



Ohio University

Graduate Study in

English

Contents

Introduction	3
Degree Programs	
Master of Arts in English	4
Doctor of Philosophy in English	7
Teaching Associateships	12
Admissions	12
Resident and Visiting Faculty	16
Ohio University and Athens	20
Graduate Faculty	23

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Introduction

Community, Diversity, and Dialogue

As we enter the 21st century, the formal study of English continues to undergo profound changes precipitated by diverse currents both within and outside the academy. Consequently, English studies today includes numerous areas of professional focus. The graduate program at Ohio University recognizes this diversity and offers five distinct areas of concentration at the master's level and three at the doctoral level. At the same time, we wish to ensure that all of our graduate students share a common core of courses and take courses outside their specific concentrations.

A primary aim and strength of our program is the fruitful dialogue between students and faculty with differing but related professional interests. Professional and apprentice poets and critics, theorists, and composition specialists sit together in the same classrooms and interact at the same informal gatherings, learning from one another and discovering the common concerns that unite artists, scholars, and teachers of literature and writing.

To stimulate this dialogue our program has consciously been kept small but diverse. Graduate students in English at Ohio University study in an atmosphere where they are taken seriously as individuals and encouraged to think and create freely, within a framework of demanding goals and standards.

The spirit of dialogue and community is also fostered by the University's location in the informal and tranquil setting of rural Appalachian Ohio. The sense of collegiality—the common pursuit of shared goals from different perspectives—produces an atmosphere of intellectual challenge and personal consideration that distinguishes the program from others in both public and private institutions.

Degree Programs

Master of Arts in English

Students enter M.A. programs in English for a variety of reasons. Some wish simply to extend their liberal education beyond the bachelor's level; others want professional training for high school or junior college teaching; still others see the M.A. as a stepping stone to the Ph.D. and a career in college teaching. At Ohio University we have tried to design an M.A. program that meets the diverse needs of these different students. We believe all students should have a thorough grounding in the basic elements of literary study; thus all students must satisfy a common set of core requirements. However, we also believe that students should have the right to give their studies a particular emphasis, and thus we offer a choice of five departmental concentrations. These concentrations are carefully selected groups of courses that give each master's program a distinctive focus.

Our M.A. program is a two-year undertaking, although full-time students who are not teaching associates may complete it in less time.

M.A. Requirements

Students pursuing the Master of Arts in English must satisfy the following requirements:

1. Bibliography and Methods. ENG 593 deals with enumerative and descriptive bibliography and methods of scholarship. It also provides a general introduction to graduate study and research in English literature and language.

2. English Language. The English language requirement is met by ENG 503 English Language, which studies the history of the English language and theories of language from the Anglo-Saxon period to the present.

3. The Teaching of College English. ENG 591 and 591A, ordinarily taken in the first and second quarters of residency, are designed to offer various kinds of practical and theoretical information and discussions about teaching, including various teaching methods, grading standards, counseling, use of computers, etc. (Required only of teaching associates.) All teaching associates take ENG 791 (1 credit hour) every quarter of their residency. This course addresses professional and pedagogical issues in the profession.

4. Literary Theory. Students take at least one course that has as its primary focus literary theory or the strategies of literary analysis and criticism.

5. Thesis or Master's Essay. The master's thesis is an extended scholarly or creative project that must observe college, departmental, and individual faculty deadlines and criteria. The master's essay is a scholarly essay of publishable quality and length, written as an extension of work done in a seminar but researched and reshaped to meet professional standards of scholarly publications.

6. Area Distribution. Students are required to take seminars in at least three of the following six periods:

- Medieval
- Renaissance
- Restoration and 18th Century
- 19th Century British
- 20th Century British
- American Literature

Of these three seminars, one must focus primarily on British literature before 1700, one must focus on literature after 1700, and one must focus primarily on American literature.

One of the reasons I recommend the graduate program with enthusiasm . . . is the unique relationship between creative writing and criticism at Ohio University, which is characterized by a harmony not typical of such programs.

Paula Closson Buck
'90, University of
Pittsburgh, Bradford

**The Ohio
University graduate program in
creative writing
has had a
profound impact
on the literary life
of this country
during the last
two decades.**

Bin Ramke '75,
Director of Writing
Program, University
of Denver; Yale
University Younger
Poet and other
awards

7. Departmental Concentration. Students must choose one of the following concentrations:

Literary History. Students choosing this concentration must take three additional period seminars covering the three periods not included in their area distribution. Thus, students concentrating on literary history will have seminars in all six areas.

Creative Writing. Students choosing this concentration must satisfy either the bibliography and methods requirement or the English language requirement, but they are not required to do both. They must take three creative writing seminars, ENG 765 Form and Theory, and complete a creative master's thesis.

Rhetoric and Composition. Students choosing this concentration must take three additional courses in composition and rhetoric.

Critical Theory. Students choosing this concentration must complete three courses in literary theory. Students may count the course in literary theory required of all M.A. students as part of this concentration; if they do so, they must then take one additional period course.

Women's Studies. Students choosing this concentration must take three courses in the area: WS 589 New Feminist Scholarship: Graduate Capstone Seminar in Women's Studies and two other courses chosen from Department of English graduate course offerings approved for the concentration.

8. Foreign Language. Students must have completed the intermediate (sophomore) level of undergraduate language study or complete two quarters of an intensive graduate reading course.

Doctor of Philosophy in English

The Ph.D. in English provides professional training for teachers, scholars, and creative writers. The program at Ohio University offers students the opportunity to concentrate in one of the three areas of English studies described below. While our program requires its students to concentrate in an area, it also asks them to explore other areas and to seek the common concerns that unite them. Accordingly, the program includes general requirements as well as requirements within each of the concentrations.

Doctoral Concentrations

Literature. Doctoral students in this concentration aspire to a comprehensive knowledge of literature through a systematic historical, theoretical, and critical course of study. They develop techniques and skills in scholarly research, theoretical reflection, and careful reading of texts.

Creative writing. Creative writing students specialize in one genre—fiction, nonfiction, or poetry—while also taking one writing seminar in another genre. Students study literature and rhetoric and composition as well.

Rhetoric and Composition. Doctoral students in rhetoric and composition study the history and tradition of the discipline and the theories that underlie the teaching of writing, as well as studying literature and taking at least one course in creative writing.

General Course Requirements

1. M.A. Requirements. Doctoral students whose M.A. programs did not include the following requirements or their equivalents must fulfill them as part of the Ph.D. program:

ENG 591 The Teaching of College English

ENG 593 Bibliography and Methods

A course in literary theory

A course in the history of the English language

2. ENG 777 Colloquium on the English Profession.

Doctoral students in all concentrations who are pursuing coursework meet at regular intervals with visiting and resident faculty to discuss theoretical and practical issues in English studies. This colloquium provides a special opportunity for students and faculty with differing interests to discover common ground.

3. Rhetoric and Theory Requirements. Doctoral students are required to take one rhetoric/composition course at the doctoral level and one critical theory course at the doctoral level in addition to courses in these areas taken for the M.A. Doctoral teaching associates take 791 (1 credit hour) every quarter of their residency. This course addresses professional and pedagogical issues in the profession.

4. Foreign Language Requirement. All Ph.D. students must prove reading knowledge of one foreign language by the Princeton exam, a translation exam, or an original project.

5. Literary History Requirements. All students are required to take doctoral seminars in literary history. The number and distribution of these courses vary by concentration.

The colloquium was very successful, I think, in reinforcing the sense of community among the Ph.D.s. Many of the sessions were valuable in terms of addressing professional and scholarly aspects of Ph.D. and post-Ph.D. careers.

Tom Noyes, '00
Ph.D. graduate

Specific Course Requirements

Literary History Concentration. Doctoral students in literary history take two doctoral seminars in their period of specialization and three doctoral seminars in periods other than their period of specialization. They also take two elective courses in areas of their choosing.

Creative Writing. Doctoral students in creative writing take two doctoral seminars in their period of specialization and two doctoral seminars in periods other than their period of specialization. They also take five creative writing workshops, including one in a genre which is not their primary one. They ideally take the fifth workshop in their final year as part of their preparation for the creative writing dissertation.

Rhetoric and Composition. Doctoral students in rhetoric and composition take two doctoral seminars in literary history and nine in rhetoric and composition (five core courses and four other courses chosen from Rhetoric/Composition offerings).

The Doctoral Braid. In order to deepen their understanding of the concentrations of students in other strands of the doctoral program, students in the literary history concentration take either one course in creative writing and one course in rhetoric and composition or two in either of these strands; creative writing students take one course in rhetoric and composition; and rhetoric and composition students take one course in creative writing.

Examination Requirements

After the completion of required coursework, students take Ph.D. exams. All examinations are based on reading lists designed by the examining committee in consultation with the student. Exam requirements for each concentration are listed on following page.

Literature. The Ph.D. exam in literary history consists of two written sections—one covering a period of specialization and one covering tradition—and one oral section. The oral defense of the dissertation prospectus is scheduled within two quarters after both written exams have been passed.

Creative Writing. The Ph.D. exam in creative writing consists of the period-of-specialization section and the tradition section; a written critical introduction to the creative thesis replaces the oral prospectus defense required in the other strands. This introduction, which is evaluated and defended as part of the thesis, establishes a context for the student's creative work by relating it to the ideas and texts of other writers who have been especially important to the student's creative progress.

Rhetoric and Composition. The Ph.D. examination in rhetoric and composition consists of two written examinations and one oral examination. The first written examination is a general written examination establishing the student's knowledge about representative texts in rhetoric and composition and his or her ability to teach and do research in the field. The dissertation prospectus constitutes the second written examination and is followed by an oral defense of the prospectus.

Dissertation and Oral Presentation. Students are encouraged to plan a dissertation that is original, significant, and, ideally, publishable.

The dissertation, in addition to taking the traditional form, may consist of a series of essays connected in some meaningful way by author, technique, theme, movement, etc. It may be an edition with appropriate introduction and annotations or an original literary work (novel, short stories, poems, essays), prefaced by a scholarly introduction.

The dissertation defense is a public presentation on the dissertation followed by an oral examination and discussion with the dissertation examination committee. After the formal examination by the dissertation committee, members of the audience may also pose questions.

Supervised Teaching

All Ph.D. students with teaching associateships are expected to teach as part of their professional training. Because Ohio University has a wide variety of undergraduate English courses to be staffed, graduate associates receive considerable experience in teaching different courses. Ph.D. graduates usually leave the University having taught four or five different courses at the freshman through junior levels for which, while supervised, they held primary responsibility for organizing and teaching. Recent Ph.D. graduates have found this varied experience particularly valuable when they enter the professional job market. Teaching experience is not provided to students without teaching associateships.

Placement: Orientation and Preparation

The need to ease the transition between graduate study and the job market, or between the M.A. at Ohio University and Ph.D. programs elsewhere, is more and more apparent in this period of diminished professional opportunity. The department offers counseling and practical support in conducting a job search, in planning and preparation of applications and letters of candidacy, and in interview techniques.

**Because I teach
at a small liberal
arts college that
requires all of its
faculty to be
generalists . . .
I have found
that the
doctoral program
prepared me well
for a career at a
'teaching school.'**

Michael Kobre '92,
Queens College;
Faculty Teaching
Award winner

Teaching Associateships

Teaching associateships are one-year appointments that require teaching one section of freshman, sophomore, or junior English during each of the fall, winter, and spring quarters. Students who have successfully met their teaching and academic responsibilities can normally expect their associateship to be renewed. Under these conditions, M.A. students receive two years of support, while Ph.D. students are granted up to five years of assistance.

Graduate stipends, which are accompanied by full-tuition scholarships, increase yearly at a modest rate. Current stipends are \$10,300 for M.A. students and \$11,845 for Ph.D. students. In addition, each year, up to three three-year University Doctoral Fellowships of \$14,500 are awarded to outstanding applicants to the doctoral program.

Admissions

The number of applications for admission to reputable graduate schools exceeds the number of openings available. In addition, in recent years the academic job market has been depressed, so that even people with strong graduate degrees could not always depend on finding employment in their chosen profession. Fortunately, that situation now appears to be improving, and we feel cautiously optimistic about job opportunities in the years to come.

In making admissions decisions, we rely on five distinct criteria: (1) transcripts, (2) letters of recommendation, (3) Graduate Record Examination (GRE) scores (general test), (4) a writing sample that reflects your best work, and (5) a statement of purpose to the admissions committee outlining your educational background, interests and goals, and the ways you think the University's program can foster and implement your plans.



The Office of Graduate Studies has recently initiated a self-managed application process. To facilitate this process, applicants need to collect official transcripts in sealed envelopes from all institutions of higher education that they have attended, and to include these transcripts in a single envelope that also contains two copies of the completed application and the nonrefundable application fee. That envelope should be sent to the Office of Graduate Studies, McKee House, Ohio University, Athens OH 45701.

A second envelope should be sent to the Director of Graduate Studies, Department of English, Ellis Hall, Ohio University, Athens OH 45701. This envelope should contain the statement of purpose, writing sample, and three letters of recommendation (in sealed envelopes). For master's applicants in creative writing, the writing sample should be a 10–15 page sample of fiction, non-fiction, or poetry. For master's and doctoral applicants in literature and rhetoric/composition, the writing sample should be a critical essay written for a previous literature or rhetoric course. Doctoral applicants in creative writing must submit both creative and critical writing samples. GRE scores must be requested from ETS for reporting to Ohio University; the University code is 1593 and the graduate English code is 5231.

Any transcripts or letters of recommendation sent separately, outside of the student-managed application, cannot be considered part of the official application file.

The deadline for applications is January 15. All students should expect to begin work for their degree in the fall quarter. Students will be notified of the decision of the admissions committee before March 1. Offers of financial assistance come from the director of graduate studies, and contracts for financial aid come from the College of Arts and Sciences.

A Note to International Students

The Department of English welcomes your application. You should note, however, that we do not offer instruction in the Teaching of English as a Foreign Language (TOEFL); courses in this area are offered by the Department of Linguistics.

International students must send scores on the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) in addition to the application materials required of all applicants (described in the previous section).

We suggest that you begin the application process by making arrangements to take the TOEFL and GRE. Each of these tests is given five or six times a year in more than 125 countries around the world. Write to the following agencies to find out where and when the tests are given.

Test of English as a Foreign Language (TOEFL)
Box 899
Princeton NJ 08541
USA

Graduate Record Examinations
Box 955
Princeton NJ 08541
USA

Because the process of obtaining TOEFL and GRE scores may take as long as three months, it is important that you begin the application process early.

Scores on these two tests are very important to our admissions process. We recommend a TOEFL score of at least 550 and a TWE score of 5.5 for applicants.

The English Department does not offer any financial support outside of stipends for teaching associates, and international students, in general, are not eligible for these positions. Students who wish to provide their own funding must show proof of support from a legitimate external source.

Resident and Visiting Faculty in Departmental and Extended Programs

I was given a sound grounding in scholarship and research that has served me well. But I also learned more. Through observation and direction I learned how to teach. The pedagogy I gained I use even these many years later.

Terry Otten '66,
Wittenburg
University; CASE
Ohio Professor
of the Year
and National
Bronze Medalist,
Wittenburg
University
Distinguished
Teacher, author

Among resident faculty in the English department are scholars and writers of national and international distinction in creative writing, in nearly every period of English and American literature, in theory, in rhetoric and composition, and in new scholarly fields such as film and literature and the nonfiction essay. Active scholarship and strong reciprocity between scholarship and teaching in the department are evident in seminars reflecting current scholarly work among the faculty and emphasizing dissertation, conference, and publishing opportunities for emerging young scholars. Two well-known creative journals, *Hotel Amerika* and *Quarter After Eight*, are published by our department, the second produced solely by graduate students.

Wider exposure to expertise and issues in academia is encouraged by guest colloquia, lectures, and readings. Recent visiting faculty have included Marianna DeMarco Torgovnick, Rachel Blau DuPlessis, Richard Lanham, Wayne Koestenbaum, Francois Camoin, Nancy K. Miller, and Lee K. Abbot.

The annual Spring Literary Festival features lectures and readings by writers of international stature in fiction, poetry, and nonfiction, and draws national attention and attendance. In recent years the Literary Festival has featured, among others, Jorie Graham, Galway Kinnell, Barry Lopez, Mary Lee Settle, Russell Banks, Charles Baxter, Robert Hass, Lorrie Moore, Nancy Mairs, Czeslaw Milosz, N. Scott Momaday, Peter Matthiessen, Mary Gordon, John Ashbery, Richard Selzer, Paul Auster, Susan Howe, Grace Paley, Mark Strand, Richard Ford, Ann Beattie, Ron Hansen, Stephen Dunn, Barry Hannah, Amy Hempel, and Anne Carson.



My curriculum was books, literature, talk, human speculation. It was and remains an intense fuel for the spirit. The contribution made possible to me by the Ohio University doctoral English program was enfranchisement to teach literature as well as writing courses.

Dave Smith
'76, Louisiana State University; award-winning author, coeditor of *The Southern Review*, Virginia Commonwealth University Distinguished Research Professor

Other regular offerings include a special series of colloquia in emerging areas of study such as the nonfiction essay, and an ongoing doctoral colloquium that brings together Ph.D. students at all stages of work and addresses a broad array of professional challenges in college teaching and research—challenges both practical and theoretical, traditional and innovative.

A current faculty list is included at the end of this brochure.





Ohio University and Athens

Chartered in 1804, Ohio University was the first institution of higher learning in the old Northwest Territory, and it still retains the look and many of the traditions of its post-Revolutionary roots. The site of the University was chosen because of its location midway between Marietta and Chillicothe, the territory's first capital; the name of the town was chosen to reflect its educational mission in a newly expanding, newly defined America. The town remains a picturesque setting dominated by the University, which has in recent, as well as past, years undergone notable change in courses of study, enrollment, and physical facilities. The University's 10 colleges now offer more than 300 undergraduate majors. A College of Osteopathic Medicine established in the 1980s offers medical service to the area as well as osteopathic training.

Alden Library, one of the chief University resources for graduate students in English, has been designated as among the top 110 research libraries in the country. Its electronic facilities include sophisticated interlibrary loan search and access across the state, and its periodical collection is excellent in the humanities and sciences. Other services and resources in Alden Library that are of particular interest to graduate students in English are found in its Archives and Special Collections, which houses more than 46,000 rare books, all electronically catalogued, and a correspondingly large manuscript collection. Excellent computer facilities in Ellis Hall, the home of the Department of English, give graduate students ready access to the library's electronic catalog, interlibrary loan, and the most up-to-date tools of research.

The city of Athens itself is best described as a college town. Its population is roughly equal to the enrollment of the University, and the University is easily the city's



largest industry. Athens is 75 miles southeast of Columbus; 200 miles southwest of Pittsburgh; 150 miles east of Cincinnati; and 40 miles west of Parkersburg, West Virginia. Commercial airports serve Columbus and Parkersburg, and direct international flights are available from Cincinnati. Situated in the rolling hills of southeastern Ohio, Athens offers a perfect setting for the nature lover and provides excellent opportunities for outdoor recreation. Seven state parks and numerous lakes in the region provide varied facilities for camping, swimming, boating, riding, hiking, fishing, picnicking, and sightseeing.

Social and cultural activities are readily available. The University's Performing Arts Series annually brings major symphony orchestras, vocal artists, instrumentalists, and musical and dramatic productions to the campus. The School of Music offers faculty concerts, opera, and special series, and leading figures in jazz, rock, and folk music are regularly invited to the campus by student groups. Drama is rich in quality and quantity. An active School of Theater produces plays from standard and modern repertory and offers productions of experimental and original work as well. The Kennedy Museum, strikingly located on the Ridges above the town, has a permanent collection of southwestern American art. The historic facilities at the Ridges offer venues for traveling exhibits, music, drama, and dance. University lecture series bring distinguished speakers in the fields of government, science, and the arts who offer broad cultural and interdisciplinary appeal, as well as speakers addressing more specialized interests.

In sum and in ensemble, the University and Athens offer students a significantly high quality of life and learning through a composite of intellectual resources and stimulation, and small town tranquillity, beauty of landscape, and security.

Graduate Faculty

Crystal Anderson, assistant professor; Ph.D., College of William and Mary; *African-American literature*

Marilyn Atlas, associate professor; Ph.D., Michigan State University; *American literature, women's literature*

Josephine Bloomfield, associate professor; Ph.D., University of California, Davis; *Medieval literature*

Joan Connor, associate professor; M.F.A., Vermont College; *Creative writing-fiction*

Kenneth Daley, associate professor; Ph.D., New York University; *Romantic and Victorian literature*

Robert DeMott, distinguished professor; Ph.D., Kent State University; *American literature*

Marsha Dutton, associate professor; Ph.D., University of Michigan; *Medieval literature, bibliography*

Andrew Escobedo, associate professor; Ph.D., University of California, Berkeley; *Renaissance literature*

Loreen Giese, associate professor; Ph.D., Emory University; *Shakespeare, Renaissance drama*

Jacqueline Glasgow, associate professor; Ph.D., Kent State University; *English education*

Sherrie Gradin, professor; Ph.D., University of New Hampshire; *Rhetoric and composition*

Mark Halliday, professor; Ph.D., Brandeis University; *Creative writing-poetry*

George Hartley, associate professor; Ph.D., University of New Mexico; *20th century poetry, theory*

Janis Holm, associate professor; Ph.D., University of Michigan; *Renaissance literature, bibliography, women's literature*

Mara Holt, associate professor; Ph.D., University of Texas; *Rhetoric and composition*

Paul Jones, assistant professor; Ph.D., University of Tennessee; *19th century American literature*

David Lazar, professor; Ph.D., University of Houston; *Creative writing-nonfiction*

Joseph McLaughlin, associate professor; Ph.D., Duke University; *Victorianism and postcolonialism*

Dean McWilliams, Hamilton professor of humanities; Ph.D., University of Oregon; *20th century literature, African-American literature*

Robert Miklitsch, associate professor; Ph.D., State University of New York at Buffalo; *Critical theory, popular culture*

Katarzyna Marciniak, associate professor; Ph.D., University of Oregon; *Transnational literature, women's literature*

Zanemvula K. Mda, professor; Ph.D., University of Capetown; *Creative writing-fiction*

Evan Mwangi, assistant professor; Ph.D., University of Nairobi; *Anglophone African literature*

Jennie Nelson, associate professor; Ph.D., Carnegie Mellon; *Rhetoric and composition*

Betty P. Pytlík, associate professor; Ph.D., University of Southern California; *Rhetoric and composition*

Beth Quitslund, assistant professor; Ph.D., University of California, Berkeley; *Renaissance literature*

Nicole Reynolds, assistant professor; Ph.D., University of Georgia; *19th century British literature, women's studies*

Linda Rice, assistant professor; Ph.D., Kent State University; *English education*

Albert Rouzie, associate professor; Ph.D., University of Texas; *Rhetoric and composition; computers in composition*

Thomas Scanlan, associate professor; Ph.D., Duke University; *American literature*

Carey Snyder, assistant professor; Ph.D., State University of New York at Stonybrook; *20th century British literature*

Darrell Spencer, Stocker professor; Ph.D., University of Utah; *Creative writing-fiction*

Sharmila Voorakkara, assistant professor; M.F.A., University of Virginia; *Creative writing-poetry*

Jeremy Webster, assistant professor; Ph.D., University of Tennessee; *Restoration and 18th century literature; modern drama*

Johnnie Wilcox, assistant professor; Ph.D., University of Virginia; *20th century literature*

Linda Zionkowski, professor; Ph.D., Northwestern University; *Restoration and 18th century literature*

For an up-to-date listing of faculty, please visit our Web site at <http://www.english.ohiou.edu/>.



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Graduate Study In English