees**
There are fees assessed for hard copy submission to cover binding, microfilming, and publishing the abstract. The author will be billed for binding any additional copies for personal use. There are no fees for electronic submission. (See “Directions” noted above.)

6. **Final Submission Form**
Before the Graduate Degree Progress Office will accept the dissertation, at least one member of the committee must see the final draft, indicating that this has been done by signing the Final Submission Form.

The student must also complete two other forms: the "Survey of Earned Doctorates" and a copyright contract from Dissertation Abstracts (the matter is complicated, but it is probably wise to copyright the dissertation). Both of these must be submitted with the dissertation.

I. **Receiving the Degree**
The last dates for filing the dissertation in order to receive the degree in January, June, or September are announced in the University Calendar. The main reason for haste, however, is not the formal conferring of the degree, but the fact of completion, which often leads to a somewhat higher academic salary, or which may have been stipulated by an employer. This certification can often be made in a letter, written either by your dissertation adviser or the Director.

*revised September 2014*
APPENDIX: SAMPLE ORAL EXAMINATION READING LISTS
(See the MTL website for additional sample orals reading lists)

Sample List 1
Title: The Literary Global
Fields: The History and Theory of Novel, Globalization Studies, The Arabic Novel

Rationale

My dissertation will consider whether the much-heralded advent of globalization ever registered in literature. This is not the same as asking how we can globalize the canon (our point of reference), the methods (our interpretative framework), or literary studies (the contours of our field). Nor is it asking whether globalization has entered as a theme into literature. The question is more complex when made simple: Has literature yet identified the rise of global consciousness as a new problem fundamental enough to demand the invention of a unique literary solution?

My work will depart from both thematic and market approaches to the study of the global in literature. With an eye to the trans-disciplinary discussion, since the early ’90s, about how to study “the global”—in sociology, history, philosophy, but especially, in anthropology and geography—I identify the challenge of ’globalizing literary studies’ specifically as the elaboration of an emergent literary logic of the world-scale.

I have chosen to work on the novel genre and plan to focus on the Arabic novel as a primary case-study for the purposes of the oral exam. Towards this goal my list is divided into three sections. First: “History and Theory of the European Novel” which includes seminal theoretical texts as well as a short list of canonical novels that have served as a reference point for the development of these theories. Second: “The Global and Culture” which reflects the various distinct disciplinary interventions in the globalization debates by practitioners from the humanities and humanistic social sciences. Third: “The Arabic novel” is a comprehensive list of canonical Arabic novels, focusing on Egypt and Lebanon.

I. History & Theory of the European novel
   (Sepp Gumbrecht, Franco Moretti, Alex Woloch)

Primary:

1. Daniel Defoe. Moll Flanders (1722)
2. Voltaire. Candide (1759)
3. Jean-Jacques Rousseau. La Nouvelle Heloise (1761)
4. Lawrence Sterne. *A Sentimental Journey Through France and Italy by Mr. Yorick* (1768)
5. Lawrence Sterne. *Tristram Shandy* (1759-1767)
7. Johann Wolfgang van Goethe. *Wilhelm Meister’s Apprenticeship* (1795-6)
9. Mary Shelley. *Frankenstein* (1818)
11. Honoré Balzac. *Lost Illusions* (1837-1843)
15. Fyodor Dostoyevsky. *Crime and Punishment* (1866)
17. Emile Zola. *Germinal* (1885)
18. Thomas Hardy. *Jude the Obscure* (1895)

**Secondary:**

22. Ian Watt. *The Rise of the Novel*
24. Viktor Shklovsky. *The Theory of Prose*
25. Mikhail Bakhtin. *The Dialogical Imagination*
26. Mikhail Bakhtin. *Problems of Dostoyevsky’s Poetics*
27. Mikhail Bakhtin. *Art and Answerability*
28. Georg Lukacs, *Essays in European Realism*
29. Georg Lukacs, *Writer and Critic*
32. Georg Lukacs, *History and Class Consciousness*
34. Peter Brooks. *Reading for the Plot*
36. Roberto Schwarz. *A Master on the Periphery of Capitalism*

**II. The Global in Culture**
(David Palumbo-Liu)

12. Frederick Cooper. “What is the concept of globalization good for?”

III. **The Arabic novel, focus on Egypt and Lebanon**
   (Anton Shammas)

5. Naguib Mahfouz. *Sugar Street* (1951)
12. Mohamed Choukri. *For Bread Alone* (1973)
Sample List 2

Title:
Approaches to the Study of Indian Literature and the Indian State

Reading List:

Field 1: Imaginations of the state

Section 1: Imagining the nation
Benedict Anderson, *Imagined Communities: Reflections on the origins and spread of nationalism*
Simon During, “Literature—Nationalism’s other? The case for revision,” in *Nation and Narration*
Ashis Nandy, *The Illegitimacy of Nationalism: Rabindranath Tagore and the politics of self*
Dipesh Chakrabarty, “Nation and Imagination,” in *Provincializing Europe*
Sudipta Kaviraj, *The Unhappy Consciousness: Bankimchandra Chattopadhyay and the formation of nationalist discourse in India*
Partha Chatterjee, “The Moment of Departure: Culture and power in the thought of Bankimchandra,” in *Nationalist Thought and the Colonial World*
Martha Nussbaum, “Patriotism and Cosmopolitanism,” in *For Love of Country: Debating the limits of patriotism*
Rajat Kanta Ray, *The Felt Community: Commonality and mentality before the emergence of Indian nationalism.*

Section 2: Nationalist imaginings of the state
Partha Chatterjee, *Nationalist Thought and the Colonial World: A derivative discourse?*
Partha Chatterjee, “The National State,” in *The Nation and its Fragments*
Jawaharlal Nehru, “The Quest,” and “National Planning Committee,” in *The Discovery of India*
Manu Goswami, *Producing India: From colonial economy to national space*

Section 3: Subaltern imaginings of the state
David Hardiman, *The Coming of the Devi: Adivasi assertion in western India*
Gyan Pandey, “Peasant Revolt and Indian Nationalism,” in *Subaltern Studies I*
Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*
Field 2: Democracy and representation

Section 1: Universal suffrage
   “Caste, class and democracy”
Gauri Viswanathan, “Conversion to Equality,” in Outside the Fold:
   Conversion, Modernity, and Belief
John Stuart Mill, Considerations on Representative Government
John Stuart Mill, On Liberty
Dipesh Chakrabarty, “Introduction: The idea of Provincializing Europe,” in
   Provincializing Europe
Elizabeth Gaskell, Mary Barton
Elizabeth Gaskell, North and South
George Eliot, Middlemarch
Mulk Raj Anand, Untouchable
Partha Chatterjee, “The nation in heterogeneous time,” in The Politics of the
   Governed
Charles Dickens, Great Expectations

Section 2: The rural problem
George Eliot, Mill on the Floss
Bibhutibhushan Bandopadhyay, Aranyak: Of the forest
Partha Chatterjee, “The Nation and its Peasants,” in The Nation and its
   Fragments
Raymond Williams, The Country and the City
Ashis Nandy, An Ambiguous Journey to the City: The village and other odd
   ruins of the self in the Indian imagination
B.R. Ambedkar, “Gandhism: The doom of the untouchables”
James Brow, “Utopia’s new-found space: Images of the village community in
   the early writings of Ananda Coomaraswamy”
   ideology”
Georg Lukács, “Tolstoy and the Development of Realism,” in Studies in
   European Realism
Premchand, Godan
Field 3: Liberal citizenship and the novelistic hero

Section 1: Citizenship and the individual
Ranajit Guha, “Neel Darpan: The image of a peasant revolt in a liberal mirror”
Uday Singh Mehta, Liberalism and Empire: A study in nineteenth-century British liberal thought
Sudipta Kaviraj, “A State of Contradictions: The post-colonial state in India,” in States and Citizens
Frantz Fanon, “Concerning Violence,” in The Wretched of the Earth
Purnima Bose, Organizing Empire: Individualism, collective agency and India

Section 2: Community
Partha Chatterjee, “Communities and the Nation,” in The Nation and its Fragments
Ayesha Jalal, Self and Sovereignty: Individual and community in South Asian Islam since 1850
Gyan Pandey, The Construction of Communalism in Colonial North India
Aamir Mufti, “Secularism and Minority: Elements of a critique”
Jawaharlal Nehru, “The question of minorities,” in The Discovery of India
Karl Marx, “On the Jewish Question”
Aamir Mufti, “A Greater Story-Writer than God: Genre, gender and minority in late colonial India,” in Subaltern Studies XI

Section 3: The novelistic hero
Mulk Raj Anand, Coolie
Charles Dickens, Hard Times
Karl Marx, The Eighteenth Brumaire of Louis Bonaparte
Thomas Carlyle, “The Hero as King,” in On Heroes, Hero-Worship and the Heroic in History
Jane Austen, Emma
Stendhal, Le Rouge et Le Noir
Alex Woloch, The One vs. the Many: Minor characters and the space of the protagonist in the novel

Field 4: The problem of prose

Section 1: Is Europe to the East as Realism is to the Imagination?
Margaret Cohen, The Sentimental Education of the Novel
G.W.F. Hegel, “The Oriental World” in The Philosophy of History
Priya Joshi, In Another Country: Colonialism, culture, and the English novel in India
Sample List 3

PART I: Theory & Criticism

1. Race, Nation, Culture
   Emphasis: Asian American cultural studies

Anderson, Benedict: Imagined Communities
Anzaldua, Gloria: from La Frontera/Borderlands, “Crossing Borders”
Cheng, Anne: The Melancholy of Race
Chin, Frank: from The Big Aiiiiiiiiiiiene! “Come All Ye Asian American Writers of the Real and the Fake”
Dyer, Richard: White
Eng, David: Racial Castration
Hall, Stuart: “New Ethnicities,” “Cultural Identity and Cinematic Representation”
Lee, Josephine: *Performing Asian America*
Lowe, Lisa: *Immigrant Acts*
Lye, Colleen: *America’s Asia*
Morrison, Toni: *Playing in the Dark*
Moya, Paula: *Learning from Experience*
Omi and Winant: *Racial Formation in the United States*
Palumbo-Liu, David: *Asian/American*
Said, Edward: *Orientalism*
Shimakawa, Karen: *National Abjection*

2. Performance & Literary Theory

*Performance, Performativity, and Textuality: Language and the Body*
Austin, J.L.: *How to Do Things with Words*
Barthes, Roland: “Death of the Author”
Butler, Judith: *Bodies that Matter*
Chaudhuri, Una: *Staging Place*
Derrida, Jacques: “Signature Event Context,” “The Theater of Cruelty and the Closure of Representation”
Diamond, Elin: from *Performance and Cultural Politics*, Introduction
Elam, Harry: from *African American Performance and Theater History*, Introduction
Foucault, Michel: *Discipline and Punish*
Goffman, Erving: *The Presentation of Self in Everyday Life*
Jackson, Shannon: *Professing Performance*
McKenzie, Jon: *Perform or Else*
Schechner, Richard: *Performance Theory* Chapters 3-4; *Between Theater and Anthropology*, Chapters 1-2
Taylor, Diana: *The Archive and the Repertoire*
Turner, Victor: *From Ritual to Theatre*

*Imitation, Identification, and Representation*
Auerbach, Eric: *Mimesis*
Bahktin, M.M.: *Dialogic Imagination*
Bhabha, Homi: from *The Location of Culture*, “Of Mimicry and Man,” “The Other Question”
Brecht, Bertolt: from *Brecht on Theater*, “New Technique of Acting,” “A Short Organum for the Theatre”
Diamond, Elin: “Mimesis, Mimicry, and the ‘True-Real’”
Fanon, Frantz: *Black Skin, White Mask*
Freud, Sigmund: “Mourning and Melancholia”
Kristeva, Julia: from *Power of Horrors*, Chapters 1, 3
Mulvey, Laura: “Visual Pleasure and Narrative Cinema”
Munoz, Jose: *Disidentifications*
Phelan, Peggy: *Unmarked*
Roach, Joseph: from *Cities of the Dead*, Introduction

**PART II: Literature and Performance**
1. Asian American Literature and Performance

**Literature**
Bulosan, Carlos: *America is in the Heart*
Cha, Theresa: *Dictee*
Hagedorn, Jessica: *Dogeaters*
Kingston, Maxine Hong: *Tripmaster Monkey*
Kogawa, Joy: *Itsuka*
Lee, Chang Rae: *Native Speaker*
Mukherjee, Bharati: *Jasmine*
Murayama, Milton: *All I Asking for Is My Body*
Ng, Faye: *Bone*
Okada, John: *No-No Boy*

**Plays and Films**
Better Luck Tomorrow
Chan is Missing
*Flower Drum Song* (film)
Chin, Frank: *Chickencoop Chinaman*
Chong, Ping: *East-West Quartet*
Gotanda, Philip Kan: *Yankee Dawg You Die*
Hagedorn, Jessica: *Dogeaters* (play version)
Houston, Velina Hasu: *Tea*
Hwang, David Henry: *M. Butterfly*
Hwang, David Henry: *Flower Drum Song* (updated book)
Wong, Elizabeth: *Kimchee and Chitlins*
Yamauchi, Wakako: *And the Soul Shall Dance*
Yew, Chay: *Language of Their Own*
2. Twentieth Century American Novels and Plays

*Thematic emphasis: race and nation*

**Novels**
Alexie, Sherman: *Reservation Blues*
Baldwin, James: *Another Country*
Cisneros, Sandra: *Caramelo*
Ellison, Ralph: *The Invisible Man*
Faulkner, William: *Light in August*
Fitzgerald, F. Scott: *The Great Gatsby*
Hurston, Zora Neale: *Their Eyes Were Watching God*
Larsen, Nella: *Passing*
Morrison, Toni: *The Bluest Eye*
Paredes, America: *George Washington Gomez*
Silko, Leslie Marmon: *Ceremony*
Steinbeck, John: *East of Eden*
Wright, Richard: *Native Son*

**Plays**
Aiken, George L.: *Uncle Tom’s Cabin*
Hansberry, Lorraine: *Raisin in the Sun*
Kennedy, Adrienne: *Funnyhouse of a Negro*
Kushner, Tony: *Angels in America*
Moraga, Cherrie: *The Hungry Woman*
O’Neill, Eugene: *Emperor Jones*
Parks, Suzan-Lori: *The America Play*
Smith, Anna Deveare: *Twilight*
Toomer, Jean: *Cane*
Valdez, Luis: *I Don’t Have to Show You No Stinking Badges*
Wilder, Thornton: *Our Town*
Williams, Tennessee: *Streetcar Named Desire*
Wilson, August: *Ma Rainey’s Black Bottom*
Wolfe, George C.: *The Colored Museum*

*Classified based on the knowledge that “Kabnis” was written as a play, but with the understanding that *Cane* cannot be categorized under one particular literary genre.*