



THE UNIVERSITY OF
CHICAGO

Department of Cinema
and Media Studies

Graduate Student Handbook



2013-2014

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INTRODUCTION

The Handbook is a general guide to the graduate program in the Department of Cinema and Media Studies. It covers a wide variety of topics and issues that will concern you during your career here. It also serves as a description of the program requirements and of the department's policies and procedures. We hope you will find it helpful. If the Handbook does not answer your specific questions, please consult the Department Coordinator or the Director of Graduate Studies.

CODE OF ETHICS

The Department of Cinema and Media Studies is a community of students and scholars whose members abide by a code of professional ethics. The department values the creative and analytical ability of its members and also recognizes that the collecting and coordinating of information is a fundamental process of learning and scholarship. Its members therefore are obliged to acknowledge ideas and words derived from others; undocumented statements are assumed to be the individual's own contribution. During examinations students may neither accept nor give assistance. In cases where this code of ethics is violated, the Chair will appoint an *ad hoc* Committee of three (two faculty members and one student) to ascertain the facts and to make recommendations.

Students should also familiarize themselves with the policies in the University's Student Manual, which is available online at <https://studentmanual.sites.uchicago.edu/>.

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THE PH.D. PROGRAM

POLICY STATEMENT

The following statement of policy, which elaborates the current information on the Cinema and Media Studies website and clarifies the existing policies of the Division of the Humanities, is addressed to all students who are pursuing or contemplating work toward the Ph.D. This statement is intended to guide students in planning and assessing their own progress in acquiring the knowledge and skills they will need as scholars, critics, and teachers. It is also intended to guide faculty in advising students, designing courses, and serving on exams.

To prepare as scholars and teachers, students should work to develop particular competencies associated with the Ph.D. in Cinema and Media Studies. Scholarship in our field demands expertise in textual and research skills; knowledge of the history of film and its relations with other media; familiarity with a variety of critical methods and with theories of cinema and the changing media environment. Moreover, beginning junior faculty at most institutions will be expected both to write and publish in an area of specialization and to teach a wide range of courses, including surveys. It is therefore essential that every graduate student before beginning the dissertation should have demonstrated, through course work, language exams, and the fields exam, the following competencies:

1. substantive knowledge of the history of film and awareness of characteristic problems and procedures of the textual and cultural historian (including considerable knowledge of one particular period as well as some engagement with historical and national difference);
2. expertise in various contextual and intermedial approaches and a capacity for close, formal analysis;
3. an awareness of basic critical problems as well as a range of critical modes by which such problems are pursued;
4. familiarity with and ability to employ resources for scholarly investigation (especially as found in the Regenstein Library) and an elementary knowledge of filmographic and bibliographic resources on the web;
5. the ability to write effective, well-constructed critical prose and to present critical ideas orally;
6. competence in reading critical texts and other research materials in two foreign languages.

The department expects students to acquire these competencies through a variety of means during their years in the program. In addition to regular course offerings, these include: reading courses and conversations with faculty; participation in graduate workshops and colloquia; attendance at extra-curricular lectures, conferences, screenings, or exhibits; and, not least important, individual study and conversation with other students. Faculty advisers should help students to assess their progress in achieving these competencies and plan programs that will address their needs.

The department also believes that students should acquire basic competence in teaching, through supervised teaching in the department or elsewhere in the University, and independent teaching.

OVERVIEW OF THE PROGRAM

The goal of the Ph.D. program is to prepare doctoral students for independent work; that is, to develop their individual ability to pose and investigate problems in the advanced study of cinema and related media. Department requirements are designed to move students systematically and efficiently toward that goal by introducing them to diverse modes of film practice, critical methodologies, and historical/theoretical problems and by providing extensive practice in research, discussion, argument, and writing. The department recognizes that students come to the program with varying needs and with different levels of skills; some students, therefore, may need or wish to take more than the minimum number of courses or to set individual projects beyond those considered basic requirements. All students must, minimally, do the following:

1. complete the required course work;
2. fulfill the foreign language requirement;
3. pass the fields examination;
4. write an acceptable dissertation; and
5. pass the final dissertation defense.

ADVISING

The Director of Graduate Studies (DGS), in consultation with the faculty, serves as the adviser for students in their pre-dissertation years, though it is understood that students will also consult with other faculty. The DGS will help students to plan and maintain a course of study that will fit the student's intellectual and professional goals, achieve the competencies described in the Policy Statement, and meet the requirements for the degree described above in a timely fashion. The DGS should be certain that students understand program possibilities, requirements, and optimal schedules for completing them. They should discuss course selections, preparation for fields exams, the fulfillment of other degree requirements, the transition from coursework to exams to dissertation, and other aspects of the student's professional preparation. Students must have the consent of the DGS to register for courses (or to drop or add them). They should keep the DGS informed of what they are doing to fulfill course and language requirements and prepare

for the fields exam, and consult with him or her about possible alternatives when they encounter problems in pursuing their plan of study. The DGS monitors the student's progress at their scheduled meetings and advises both the student and the faculty of any problems they notice. Requests for leaves of absence should be discussed with the DGS and will also need approval from the Chair and the Dean of Students.

During their first, second, and third years, students will meet with the DGS at least once a quarter, typically right before registration period. In the third year, students and the DGS will review, if necessary, the progress made on language requirements and fields examinations. This is also a good opportunity to consult with the DGS about the formation of exam and dissertation committees.

In the period after completion of their fields examinations (see pp. 13-16) and before constituting a dissertation committee (see p. 16), students will continue to meet with the DGS at least once a quarter until the dissertation director takes over.

COURSE WORK

Students are expected to complete seventeen (17) courses during their course of study, of which a minimum of twelve (12) have to be listed among the offerings of the Department of Cinema and Media Studies. Required courses must be taken for a quality grade (not pass/fail). These Cinema and Media Studies courses will include:

- Four (4) required courses originating in the department:

(1) CMST 40000 Methods and Issues in Cinema and Media Studies: an introduction to research methods, key concepts, and theoretical frameworks, using case studies to introduce students to debates and issues in the field;

(2) (3) CMST 48500/48600 History of International Cinema: a two-quarter survey course that is designed as both a beginning-level graduate and an upper-level undergraduate course.

(4) CMST 69900 Pedagogy.

- Eight (8) elective courses in the Department of Cinema and Media Studies.

A *sample* program for students entering the department without previous graduate study in Cinema and Media Studies would consist in the following:

First year: A total of at least seven (7) courses: three required courses (Methods and Issues, History of International Cinema); a minimum of two courses listed or cross-listed in the Department of Cinema and Media Studies; and two elective courses;

Second year: A total of at least six (6) courses: a minimum of four elective courses listed or cross-listed in the Department of Cinema and Media Studies; two further elective courses. Of these six courses, three must be designated as advanced seminars. In years that Pedagogy is offered, students are expected to enroll;

Third year: A total of three (3) courses; at least one Ph.D. research seminar listed or cross-listed in the Department of Cinema and Media Studies; two elective courses. Students should take Pedagogy if not taken in their second year.

Students entering the department with an M.A.

Students entering the department with an M.A. from another institution or another program may ask to be exempt from some requirements. Such requests will be handled on an individual basis. Students wishing to waive requirements must get the approval of the Director of Graduate Studies.

To request such a waiver, students should send an email to the Director of Graduate Studies. This letter must include the name, instructor, grade earned, and syllabus or description for each course for which credit is being requested. A copy of this letter should be submitted to the Department Coordinator. If approved, the student will receive notification from the Department Coordinator and the student's file will be updated accordingly.

Choosing Courses

During the first through third doctoral years, students will choose their courses in consultation with the DGS. The selection of courses (and the number to be taken) will of course be governed primarily by the student's individual interests, needs, and goals. The department makes every effort to achieve, each year, variety in the periods, genres, and methodologies it offers, but the number of courses available in any given year is necessarily limited. Students are therefore urged to develop, during their first doctoral year, a tentative two-year plan for making the fullest possible use of course offerings in connection with their individual interests and their own private reading plans. Decisions about the number and variety of courses to be taken should be made after discussion, based on a full review of the student's record and future plans, with the DGS. Students may also elect to take independent study courses, but are limited to no more than two.

NOTE: Since opportunities to teach in a single area are limited for both graduate students assisting in CMS courses and in beginning teaching positions at other institutions, students should be prepared to teach in several different areas; for that reason as well, too narrow a concentration in courses may not be advisable.

GRADES

The lowest passing grade for graduate Cinema and Media courses is B-. If a student makes a lower grade, it will remain on the official transcript, but the student must take an additional course in order to meet the required number of passing grades. Plus and minus marks appear both on the official transcript and on department records. Students who show a pattern of B range grades (B+ or lower) will be subject for review for possible dismissal from the Ph.D. program.

A grade of P (Pass) is given for any course in which a student makes an arrangement with the instructor to receive a P instead of a quality grade. The grade of P in a graduate CMS course requires from the student at least one piece of written work and some demonstrated mastery of the subject matter of the course. In cases where there are no formal course assignments to this effect, the instructor will devise one (or more). If the student does not meet the requirements, the instructor can turn in a failing mark. Students ordinarily will inform the instructor early in the quarter of their intention to receive a P. A letter grade may **not** later be changed to the grade P. Courses taken for a P do not count toward the total number of required courses.

Incompletes

For various reasons, students may find themselves unable to complete their coursework by the required deadline. In such a case, they may wish to take a grade of Incomplete in that class. Instructors determine their own course policies regarding the grade of Incomplete, or "I," and these policies vary widely throughout the department. It is therefore incumbent on the individual student to ascertain **whether and under what conditions** an instructor might agree to grant an "I" for course work not completed in the quarter in which the student is registered for the course. If an instructor's permission for an "I" is obtained, course credit remains contingent on the student's satisfactory completion of the course work under specified conditions and the instructor's submission of a final passing grade. Normally, the "I" remains on the transcript with the final grade. Students should be aware that failure to resolve incompletes in a timely fashion might result in academic probation or a leave of absence (see the Guidelines for Satisfactory Academic Progress). Students with more than one outstanding incomplete normally cannot teach in the department and cannot proceed to their fields exam.

Students should also realize that their records are reviewed for teaching assignments and financial aid awards as part of the Spring Graduate Review. It is obviously to a student's advantage to have as few incompletes as possible when these records are under review.

Students should reasonably expect that written course work handed in on time will be returned to them by the faculty instructor with grade and comment within no more than a month. Undue or repeated delays should be discussed with the Director of Graduate Studies or the Chair.

FOREIGN LANGUAGE REQUIREMENT

Given the highly international nature of the field of cinema and media studies, students must demonstrate proficiency in two modern foreign languages by earning High Passes on the University's Foreign Language Reading Examinations. The first of these must be either French or German, and proficiency should be demonstrated by the beginning of the Autumn quarter of the student's second year. The second language will be chosen in consultation with the DGS, and proficiency must be demonstrated before the student will be permitted to take the fields examination.

Students may also fulfill one of the language requirements by receiving an A or A- grade in the one-quarter graduate course German 33300: German for Research Purposes, provided that the student selects a set of critical texts to use as "sources from their own field of study" in fulfilling the requirements of that course and demonstrates, to the instructor's satisfaction, mastery equivalent to that tested in the University's Foreign Language Reading Examination. It is the student's responsibility to see that the course instructor understands this requirement and communicates to the CMS Director of Graduate Studies that the student has met it.

Please note that these requirements are normally satisfied at the University of Chicago, and that, in individual cases, the department is the final arbiter when it comes to determining whether students have fulfilled their language requirements.

NOTE: Language courses may not be counted as electives toward fulfilling course requirements for the Ph.D.

FIELDS EXAMINATION

By the end of the third year of the program (possibly earlier for those students entering with an M.A.), a student will take the fields examination. A student must have completed course work and language requirements before taking his or her fields examination.

The purposes of this examination are to ascertain a student's readiness to proceed from advanced formal course work to devising a dissertation project, and to insure that a student has sufficient command of several fields to teach and to generate new research projects. Examiners will look for competence in areas (1), (2), (3), and (5) as listed in the Policy Statement. Students should use the selection and preparation of fields both to focus their knowledge and the questions they ask in order to move toward a dissertation proposal **and** to secure their mastery of a sufficiently broad range of material to prepare them for teaching.

The exam will be comprised of three parts – a written exam, a syllabus for an undergraduate course of 10-14 weeks based on one or more field lists, and an oral exam. The student will select an exam committee consisting of three faculty members in the relevant fields in consultation with the DGS. At least two members of the exam committee must be members of the Department of Cinema and Media Studies. Requests to include faculty from other departments in the university on an examining committee can be considered when (1) no faculty member within the Department of Cinema and

Media Studies can examine in the proposed field, and (2) the student can demonstrate that the field in question is essential to his or her future as a scholar and teacher. Note: Field examiners may be different from the dissertation committee the students will later choose, though there is often overlap.

The written exam will consist of three equally weighted areas of study defined by three field lists and developed in consultation with a student's prospective examiners. These areas will be defined by canonical criteria: genre, period, nationality, movements, etc., but are not prescribed by the faculty. Sometimes one of these areas may be defined by the student as a way of tailoring a list to a special research interest. CMS faculty will supervise the development of the lists to ensure that central texts are not omitted, that the lists cover an appropriate range of materials, including films, and that there be a balance of periods, issues, and scholarship engaged by the student. Each list will include approximately 30 "items," but this number may vary depending on the topic and the input of the faculty adviser. An item is a flexible unit that may be a book, a major article or group of articles, or one or a group of films – the number and nature of what constitutes an "item" will be negotiated between faculty member and student.

Sample field lists are available from the CMS office. While the sample lists should give the student a sense of the appropriate range of each field, they should **not** simply be replicated; on the contrary, generating an equivalent list of one's own is considered a crucial part of the value of the examination. Students are encouraged to discuss the texts on their lists with faculty in the relevant fields and with other students preparing the same or similar fields.

Each list must receive the signed approval of the examining faculty member, on a form available from the Department Coordinator in Gates-Blake 418. To ensure consistency, this form must also be approved by the Director of Graduate Studies. The Director of Graduate Studies will confirm that the student has completed all course requirements (with no incompletes remaining) before signing the form. The signed form should be filed with the Department Coordinator (G-B 418) at least one month before the proposed date of the examination. After the exam, the student should submit final copies of exam lists to the CMS office, and inform the Department Coordinator if they may be made available to other students.

Essay questions will be prepared by the faculty in advance of the written exam date and will include specific instructions regarding appropriate length and format. The student will determine the sequence in which the written exam will be administered, specifying which list will comprise the first portion of the exam, which the second, and which the third. At 9:00 am on a mutually selected date the student will pick up the first question or questions of the written exam. The student will return the completed essay by 5:00 pm the next day. (Questions and answers may also be exchanged via e-mail.) The student may pick up the remaining two portions of the exam at 9:00 am on subsequent days, at his or her own pace, returning the exams the next day, by 5:00 pm. The student will finish the written exam no later than two weeks after the starting date.

By the end of the written exam, the student will turn in the sample syllabus for a course based upon one or more of the lists. The syllabus should be for a 10- or 14-week undergraduate-level course, and should include an overview of the proposed goals of the course and appropriate assigned readings and screenings. The syllabus will be discussed as part of the oral exam.

The faculty committee and the student will meet for an oral exam shortly after the written exam has been completed. Faculty will have evaluated the written portion, and will come with questions that respond to the written work, the syllabus, and other aspects of the field lists. The exam will last approximately 90 minutes.

The faculty committee administers and evaluates the student's fields examination as a whole; no partial credit can be given for a mixed performance. Students whose performance in any part of the exam is judged unsatisfactory must retake that portion of the exam in the presence of the full committee (the same committee, with appropriate substitutions for any faculty who may be out of residence or otherwise unavailable at the new date). After the examination segment and a brief recess for the examiners to confer, the student will return for a concluding discussion (up to twenty minutes) with the examiners. This discussion will focus on the student's performance, the relation of the student's fields to an eventual dissertation, and on concrete suggestions for directions to be taken in working towards an effective proposal.

Scheduling and Fulfilling the Prerequisites for the Fields Examination

All students are expected to take their fields exam at the earliest during their second or, at the latest, before the end of their third year. Students must have completed the requirements regarding course work and language requirements before taking these exams. When they have done so and are ready to schedule an exam, they should apply for an examination date through the Department Coordinator and do so during the quarter preceding that in which they wish to take the exam.

NOTE: Students who need to postpone their fields exam beyond the end of the third year must petition the Director of Graduate Studies for a clearly delimited extension. If the student fails to meet the time line of the extension, he or she is subject to sanctions entailed by unsatisfactory academic progress (see p. 25).

WORKSHOPS

Each year the Humanities and Social Science divisions offer a range of research workshops for faculty and advanced graduate students. Many Cinema and Media Studies faculty and graduate students actively participate in these workshops. The format varies, but, in addition to occasional presentations by visiting scholars, participants normally discuss common readings or present the results of their own research, such as dissertation proposals or chapters. It is understood that Ph.D. students will participate in workshops (<http://cas.uchicago.edu/workshops>), such as the Mass Culture workshop and the

workshop on New Media, and other similar groups (such as the Chicago Film Seminar) while preparing the dissertation proposal and working on the dissertation itself.

DEPARTMENTAL LECTURES

Unless they have a course conflict, first- and second-year students are encouraged to attend departmental lectures. These lectures are offered to familiarize students with the kind of critical work being pursued both within and beyond their immediate field of interest and to provide a public occasion for discussion among faculty, students, and visitors.

THE DISSERTATION PROPOSAL

The following procedure has been designed to cut through the mystery that tends to surround the production of the proposal and to suggest concrete timetables and guidelines for students and advisers alike. At the same time, room remains for negotiating individual variations on these guidelines and timetables. This procedure should relieve students of some stress, bridge the gap between the fields exam and the dissertation, and, ideally, cut the time to degree.

Topic and Committee

Students should begin the proposal process by talking with faculty members in their area of specialization about their ideas for a dissertation project and the composition of the dissertation committee. Often these conversations will begin during the preparation of a student's lists for the fields exam with their examiners, though the student is free to select different dissertation faculty, just as faculty members are free to decline. As soon as possible after the exam the student should resume these discussions. Students should have selected a topic and secured a committee (or at least a director) **within one quarter of successfully passing the fields exam**. If the student does not meet this deadline, he or she must submit progress reports to, and continue consulting with, the DGS. Hereafter the dissertation director will serve as the student's adviser.

Together the student and the potential committee members should take stock, discussing the outcome of the exam, dissertation ideas, and other likely readers for the proposal and dissertation. At their meetings, the student and the committee members will also negotiate (a) the form of the proposal and (b) a timetable for drafting the proposal.

Normally a dissertation committee consists of two to three faculty members. A third member is particularly useful when the student's project crosses conventional area boundaries (or involves a faculty member from another program). Students always have the option of seeking additional advice or showing all or portions of their work to other faculty members and asking for their comments, but the committee responsible for directing the dissertation should not exceed three. The director of the dissertation should always be a member of the Department of Cinema and Media Studies. Faculty from other programs or, in special cases, other universities, may serve as members of the committee,

subject to approval by the dissertation director and the CMS Chair or Director of Graduate Studies.

NOTE: Usually one member is clearly the dissertation director (for reasons of expertise, professional seniority, or personal style); at other times the dissertation committee may prefer to share responsibility among all the readers more or less equally. Dissertation committee members should work out with the student in advance how they wish to proceed (including whether chapters should be submitted to all members simultaneously or to the dissertation director first).

The Proposal

Most proposals will be brief, from 12-20 pages (excluding bibliography), and should accomplish the following:

1. characterize the topic or problem
2. indicate knowledge of previous work on the topic or problem
3. sketch the proposed methodology
4. suggest what the dissertation will contribute to the field
5. outline the proposed chapters
6. provide a working bibliography

These are meant as guidelines, which should give both students and faculty some sense of what general purposes a proposal must serve. A dissertation project that appears extravagant measured against the standard of these guidelines should be carefully considered and justified.

The Proposal Conference

Ideally, **no more than two quarters after the fields exam**, the student will have an approved proposal. Generally within a quarter after the fields exam, the dissertation committee and the student are required to schedule an hour-long conference to discuss a pre-circulated draft of the dissertation proposal. (It is advisable to get the proposal draft read by the individual committee members and revised at least once before scheduling the proposal conference.) The student should submit the draft to his/her committee at least two weeks before the meeting. This conference is intended as an occasion for collective brainstorming and focused advising. It provides an opportunity for the student to meet with the entire committee to discuss the current strengths of the dissertation idea, the areas in which it needs shoring up, further research and writing strategies, and the possible directions the dissertation will take. After this conference, the student will revise the proposal for final approval. The proposal conference should also be the occasion for all to agree on the procedures to be followed in the submission of – and response to – work to be read. The dissertation committee and the student will sign a form indicating that this conference has been satisfactorily completed. The student is expected to have an approved proposal **within a quarter after the conference**.

The proposal conference should provide the student with additional motivation to embark on the dissertation and should help defeat: (a) the let-down that sometimes sets in after the proposal is accepted, and (b) any sense that the proposal is hewn in stone and must be adhered to by the letter through the remainder of the dissertation. The conference should give the student a better, more focused view of the professional conversation he or she is entering than the fields exam can provide.

NOTE: It is essential that students have a compelling and lucid version of the proposal (in addition to one chapter) in order to be competitive in the Division-wide dissertation-year fellowship contest (see below).

When a student has (1) completed the required course work, (2) fulfilled the department's foreign language requirement, (3) passed the fields examination, and (4) secured approval of a dissertation proposal, the department will recommend him or her for admission to candidacy.

WRITING THE DISSERTATION

Work should be submitted in the manner decided at the proposal conference. While a student should produce **at a minimum one** approved chapter per academic year, it is expected that most students will have **two or more** chapters approved by each member of their dissertation committee.

NOTE: It is reasonable for readers to return chapter drafts to the student with comments within a month. If for some foreseeable reason they will be unable to do so, they should apprise the student of the delay on receiving the draft. The department expects that the dissertation process, from proposal to defense, will normally be completed in **one and a half to two and half years**.

Changes in the committee

When changes are made in the composition of the dissertation committee after the proposal has been approved by the original committee, the student and committee members must discuss these changes with each other, and notify the CMS Director of Graduate Studies. The decision to resign or to add to or subtract from the committee should not be made lightly, especially after the dissertation is begun, though in rare cases it may be necessary or desirable. A resigning committee member and the other members of the committee should make every effort to help the student find a replacement where necessary.

The CMS Chair should also be notified in writing of any change in the constitution of the committee with the signature of any new committee member signifying his or her willingness to join the student's dissertation committee.

ANNUAL ADVISORY MEETING

Graduate students who have had their proposals officially approved by their dissertation committee must subsequently schedule a meeting with their entire dissertation committee **every academic year** of their candidacy. This meeting will address the overall aims and the progress of the dissertation. It is not an exam, but a crucial occasion for constructive advice. Through these meetings, the committee aims to continue the regular intellectual and professional support provided earlier through classroom contact and advising sessions.

These follow-up meetings can take place any time during the year at the mutual convenience of the student and committee. In most instances, unless otherwise specified by the committee and student, writing of some length will be expected; the student must give the committee at least one (1) month before the meeting date to read the work. This meeting can occur in a conference call if committee member(s) and or the dissertation candidate cannot otherwise participate. The student will bring to the annual meeting the CMS dissertation report on which he/she will describe progress; the committee will then add a few brief remarks and sign the report.

The Department of Cinema and Media Studies considers these annual meetings a crucial component of the Ph.D. program. **If a student does not schedule an annual meeting with the committee, he/she will face academic probation.** In the final year, the dissertation defense will replace the annual advisory meeting. The dissertation should be submitted one month before the scheduled defense.

Students are normally expected to defend their dissertation no later than six (6) academic years after entering their program, or, if they enter the program with an M.A., possibly after five (5) academic years. **Timely completion of the dissertation is important for the strong profile it provides on the job market.** Long delays in completing the dissertation can also make it difficult to maintain a coherent and up-to-date project. Moreover, delays can challenge both the student and the committee in their efforts to sustain their engagement in the project. Such difficulties can be compounded because of the financial burdens often incurred during a prolonged period of dissertation-writing.

The department nevertheless recognizes that sometimes there are compelling intellectual and personal reasons for a student to take more than six years. After six years, if a student has not defended his/her dissertation, he/she must gain written permission from the members of the committee and the CMS Chair to extend his/her study for each additional year in the program. Students in their seventh year and beyond will obtain this permission during the annual dissertation meeting. The CMS dissertation report contains a section where the dissertation committee can approve annual extensions. A student will normally be granted an extension if the student can show reasonable progress and a credible plan for completion of the dissertation and if the faculty advisers remain supportive of the student's candidacy. This procedure is to ensure continued productive commitment on the part of both the candidate and the committee to the dissertation project and its timely completion.

DISSERTATION DEFENSE

This examination is conducted by a group consisting of the dissertation committee, members of CMS whose field is the same as the student's or is closely related to it, the Chair of the Department of Cinema and Media Studies, and the Dean's representative from another program within the Division of the Humanities; all members of the CMS faculty and CMS graduate students are invited to attend and participate in questioning. The examination turns chiefly upon a defense by the student of the method and conclusions of the dissertation and upon a demonstration of general and contextual competence in the field of study and research.

Although meeting the above requirements and writing an acceptable dissertation are the major hurdles for a doctoral student, there are many details to take care of before the student can officially receive the degree. It is essential that students inform themselves of the various deadlines for meeting requirements set by the University and procedures for getting on the convocation list, available in the [Student Manual of University Policies & Regulations](#) and on the web at <http://phd.uchicago.edu>. To be certain of not missing a step or overlooking a requirement, the student should consult the Dissertation Office and the Department Coordinator.

NOTE: The intention to schedule the final defense must be communicated to the Department Coordinator as soon as possible, ideally in the quarter preceding the student's final quarter.

APPLYING FOR THE DEGREE

Convocation (the University's degree-awarding ceremony) is held at the end of each quarter. Students who wish to be placed on the convocation list or to obtain the degree must submit an application, which is due the first day of the quarter in which they wish to graduate.

Students may submit the degree application online by visiting myUChicago (<http://my.uchicago.edu>).

It is suggested that students inform their professors of their intention to graduate that quarter so that all become aware of meeting required deadlines. If a student decides to withdraw the application for a degree after the deadline date of submission, a fee will be charged to the student's account. Currently this fee is \$50.

ACADEMIC REQUIREMENTS AND PROCEDURES

REGISTRATION

Registration for Autumn quarter takes place the week before that quarter begins. Registration for Winter quarter takes place during the eighth week of Autumn quarter; Spring quarter registration takes place during the eighth week of Winter quarter. Notices about registration are sent via e-mail, posted on the CMS wiki, and posted on the bulletin board outside the CMS office. Matriculating students register on the first day of the winter and spring quarters. Information on registration for the summer quarter will be distributed toward the end of Spring quarter.

Registration Procedures

Students in years one through three are required to meet with the DGS. Matriculating students will meet with the DGS during CMS Orientation. For all following quarters the Department Coordinator will distribute registration instructions and will arrange advising meetings. Students will see the DGS to discuss student concerns, program requirements, and expectations.

Students will then request courses online at <http://classes.uchicago.edu>. The Director of Graduate Studies or faculty adviser must approve course requests.

Students in years four and beyond will no longer meet with the DGS or their adviser for registration purposes. Students who choose to enroll in or audit courses will register online at <http://classes.uchicago.edu>. The Director of Graduate Studies or faculty adviser must approve course requests.

All full-time students, following federal financial aid regulations, must be enrolled quarterly in course work and must maintain satisfactory academic progress in their program of study. Satisfactory academic progress for doctoral students is determined annually by the department in the spring quarter for academic purposes and by the Student Loan Administration in the summer for federal loan eligibility in compliance with federal financial aid regulations.

Effective Winter Quarter 2012, all doctoral students who are enrolled in fewer than 300 units (typically 3 courses) will be enrolled automatically in an "Advanced Studies" course, which will carry up to 300 units. The instructor of record for this course will be the Director of Graduate Studies of the student's program.

All students enrolled in this course must receive a grade for the course for every quarter and the grade will be recorded by the Director of Graduate Studies or a faculty designee. The grade to be assigned to this course will either be a grade of "satisfactory" (S) or "unsatisfactory" (U).

Late Registration

Students who cannot complete registration with the Dean of Students during registration week must inform the department or the Dean of Students directly to be put on a late registration list. Students who do not make such arrangements are liable for a late registration fee (currently \$100).

Registration Materials

Time Schedules Time schedules are available either on the web or in print approximately one week prior to registration. All students should read the introductory pages and the quarterly calendar of deadlines. For academic year 2013-2014, the web URL is <http://timeschedules.uchicago.edu/>. Please note that while course information is available on the CMS website, the most accurate and up-to-date listings can be found at the above URL.

Summary of Registration Procedures

For each quarter's registration students must:

1. schedule a meeting with the DGS or their faculty advisers to get the program of courses approved;
2. request courses online at <http://classes.uchicago.edu>;
3. in Autumn quarter, students with stipend checks may pick them up when they register. During Winter and Spring quarters, checks are available on the first day of the quarter in the Dean of Students office.

Change of Registration

The DGS or the student's faculty adviser must approve any changes in registration. During the first three weeks of the quarter (check calendar in *Time Schedules* for exact dates), replacing one course with another can be done without fee; after the third week of any quarter, a fee is charged for each change of registration initiated by the student.

Course change requests must be submitted online at <http://classes.uchicago.edu>. The Department Coordinator can approve changes, but only with the approval of the DGS or faculty adviser. In such cases, the student must send an email outlining the change to the DGS or faculty adviser, who will forward the approved request the Department Coordinator. Only upon receiving this email from the DGS or faculty adviser will the Department Coordinator approve the request. The change will then be recorded in the Dean of Students' office and with the Registrar.

The end of the third week of any quarter is the deadline for all course changes. Any courses dropped by a student after the third week will remain on the transcript and grades of administrative "W" will be entered to indicate withdrawal after the deadline.

CALENDAR GUIDE

Autumn Quarter

One week before the start of classes – Registration period.

Week 3 – Drop/add period ends.

Weeks 6 and 7 (exact times/locations TBA) – Registration meetings with faculty advisers.

Week 8 – Registration for Winter quarter.

Winter Quarter

Week 1 – Financial aid applications for the next academic year due in Walker 111.

Week 3 – Drop/add period ends.

Week 7 – CMS Academic Progress Report Forms due.

Weeks 6 and 7 (exact times/locations TBA) – Registration meetings with faculty advisers.

Week 8 – Registration for Spring quarter.

Spring Quarter

Week 3 – Drop/add period ends.

Week 3 – Spring Graduate Review.

Week 11 – Convocation.

GUIDELINES FOR SATISFACTORY ACADEMIC PROGRESS

GENERAL PROCEDURES

The Department of Cinema and Media Studies annually reviews the academic progress of each Ph.D. student. The review is conducted in Spring quarter, typically in week 3, by the Chair, the Director of Graduate Studies, and several of the faculty serving as advisers. In general this group reviews (a) the student's academic record and progress in completing language requirements, field exams, and dissertation proposal; (b) the student's Academic Progress Report or Dissertation Report; (c) the views of the student's adviser and instructors, in the event they are called for; and (d) any petition the student has submitted under policy provision 5, below.

The Academic Progress Report

Every Ph.D. student submits an annual Academic Progress Report during the seventh week of the winter quarter. Those who have not yet passed the fields examination will submit this form to the DGS or their faculty adviser for approval, and give it to the Department Coordinator. Ph.D. Students who have passed their fields exam will bring this report to their annual advisory meeting with their dissertation committee (or, during the year when the dissertation proposal conference is held, to the proposal conference; see above for further details.)

Basic Guidelines

Satisfactory academic progress in the first three years means completing required course work on time; if it is necessary to take an incomplete in a course, incomplete work should be finished within a reasonable period of time and the number of incompletes kept to a minimum (**two or more outstanding incompletes at the time of the annual spring and summer reviews is cause for concern**). Satisfactory progress also means preparing to pass the fields exam by the end of the third year (possibly second for those entering with an M.A.) or getting the approval of the Chair where a postponement is necessary.

Satisfactory progress toward the dissertation proposal is discussed above. Satisfactory progress thereafter is defined by dissertation research resulting in **at least** one approved chapter each academic year. In most cases the department expects more rapid progress.

Students who wish to extend the time limit on **any** of the conditions for satisfactory progress **must** petition the Chair by the beginning of Spring quarter. The petition must state clear reasons for the extension and a reasonable schedule for meeting all requirements of the program.

If the student's overall record raises serious doubts about his or her academic progress, one of the following actions may be recommended to the Chair: (a) that the student be placed on probation, normally for no longer than one quarter, and reviewed again at the

end of that period; (b) that the student be invited to take a Leave of Absence until his or her outstanding work is satisfactorily completed; (c) that the student be given an "unsatisfactory progress" rating by the department.

NOTE: A report of "unsatisfactory progress" has the following consequences: the student's outstanding federally supported educational loans come due immediately and the University discontinues financial aid; the student may not register in the department until the deficiencies in his or her record have been made up and approved. Finally, if these conditions are not met, the student will be asked to leave the program.

Rules of Thumb on Incompletes

Please read the following carefully. Its aim is to clarify the details of the policy on incompletes, but also to convey the pedagogical philosophy that underlies its intention.

The Department of Cinema and Media Studies considers it both reasonable and responsible for students to carry with them from quarter to quarter some amount of unfinished work, given the pace of the quarter system and the real intellectual labor required to write seminar papers. It is, however, important that students do not carry more than one incomplete grade with them from year to year. They should also understand that the rules governing incompletes do not set aside the requirement of taking the fields exam by the end of the third year (or by the end of the extension period granted by the Chair). Moreover, we urge students to complete work within a sensible time frame so that they can better engage with the central issues generated from the course and so that faculty can more fairly and substantively evaluate their work. As time passes, neither of these results can be achieved easily. We suggest, therefore, in keeping with the spirit of this philosophy, that students avoid long-term incompletes, even just one.

The following policies apply:

1. Students who have completed all their coursework or who have only **one** incomplete outstanding at the time of the Spring Graduate Review (typically week 3 of Spring quarter) are successfully progressing in the program.
2. Students who have **two or more** incompletes still pending at the time of the summer review (July 31) will have until September 1 to hand in work for all but **one** of their incompletes. If this work is evaluated as a pass (B- or better), and the student has only one incomplete remaining, s/he will be successfully progressing in the program. Students who still have two incompletes remaining will be placed on academic probation. Students who fail to submit work and have more than two incompletes remaining on September 1 will be asked to take a Leave of Absence (see provision 5).
3. Academic probation is an internal sanction, and indicates that **one** of those two incompletes must be finished and evaluated as a pass (B- or better) by 11th week of the subsequent Autumn quarter. In order for faculty to have

enough time to submit a grade, students must submit their work by the beginning of 8th week of Autumn quarter.

4. If at least one of the two incompletes is not finished or the work is not evaluated as a pass by the end of 11th week of Autumn quarter, the student must take a leave of absence, beginning in Winter quarter.
5. Students with more than two incompletes remaining after September 1 will not be allowed to register in the fall and must take a leave of absence, beginning that Autumn quarter.

Whenever a student is placed on leave, he/she may return to the program if and when he/she has completed either all coursework **or** all coursework save one incomplete. This particular policy applies to all students on academic leave, whether they started with 3 or 13 incompletes. In other words, if a student has completed all work save one incomplete, the student is eligible to return to the program in the next academic quarter. A student may not remain on leave longer than four (4) quarters. Academic leaves of absence are not meant to be punitive in spirit but are put into place because of a realistic recognition that a student with three or more incompletes is in no position to register for yet more work. Leaves are granted so that a student may finish the majority of their work **before** registering for more courses or **before** taking fields examinations.

Following are the University rules concerning leaves of absence that also pertain to the academic leaves administered under this policy. The University allows graduate students a total of four quarters of leave over their entire graduate career. The rules also specify that while up to four quarters of leave may be taken during the years of Scholastic Residency (that is, the first four years) for academic or medical or personal reasons, thereafter leaves are allowed only for medical reasons (and then only up to the 4-quarter life-time limit).

Students who have already taken a full year's leave of absence, but who still have two incomplete grades pending, may still be eligible for one quarter of probation. If they do not submit **all** work by the beginning of 8th week of Autumn quarter or if the work is deemed below a B-, then their relationship with CMS will end.

No student may take his or her fields examinations until **all** coursework is complete and evaluated. Conversely, the student's successful reduction of incompletes does **not** constitute an automatic extension of the deadline for taking the fields exam.

Submitted work must be evaluated as a pass (B- or better) by relevant faculty. Please note that a consistent record of B range grades (B+ or lower) is grounds for review for possible dismissal from the Ph.D. program.

If you have any questions or concerns regarding this policy, please do not hesitate to contact the Chair, Director of Graduate Studies, or Department Coordinator.

OTHER ASPECTS OF THE PH.D. PROGRAM

Graduate Student Participation in Program Governance

Graduate students elect one or more student representatives whose primary function is to serve as a liaison between the faculty and students. These representatives insure communication about policy matters, curricular planning, and faculty searches, and help create an atmosphere of transparency in matters of funding, standards of academic progress and degree completion, and other matters of student life.

Further, graduate students elect a representative to the Humanities Division Graduate Student Council (HDGSC) who is responsible for planning and requesting funding for social events throughout the year.

TEACHING OPPORTUNITIES

There are opportunities for advanced graduate students in the Department of Cinema and Media Studies to teach for compensation in the College. Positions within the department include course assistantships in a variety of courses, including survey courses; lecturer positions teaching freestanding undergraduate courses; and BA project supervising. Announcements of teaching positions in the department are circulated once classes for the following year are determined. Inquiries concerning the positions in the department should be directed to the Department Coordinator. Please note that students normally cannot teach within the department if they have more than one outstanding incomplete at the time of their teaching appointment. The Department of Cinema and Media Studies has agreed on a set of guidelines for the relationship between faculty instructors and course assistants (see below).

Other positions within the University include lectorships in the University writing program, internships in the Humanities Common Core, tutoring jobs in which graduate students work with students in the residence halls or with students whose first language is not English, and positions as preceptors for the Master of the Arts Program in the Humanities (MAPH). Inquiries concerning lectorships, internships, and tutoring positions should be directed to Larry McEnerney, HM W501.

Students should check e-mails, bulletin boards, and mailboxes carefully for announcements with details of eligibility, application procedures, and deadlines for these positions.

Students may also wish to explore teaching opportunities at other Chicago-area institutions.

The Center for Teaching and Learning (Elizabeth O'Connor Chandler, director; GB 123 or <http://teaching.uchicago.edu>) offers a number of excellent one-day programs throughout the year on various topics (e.g., leading discussion, preparing syllabi, and

grading). The Center also sponsors an annual two-day training session of lectures and workshops in late September, usually during registration week, specifically intended to prepare students who will be teaching at the University for the first time. **Students are expected to attend the September sessions before they begin teaching for the first time at the University of Chicago.** (First year students are not expected to attend since they will not be teaching during their first year). Note that, for those who are interested, the Center offers a Teaching Certificate that can be useful when applying for future jobs.

GUIDELINES FOR FACULTY INSTRUCTORS AND COURSE ASSISTANTS

The Department of Cinema and Media Studies sees its program of course assistantships as one in which graduate students become an integral part of undergraduate instruction while acquiring pedagogical, collegial, and other professional experience.

General policy

The course assistant expects both to acquire experience in planning and conducting a course and to receive guidance and some ongoing supervision as he or she leads classes and grades papers. The faculty instructor expects assistance in the work of instruction.

Faculty should remember that few course assistants are experienced teachers; some have never taught before. The course assistant should be recognized as the students' instructor in at least some aspects of the course and given some opportunities for independent teaching. It is also important that the faculty member be available to advise the course assistant in order to improve his or her teaching skills and deal with particular problems as they arise.

Policy on Graduate Student Lecturers

Students are strongly encouraged to confer with their advisers or other faculty before submitting a proposed course. After the course has been assigned, they can request to be assigned a mentor to prepare for the course. The DUS will assign another member of the faculty to evaluate the course once it is underway. The faculty member is encouraged to follow the suggestions contained in Appendix A when conducting the classroom visit and writing the evaluation.

Responsibilities for the course

The faculty instructor is responsible for both the goals and the contents of the course, and for the final grades for each student.

The course assistant's responsibilities will vary according to the kind of course to which he or she is appointed. In some courses, the course assistant leads a weekly discussion section with the same group throughout the quarter, consults with those students about their written work, comments on their papers, and suggests grades. In other courses

where the class does not meet in sections, the course assistant leads several class sessions during the quarter, and in some cases may offer optional discussion sessions as well. The course assistant shares with the faculty instructor the work of advising students, reads and comments on student papers, and suggests grades.

In all relevant instructional situations, the course assistant should be accorded the respect owed to a colleague.

Responsibilities of the course assistant and the faculty instructor to one another

The faculty instructor secures examination copies of all course texts for each course assistant.

Faculty instructor and course assistants meet at least once **before** the course begins to discuss the aims of the course, the syllabus, writing assignments, exams if any, timetables for handing in and grading work, criteria for evaluating student work and providing comments, policy on late papers and incompletes, teaching a stand-alone section or stipulated number of classes, and holding office hours. Also to be discussed is the course assistant's pedagogical role in the course as specified above.

The faculty instructor's and the course assistant's role in grading

Comments on papers: The course assistant comments on the papers of students in his or her section, when there is one; if the class does not meet in sections, the course assistant(s) may comment on all the papers or share that task with the faculty instructor. Whether or not the faculty instructor puts comments on the papers, he or she is expected to review the papers and the course assistant's comments; the faculty instructor is also expected to meet with each course assistant to discuss these comments. Only in exceptional circumstances will the faculty instructor ask that comments be deleted or revised; the faculty instructor will advise the course assistant of any changes to or deletions of comments.

Grades: Course assistants suggest grades for the papers they read. The faculty instructor consults with the course assistant about grades for each student, but is solely responsible for assigning them.

Faculty instructors are encouraged to allow course assistants as much autonomy in selecting texts and devising agendas for discussions that they lead as is consistent with the aims of the course and the available material.

During the quarter, course assistants and the faculty instructor will meet at least once, usually more often (particularly if the course assistant is teaching a stand-alone section), to discuss both the course assistant's and the faculty instructor's perceptions of how classes and sections are going: successes and problems that either see with teaching, the materials, the assignments, particular students, etc. These are the occasions when faculty

instructors provide guidance and advice to the course assistant as a beginning teacher. The course assistant will benefit most if their conversations are both open and full.

Soon after the end of the quarter, the faculty instructor writes up a summary comment on each course assistant's teaching, gives a copy to the student, and sends a copy to the departmental office for the student's file. This account can become part of a recommendation for the course assistant's job placement file, in case the course assistant requests it.

TEACHING OBLIGATIONS EXPLAINED

This section seeks to provide a full and complete account of the teaching obligation component for student fellowships. Teaching obligations enable students to learn how to teach before they start their professional careers—a vital opportunity at all times but of increasing importance in the current job market. Teaching in the department (course assisting or teaching a freestanding course) counts toward the fulfillment of the teaching obligations. Teaching outside of the department (in the writing program, in the College Core, or as a MAPH CA or preceptor) does not fulfill any obligations. Should students have additional questions or concerns, please do not hesitate to contact the Chair, Director of Graduate Studies, or Department Coordinator.

Student stipends for the University's Century Fellowships or the Graduate Aid Initiative Fellowships (the standard fellowship package for the cohorts of students starting the program in 2007–8 and later) are adjusted during the years students teach according to a standard schedule. This schedule is described in the official offer of aid at the time of admission and subsequently in award renewal letters from the Dean of Students.

Century Fellowships

Century Fellowships require that recipients serve as a CA three times and as a lecturer twice. Students in their fourth year with Centuries will be expected to be a CA twice during the year, and their stipend will be reduced by the level of CA compensations for two courses (\$6,000 total). Those funds will be recovered as salary (\$3,000 per CA position) in the quarters when the teaching service is performed, whenever that service may be. Students in their fifth year with Centuries will be expected to provide additional service as a lecturer during the year and will receive the total amount of the award as a combination of stipend and salary. More specifically, these fifth-year students are scheduled to do the equivalent of teaching in two lectureship positions and will receive an award of \$11,000 plus the salaries of the teaching positions they hold during that year (if they hold two lectureship positions, at current salary levels of \$5,000, they will make the equivalent of \$10,000 from teaching, for a total of \$21,000 for the year).

GAI Fellowships

Students in their first three years of the program have GAI fellowships. This fellowship package has a different set of teaching obligations than do Century Fellowships. Students

who enter the program with a GAI fellowship fulfill their teaching obligations based on a point system. These students must teach classes that equal five “points” during the five years of their GAI fellowship. On the point scale, each CA position is worth one point, and each lectureship position is worth two points. So these students might end up teaching, at a minimum, either (a) three CA positions and one lectureship position or (b) a CA position and two lectureship positions. Note that it is highly unlikely that a student would teach five times as a CA. The department attempts to ensure that students teach at least one freestanding course as preparation for the academic job market.

GAI fellows usually teach in their third, fourth, and fifth year in the program. They will most often receive one CA position their third year, and their stipend that year will be reduced by a CA salary (\$3,000). In both years 4 and 5, students’ teaching schedules (and the type and amount of classes they teach) will vary, but all students’ stipends will be reduced by two CA salaries (\$6,000) in both years. The following chart is an example of the stipend payments for students with GAI Fellowships. Assuming that a (non-MA degree entering) student received a \$19,500 GAI stipend in years 1 and 2:

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
|-------------------------|---------------------------|---------------------------|
| Stipend = \$16,5000 | Stipend = \$13,500 | Stipend = \$13,500 |
| (1 CA Salary = \$3,000) | (2 CA Salaries = \$6,000) | (2 CA Salaries = \$6,000) |

Beginning in the autumn, the DGS will discuss with you your teaching obligations, if any; the different kinds of teaching positions for which you can apply in order to fill them; and what teaching you have done thus far within the University. The DGS will provide the form for updating this information at the meeting. If you are an advanced student who does not have an advising meeting each quarter, please send this information directly to the Graduate Program Assistant each quarter. This updating is crucial as the department needs to know all the teaching you have already done.

Banking

Please note, with the department’s approval, that some students may arrange to defer all or part of their teaching service until later than usual, or they may satisfy their teaching obligations ahead of schedule and, as a result, will be paid their teaching salary in advance of any adjustments being made to their stipends. In the latter case, this means that the individual student must bank any salary that he or she will need to supplement a diminished stipend in subsequent years. The Division and the College have no way of performing such “banking” on the institutional side. Further, students may not stipulate which teaching does and does not count toward their obligations and so should assume that any teaching they do in the department curriculum, including teaching done ahead of schedule, will be counted toward the service obligation until that obligation is fulfilled. Any teaching that students do that exceeds the service obligation will come to them as additional salary.

MISCELLANEOUS INFORMATION

CINEMA AND MEDIA STUDIES TRAVEL GRANTS

Twice a year, the Department of Cinema and Media Studies offers grants to students for expenses incurred for research-related travel to archives and specialized festivals and to support attendance at scholarly conferences in which the applicant is delivering a paper. Students up to and including their 6th year are eligible to apply. Students past their 6th year must submit a time-table for the completion of their dissertation as well as a brief letter from their dissertation director confirming that the student is in the finishing stretch. Grants will be awarded on the basis of both the merit of the application and particular project and evidence of satisfactory academic progress in the program.

Applications are due November 1 or May 1 for travel in the periods following these deadlines. Applications should include a description of the research project, conference lecture, and rationale for attending a specialized festival, as well as a budget. Receipts must be submitted for reimbursement no later than a month following the completion of travel. Students whose travel grants are approved should also submit a Student Certification for Business Related Travel Reimbursement (available on the CMS wiki) along with their receipts. A reimbursement check cannot be processed without this form.

NB: It is expected that students on GAI fellowships use the travel funds available to them through their fellowship first and, for more costly travel, include these amounts in their application. There are also limited research funds available through The Division of Humanities, dissertation proposal development grants, and other sources on or off campus. It is recommended that students apply simultaneously for the CMS travel grant and for other grants; in case of success, they are expected to inform the department of the amount of the award.

DISSERTATION-YEAR FELLOWSHIPS

Fellowships for support during the dissertation year (tuition and stipend) are offered each year from a variety of divisional and university sources. Calls for applications for dissertation-year fellowships are circulated throughout the year, and application deadlines vary, though the deadlines for the main divisional fellowships are in Winter quarter. To apply for these fellowships, students should follow the instructions in the call for applications. They should be prepared to submit an approved dissertation proposal and one approved chapter from the dissertation, together with letters from their dissertation committee. Students must also have been officially certified for Ph.D. candidacy (completed all requirements, including language, except the dissertation). Some fellowships require that the student apply no later than the fifth year of full-time graduate studies and complete the dissertation within the fellowship year. Further information about available fellowships and other sources of funding can be found on the Office of Graduate Affairs website, <http://grad-affairs.uchicago.edu/funding/>.

JOB PLACEMENT

In each Spring quarter all students considering going on the job market the following fall are urged to consult with their dissertation committee and the Director of Graduate Studies for assistance in preparing CVs and letters of application, as well as in preparing for interviews and job talks. The University Career Advancement office (<https://careeradvancement.uchicago.edu/>) also offers assistance to students in setting up dossiers and has additional facilities for counseling.

CINEMA AND MEDIA STUDIES WEB SITES AND EMAILS

<http://cms.uchicago.edu> Information on courses, faculty, staff, students, workshops, academic calendar, etc. may be found here. The most recent version of the Handbook will also be available from the site, and should always be consulted (particularly after the student's first year).

Directories, calendars, resources, and other information is available on the CMS wiki: <https://wiki.uchicago.edu/display/DeptCMS/Home>.

All students are automatically subscribed to the administrative mailing list called cinegrad at <https://listhost.uchicago.edu/mailman/listinfo/cinegrad>. The purpose of this mailing list is to notify students of official administrative events including program deadlines and job and fellowship information, as well as events such as workshops, screenings, and lectures on campus and elsewhere. To post a message to the listhost, send an email to cinegrad@listhost.uchicago.edu.

Commented [MRW1]: Needs to be updated with info on new CMS email lists

BULLETIN BOARDS

Bulletin boards in the Film Studies Center on the third floor of Cobb and outside the CMS office on the fourth floor of Gates-Blake are used for administrative notices to students. Also posted are outside notices such as calls for papers, teaching job advertisements, and announcements for talks, symposia, workshops, and fellowship and writing competitions. Students should check the bulletin boards frequently. These announcements are also circulated by email.

OTHER INFORMATION

Information regarding library privileges, health insurance, and other general issues can be found in the Student Manual of University Policies and Regulations, available online at <http://studentmanual.uchicago.edu>.

THE FILM STUDIES CENTER

The Film Studies Center (FSC) is a comprehensive support center for the Department of Cinema and Media Studies, providing an ideal site for students and faculty to explore film and other media. Since its establishment in 1992, the FSC has played a vital role in

fostering serious interdisciplinary film scholarship. In the FSC, students can pursue their inquiries into the history, criticism, and theory of film.

FSC Facilities and Services

The FSC facilities include an auditorium and seminar room used for film classes and screenings, both equipped with state-of-the-art projection equipment for 16mm film, slides, laserdiscs, and a variety of video formats: commercial, professional and international. The auditorium also supports 35mm film projection. Large-screen video projection makes it possible to show films on videotape and disc to a large number of students at once, and allows the teacher to perform close analysis of film texts in class.

In addition, the FSC has an individual viewing and research area with a video checkout and a variety of video and 16mm film playback equipment, as well as DVD and laserdisc players; a temperature and humidity controlled vault for the 16mm and 35mm film collections; and a technical workroom for inspection and repair of archival film materials.

The FSC houses the Gerald Mast Film Archive, which holds the growing collections of over 8,000 film, video and disc titles (including feature films, experimental cinema, silent film, classic Hollywood cinema, documentary, European art cinema, video art, international cinema, etc.) available for teaching, study and research purposes. The FSC makes every film shown in class available on video, DVD, or laserdisc in the Individual Viewing Area to provide individual access to the films and to protect the archival film materials from overuse.

The FSC shows over 800 film and video titles each year for classes, workshops, conferences and special events. FSC staff maintain computerized catalogs of the film, video and disc collections, and can create printed search aids sorted on a number of access points (filmmaker, country of production, date) relevant to film research.

OTHER UNIVERSITY RESOURCES

Black Film Research Online, <http://blackfilm.uchicago.edu/>

A resource guide for the study of Black film culture, produced and maintained by Prof. Jacqueline Stewart.

The Center for East Asian Studies, <http://ceas.uchicago.edu/> (has a large video collection of East-Asian films)

The Center for Gender Studies, <http://gendersexuality.uchicago.edu>

The Center for the Study of Race, Politics and Culture, <http://csrpc.uchicago.edu/>

Doc Films, <http://docfilms.uchicago.edu>

The oldest student-run film society in the US (since 1932), showing films nightly at the Max Palevsky Theater in Ida Noyes Hall.

The Experimental Film Club, <https://listhost.uchicago.edu/mailman/listinfo/efc>

The Experimental Film Club brings experimental and avant-garde film and video, as well as the makers of such work, to the University of Chicago campus. Screenings are held on a regular basis at the Film Studies Center.

Fire Escape Films, <http://firescapefilms.com/>

The student filmmaking group at the University of Chicago.

The Joseph Regenstein Library, <http://guides.lib.uchicago.edu/cinema>

Selected references and resources for Cinema and Media Studies.

The Renaissance Society, <http://www.renaissancesociety.org/>

Housed in Cobb Hall, the Renaissance Society is one of the finest resources for contemporary art.

FURTHER RESOURCES

Block Cinema, a collaboration of the School of Communication at Northwestern University, the Mary and Leigh Block Museum of Art, and the student-run Film and Projection Society, screens classic and contemporary films in the Museum's state-of-the-art Pick-Laudati Auditorium.

Chicago Filmmakers, <http://chicagofilmmakers.org/>

Independent avant-garde film and video screenings throughout the year.

Gene Siskel Film Center, <http://www.siskelfilmcenter.org>

The Film Center selects and presents significant world cinema in a non-commercial context that sets aesthetic, critical, and entertainment standards.

DIRECTORIES

Student Directories

A directory listing all registered graduate students in CMS with phone numbers and email addresses is prepared shortly after the beginning of Autumn quarter and is available on the CMS wiki (<https://wiki.uchicago.edu/display/DeptCMS/Home>). Students should inform the Department Coordinator in Gates-Blake 418 of any changes or corrections during the academic year. Students who do **not** wish to have their address and/or phone number listed in the directory should contact the Department Coordinator.

NOTE: Students should keep their contact information updated on myUChicago (<http://my.uchicago.edu>) as well. Central University offices use the information on this site to contact students with official correspondence, so it is essential that it is accurate.

Faculty Directories

Each year a directory of faculty office locations, mailboxes, and e-mail addresses is distributed to students. On-line profiles showing the academic specialty and work in progress for each faculty member in the department are updated yearly and are available on the CMS web site (<http://cms.uchicago.edu>).

A list of faculty office hours is posted at the beginning of each quarter outside the CMS Office and on the CMS wiki (<https://wiki.uchicago.edu/display/DeptCMS/Home>).

MAIL

Student Mail

Students have mailboxes located in the Film Studies Center on the third floor of Cobb. Students should check their mailboxes and email frequently.

Faculty Mail

In addition to mailboxes in FSC, faculty also have mailboxes in the departments in which they have joint appointments. Check as to their preferred location for receiving mail or papers.

Any questions about faculty mail should be directed to the Department Coordinator in G-B 418.

CAMPUS BUSES

Information about schedules and tickets for bus service in Hyde Park and South Shore is posted on bulletin boards throughout campus and available on the web at <http://safety-security.uchicago.edu/transportation/>.

STUDENT HEALTH CARE SERVICES

There are several health resources available to students on campus. For more information, visit <http://studenthealth.uchicago.edu/resources/>.

Student Health Service (SHS)

The [Student Care Center](#) is located in Suite R-100 of the main hospital at 5841 S. Maryland Avenue. Clinic hours are 8:30 am - 5:00 pm, Monday through Friday, with evening hours only on Mondays during Autumn, Winter, and Spring quarters. The SCC is an appointment-based clinic. Saturday care is available from 8:30 am - 10:30 am on a walk-in basis through the Primary Care Group located in the DCAM, suite 3C.

To make an appointment at the Student Care Center, call 702-4156. If you need emergency medical advice after SCC business hours, contact the Physician-on-Call at 702-6840. If you need emergency medical advice during SCC business hours or want to review an acute medical problem, please contact the SCC Nurse at 702-1915. The SCC Nurse can provide time-saving advice and assistance and help you to determine if you need immediate medical treatment.

For other SHS services and phone numbers, please visit SHS's website at <http://healthcare.uchicago.edu>.

Student Counseling Service (SCS)

The [Student Counseling Service](#) is located at 5737 S. University Avenue, and is open from 8:30 am to 5:00 pm, Monday through Friday. For an evaluation, outside referral, or assignment to a therapist, call 702-9800 to schedule an appointment. Ordinarily, students are scheduled for an intake evaluation within a few days. For study skills consultation and evaluation, call 702-9800. Emergency cases are handled immediately. There is no need to make an appointment in a crisis, though it is helpful to call first if possible.

A SCS therapist is on call every week night and throughout the weekend for emergency consultation and evaluation. The therapist-on-call can be reached by calling the University Telepage (702-3625) and asking to speak to the SCS therapist-on-call. All aspects of care through this service (including the fact that there has been a visit) are confidential, and information will not be released to anyone without the specific written consent of the student. The number of sessions is determined on an individual basis.

SAFETY ISSUES

The University publishes "Common Sense," a guide to safe urban living, at <http://commonsense.uchicago.edu>. This site contains information on safely traveling in Hyde Park and beyond, general security issues, dealing with sexual assault, drug and alcohol policies on campus, and important phone numbers.

If you are in immediate danger, dial "123" from a campus phone, or "911" from an outside phone.

UNIVERSITY OFFICES

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|---|--|--------------|
| Registrar http://registrar.uchicago.edu/ | Press Building, 1427 East 60 th Street, First Floor | 773-702-7891 |
| Bursar http://bursar.uchicago.edu/ | Bookstore Building, 970 East 58 th Street, Fourth Floor | 773-702-8000 |
| Office of Graduate Affairs http://grad-affairs.uchicago.edu/ | Administration Building, 5801 South Ellis Avenue, Second Floor North | 773-702-7813 |
| Career Advancement http://caps.uchicago.edu/ | Ida Noyes, 1212 East 59 th Street, Second Floor | 773-702-7040 |
| Graham School of General Studies http://grahamschool.uchicago.edu/ | Press Building, 1427 E. 60 th St, Second Floor | 773-702-1722 |

UNIVERSITY POLICY ON SEXUAL HARASSMENT

The University of Chicago prohibits sexual harassment. Information on the University's policy on sexual harassment, definitions of what constitutes harassment, and procedures for addressing sexual harassment can be found at <http://www.uchicago.edu/sexualharassment>.

APPENDIX A

Policy on Graduate Student Teaching Evaluation

Written evaluations by faculty of a graduate student's teaching are an essential part of any graduate student's file and help him or her to compile a teaching dossier when applying for academic positions. The following points can be helpful as notes towards a "narrative" evaluation of graduate student teaching. Clearly they apply differently to different classes (CA discussion section, standalone courses, etc.), and can be elaborated upon when actually addressing teaching skills in letters of recommendation for graduates on the job market. Verbal feedback to students is clearly most effective if offered immediately or very soon after the class visit.

Suggestions for conducting classroom visit

- Sit in the back of the room but among students.
- Do not participate in the class – no suggestions, questions, or comments

Suggestions for written evaluation

- Indicate what sort of class (discussion, standalone, etc.), what part of the quarter, how many students and what level, frontal or seminar style, what length is the session.
- Does instructor start and finish on time?
- Does instructor speak clearly and with voice modulation?
- Eye contact and engaging with students generally, noticing and encouraging questions, attentive to difficulties.
- General class structure/organization: is lecture/introduction followed by questions, or is entire session discussion-based?
- Evaluate the discussion triggers/questions: they too abstract, too specific with little room for variations in response, presented in an order which allows for well-paced development of the discussion, etc.?
- Do students seem engaged / focused? Comment generally on their quality and involvement.
- How are problematic (or wrong) answers/responses/observations by students handled? How are digressions handled? How are quiet students engaged and how are the very vocal ones handled?
- Comment on the handling of the AV equipment and the interlacing of Powerpoint/images/clips.