



Department of German Studies

Handbook of Policies and Procedures for Graduate Study

(August 2017)

The handbook is meant to guide graduate students through the various stages of their coursework and progress to degree. It is not exhaustive and is subject to revision by appropriate Graduate Curriculum committee procedures. For questions regarding policies and/or procedures not addressed here, consult the Director of Graduate Studies.

Table of Contents

I. For all Departmental Graduate Students	3
1. Amendments to this handbook	3
2. Expectations, privileges, and responsibilities for graduate study	3
3. Maintaining a culture of collegiality and professionalism	4
4. Maintaining and assessing progress toward degree	5
5. Departmental structure, decision-making, and shared governance	5
6. Departmental resources, fellowships, and discretionary funding	5
a. Teaching assistantships	6
b. Who qualifies for funding?	6
c. Conditions under which contracts and funding may be terminated	6
d. Outside funding	7
7. Policies and Procedures for teachers in the Language Program	7
8. Redress and appeal process	7
9. First-year advising; faculty and peer mentoring	7
10. Progress toward degree	8
11. Expectations for publishing	8
12. Departmental policy on “incompletes”	8

II. For Masters Students	9
1. Purpose and structure	9
2. English and German language proficiency	12
3. Optional thesis	13
4. Policy on “Independent Studies”	13
5. Masters examination	13
6. Studying for your MA examination	13
7. Structure of the MA examination list	15
8. Assessment of the examination	16
9. Suggested titles for MA examination lists	17
10. General resources for scholarship in German Studies	18
III. For Doctoral Students	20
1. Requirements and schedule of coursework	20
2. The Minor	21
3. The year at the University of Leipzig	21
4. Means of assessment in the PhD Program	23
a. The Qualifying Exercise (QE)	23
b. Third language requirement	23
c. The Comprehensive Examination (comps)	23
d. The Dissertation committee & degree requirements	25
e. Dissertation prospectus	26
f. Dissertation units	28
IV. Glossary / Where to direct further questions	29
V. Appendix	30



I. Policies and Procedures for all Graduate Students in German Studies

1. Amendments to this Handbook

Any changes to curricular and procedural policies will be reflected in the most updated version of this document and shall affect only students who have matriculated after such policy changes take effect.

2. Expectations, Privileges, and Responsibilities in Graduate Study

The Department of German Studies strives to maintain a culture of professionalism and collegiality among undergraduate students, graduate student teachers and researchers, faculty members, and support staff. All members of this community of teachers and scholars have the privilege and the responsibility to support the activities of the Department by fostering good relations through clear and respectful communication. Cooperation and collaboration are vital to the success of the Department as a whole, as well as for the fulfillment of individual graduate students' professional and educational goals.

Graduate students are entitled to:

- expect all rights and privileges granted them by the University
- seek clarification and assistance from departmental faculty and staff on specific issues that pertain to the successful attainment of their educational and professional goals
- attend monthly departmental meetings
- work in a respectful, collegial workplace
- participate in student governance when appropriate
- expect confidentiality from faculty members in matters covered by the Family Educational Rights and Privacy Act (FERPA)¹
- seek advice and consultation from department faculty on professional and scholarly matters, whether or not the student is currently enrolled in a course with a given faculty member
- be represented by an elected graduate student on all of the department's standing committees: (Graduate, Undergraduate, etc.), with the exception of the Executive Committee

Graduate students must:

- follow policies and procedures according to the handbooks of the graduate program, Language Program, SILLC, Graduate College, and University.²

¹ On FERPA, see <https://www.registrar.arizona.edu/ferpa/ferpa-compliance>

- follow through consistently on their commitments to colleagues and students
- maintain a timely and consistent Progress to Degree, including all assessment milestones and annual progress evaluations
- complete and submit a SILLC travel authorization form to the Department Head two weeks prior to University-related travel³
- attend all orientation sessions required for matriculation and teaching
- fulfill degree requirements in the timeframe stipulated below in Sections II (for MA students) and III (for PhD students).
- fill out GradPath forms and other documents in a timely manner, in accordance with the Director of Graduate Studies' requests.⁴
- attend all departmental events when possible, such as the German Studies Colloquium series and events organized by other graduate students and/or faculty. If a graduate student is not able to attend a Departmental event, she/he should advise the organizers of the event in a manner befitting professional collegiality.
- report potentially dangerous or criminal situations or activities to the Department Head—or the appropriate law enforcement agency in emergency situations.⁵
- to comply with the Family Educational Rights and Privacy Act (FERPA) in matters affecting the students they teach (in their capacity as GATs).

3. Maintaining a Culture of Collegiality and Professionalism

The Department of German Studies is a tightly knit community of scholars and teachers who often rely on one another for support, consultation, and encouragement. In this context, both professionalism and collegiality are crucial, shared commitments. We define as “collegiality” a consistent willingness to show support for one another’s endeavors, programs of research, teaching initiatives, and service commitments, *regardless of whether these commitments are similar to our own*. We define as “professionalism” the consistent and responsible pursuit of a program of research, a portfolio of teaching commitments, and professional service, as expected of all academic personnel throughout the University. Whereas collegiality is concerned with supporting others in their daily or occasional endeavors, professionalism is the honing of one’s own commitments and trajectories as a teacher / scholar. These are two sides of the same coin in a research-based community of teachers that seeks to grow and work together as a diverse whole.

Communication—among graduate students, undergraduate students, faculty, and staff members—requires a combination of professionalism and collegiality. Good communication includes: addressing a matter promptly with the proper dialogue partner, fulfilling requests for documentation from the Director of Graduate Studies, Department Head, Language Program Director, or SILLC Graduate Services Coordinator in a timely manner, advising instructors early in the semester about challenges you are encountering in your research, being forthright with, and respectful of, your teaching colleagues about questions regarding shared responsibilities. All

² For Language Program policies, see the departmental Language Program Director. On the Student Code of Conduct, see <https://deanofstudents.arizona.edu/student-code-conduct-student-faqs>

³ SILLC forms are available here: <http://sillc.arizona.edu/faculty-documents-forms>

⁴ Academic requirements are discussed in detail in Sections II and III below. Most forms pertaining to students’ Progress to Degree are housed on the Graduate College’s GradPath system: <https://grad.arizona.edu/gsas/forms/gradpath-forms>

⁵ Campus police: 911 (for emergencies) or 621-8273 (non-emergencies). See <http://uapd.arizona.edu>

of these are examples of collegial, professional communication.

4. Maintaining and Assessing Progress Toward Degree

Assessment Milestones toward degree are described in detail below in sections II and III, respectively, for MA and PhD students. Generally speaking, it is important to maintain an active, diverse, and engaged “curriculum vitae”. Over the course of a year, there are multiple, weekly opportunities for students to attend events, conferences, lectures, workshops, readings, and colloquia, sponsored by the department or other units on campus. In September of every year, returning students share with the Director of Graduate Studies one of the following three versions of an annual self-assessment: 1) a one-page, single-spaced narrative summary of their professional activities over the previous academic year, 2) an academic curriculum vitae, or 3) a link to a professional Web site that contains evidence of their profile, program of research, and professional progress.

5. Departmental structure, decision-making, and shared governance

Each academic year, students elect a graduate student representative who is responsible for attending all departmental meetings and representing graduate student affairs. With the exception of “Executive Sessions,” Departmental meetings are open to all graduate students who wish to attend. Departmental meetings are usually held on the last Wednesday of every month during the academic semester. All decisions that affect the department’s programs of study are made either by a vote of the entire departmental Faculty, or on the recommendation of the relevant committee, as charged by the Department Head.

Graduate Student representatives also serve on the Undergraduate and Graduate Committees, where they consult on relevant curricular and policy decisions.

6. Departmental resources, fellowships, and discretionary funding

German Studies Departmental faculty members are happy to engage with students on questions of German and Germanophone literature, language, and culture, as well as any other scholarly topics. We are also present to help each graduate student grow toward a fulfilling identity as a scholar and teacher, an identity that combines collegiality, professionalism, and overall well-being. The departmental Faculty offer regular professional development workshops on a variety of topics throughout each semester. Students should feel free to suggest a professional development topic to the Director of Graduate Studies. At the beginning of each Fall semester, the Director of Graduate Studies also organizes mentorship partnerships for new students with faculty members and advanced students.

Max Kade fellowships are available for the purposes of recruiting highly qualified graduate applicants. Graduate students should contact the Department Head for updates on available financial and scholarship resources. Many of the scholarships available for graduate students, including the Weinel scholarship, are available on our Web site under (Graduate) Funding & Scholarships.⁶ For logistical and procedural questions on funding and finances, graduate students should speak directly with the Department Head.⁷

⁶ See <http://german.arizona.edu/graduate-funding-scholarships>

⁷ See <http://sillc.arizona.edu/people>

a. What is the standard overall length of funding through teaching assistantships?

The Department supports its degree-seeking students by way of Graduate Assistantships in Teaching (GAT-ships).

For MA students in good standing, who meet the pre-requisites for teaching, funding via Graduate Teaching Assistantship contracts is provided for two academic years.

For PhD students in good standing, who meet the pre-requisites for teaching, funding via Graduate Student Assistantship / Associateship contracts is provided for five years (including the year in Leipzig). For additional years of funding, graduate students must apply in writing to the Department Head, who will consult on this decision with the applying student's dissertation committee chair.

All current GATs may apply to the Department Head in writing for available posted summer teaching positions and other discretionary or competitive fellowships when available. Selections for summer teaching and discretionary funding are made on the basis of departmental need, students' previous academic and teaching performance, and students' progress toward degree.

b. Who qualifies for funding?

Only fully qualified graduate students who a) are making good progress toward their degree, and b) are participating in the full professional and collegial life of the Department are considered for funding beyond their GAT contract. Staffing needs and budgetary considerations fluctuate from year to year, and additional funding cannot be guaranteed. The Department nonetheless makes every effort to provide graduate students with available funding in support of their professional and educational endeavors. The primary point of contact for these decisions is the Department Head.

c. Conditions under which contracts and funding may be suspended or terminated

Contracts and Memoranda of Understanding are binding, and infractions upon the terms of contracts are adjudicated by the Department Head. Appeals regarding suspension or termination of contracts are further considered by the Department Head in consultation with the Executive Committee and the Director of Graduate Studies. The Language Program Director may be consulted in such matters, but the Department Head carries full responsibility for funding and hiring decisions. Graduate students have the right to consult the "Graduate Resource Links Toolkit" on the Graduate College Web site.

d. Outside funding: Graduate students may seek outside funding through professional organizations and other agencies, such as the Fulbright Commission, the American Council of Learned Societies, and the Deutscher Akademischer Austauschdienst.⁸

7. Redress and Appeal Process

The process for appeals depends on the nature of the matter. Graduate students have the right, and are encouraged to consult the "Graduate Resource Links Toolkit" on the Graduate College website. For guidance on specific questions, see the Department Head. In appeal cases, the

⁸ The University of Florida provides a useful list of outside funding sources for graduate students in the Humanities and Social Sciences: <http://www.humanities.ufl.edu/funding-other.html>

Department's Executive Committee may offer advice or formal recommendations to the Department Head.

8. Policies and Procedures for Teachers (GATs) in the Language Program

At the beginning of each academic year, the Language Program Director distributes a policies and protocols document specifically for the purposes pertinent to Graduate Assistants / Associates in Teaching. For clarification on these policies and procedures, please consult the LPD directly.

Students pursuing an MA or PhD in German Studies will be considered for GAT-ships before other applicants. GAT contract appointments are made for no more than one year at a time. GATs within the German Studies MA program generally must take a minimum of 15 units of credit per year within the department, unless the Department Head makes an exception in individual cases. Independent study courses do not count toward the minimum 15 units that GATs must take during each year of their appointment, nor toward the 30 units of German Studies courses required within the department. The three credits conferred for an MA thesis may not count toward the total of 15 units of departmental courses taken each year by GATs.

9. First-year advising & Faculty and Peer Mentors

Each year in mid-August, the Directors of the Language Program and of Graduate Studies organize orientation meetings for new graduate students. Topics include:

- introducing faculty and new students
- explaining teaching responsibilities and materials
- discussing graduate program expectations
- clarifying guidelines for graduate study
- sharing applicable and important deadlines
- assigning faculty and peer mentors

Faculty and Peer Mentors

At the beginning of their first semester, graduate students will be assigned a faculty mentor. This faculty member will be available to the student for informal advising and consultation throughout the year. In addition, each first-year student will be assigned an advanced student as a peer mentor.

The Director of Graduate Studies provides academic advising on requirements for progress toward degree and choosing courses each semester. On an individual basis, graduate students and the Director of Graduate Studies develop and maintain a plan of study.

10. Progress Toward Degree

Section 4 above describes how students should provide annual evidence of their professional and educational progress, while GradPath is the primary vehicle for students to demonstrate consistent progress to degree. The Director of Graduate Studies is happy to provide guidance on how to best maintain good standing and consistent progress to degree.

11. Expectations for Publishing

MA students are not expected to pursue publication of their research in the course of their studies. In consultation with a German Studies faculty member, they may however choose to attend and present their research at local, regional, and national conferences, and under certain circumstances publish their work.

Doctoral students are expected to submit an article-length (i.e. 5000-9000-word) scholarly manuscript for potential publication in a fully peer-reviewed journal, prior to the last anticipated Fall semester in the doctoral program, and/or the first year the dissertator enters the academic job market. It is increasingly important for graduating doctoral students to demonstrate an active publishing agenda prior to entering the academic job market in September of each year. A student's doctoral adviser / dissertation chair provides guidance on where / how / when to pursue publication.

12. Departmental Policy on “Incompletes”

The Department discourages this practice. Only in exceptional cases, as determined by the instructor of record in consultation with the Director of Graduate Studies, may incompletes be allowed. Graduate students with outstanding incompletes after one month following the semester in which an incomplete was received will not be considered in good standing for purposes of discretionary funding and teaching assignments.



II. Policies and Procedures For Masters Students in German Studies

1. Purpose and Structure of the MA Program

The purpose of the Master of Arts in German Studies is to mentor each graduate student toward outstanding standards of scholarship and teaching, independent research, and professional excellence. The MA in German Studies prepares students to analyze critically and synthesize various aspects of literary studies, cultural studies, theoretical and applied linguistics, studies in second language acquisition and teaching, and related professional disciplines. This section is designed to familiarize prospective applicants and new students with the program and to guide current students through the various steps towards their Master of Arts degree.

All Masters students in the Department of German Studies complete a **minimum of 33 units** of graduate coursework at the 500 level and above, typically over a four-semester period. It is most common for students to take two or three graduate seminars per semester, depending on their teaching responsibilities. Students are welcome to complete more than the 33-credit minimum, but they must take 5 seminars per year if they have a GAT-ship.

Up to 6 units of credit can be transferred from another university. Such transfer credit can be applied only if the grade earned was A or B, and if it was awarded graduate credit at the institution where the work was completed. Grades of transfer work will not be used in computing the student's grade-point average.

There are several **Courses of Study** available for MA Students in the Department of German Studies, including:

- **Literature and Culture**
- **Literature, Culture, and Pedagogy**
- **Literature, Culture, and Pedagogy with Secondary Teaching Certification** (over 5 semesters, with student teaching practicum in the 5th semester)
- **Literature and Culture with an emphasis in Translation Studies**

These first four tracks form the core of our MA offerings, and are usually paired with a 0.50 GAT-ship that includes tuition / registration waiver, and health insurance plan.

Non-teaching professional tracks (Business Administration, Marketing, Management Information Systems, Journalism, and Collaborative Governance) are designed to allow working professionals to pursue a Masters of Arts in German Studies with a particular professional concentration. These professional-emphasis tracks are fee-bearing.⁹ To discuss these professional tracks in further detail, prospective applicants should contact the Director of Graduate Studies

⁹ For comprehensive information on the non-teaching professional MA tracks, see: <http://sillc.arizona.edu/sillc-professional-mas>

prior to applying.

Literature and Culture Emphasis

MA students in the Literature, Culture, and Pedagogy Emphasis take at least 33 units of graduate coursework in the department over four semesters, including:

- **GER 508:** Approaches to German Studies (in first semester if offered) (3 credits)
- **GER 579:** Issues and Methods in Post-Secondary Foreign Language Teaching and Learning” (in first semester if teaching) (3 credits)
- **27 additional Graduate-level GER** literature and culture courses (21 credits) including an optional thesis

Total: 33 credits 11 courses (4 semesters)

Literature, Culture & Pedagogy Emphasis

MA students in the Literature, Culture, and Pedagogy Emphasis take at least 33 units of graduate coursework in the department over four semesters, including:

- **GER 508:** Approaches to German Studies (in first semester if offered) (3 credits)
- **GER 579:** Issues and Methods in Post-Secondary Foreign Language Teaching and Learning” (in first semester if teaching) (3 credits)
- **2 additional Graduate-level GER** pedagogy/second language acquisition courses (6 credits) of the following:
 - **GER 580:** Applied Linguistics for German as a Foreign Language (3 credits)
 - **GER 587:** Testing and Evaluation in Foreign/Second Language Programs (3 credits)
 - **GER 518:** Intercultural Communication and Second Language Acquisition (3 credits)
 - **GER 534:** Literacy through Literature (3 credits)
- **7 Graduate-level GER** literature and culture courses (21 credits)

Total: 33 credits 11 courses (4 semesters)

German Studies with Secondary Teacher Certification

- **GER 508:** Approaches to German Studies (3 credits)
- **GER 579:** Issues/Methods in Post/Secondary Foreign Language Teaching/Learning (3 credits)

- **GER 587:** Testing and Evaluation in Foreign/Second Language Programs (3 credits)
- **GER 534:** Literacy through Literature or LRC 535: Literacy in a Multicultural Society (3 credits)
- **GER 580:** Applied Linguistics for German as a Foreign Language or TTE 539: Recent Research in Teaching and Schooling (3 credits)
- **GER 594b:** Practicum/Second language Acquisition and Teaching (3 credits)
- **SLAT 615:** Second Language Acquisition Theory or EDP 510: Learning Theory in Education (3 credits)
- **SERP 500:** Foundations of Special Education and Rehabilitation (3 credits)
- **LRC 516:** Structured English Foundations or LCEV 508: Methods of Teaching English to English Language Learners (3 credits)
- **3 additional Graduate-level GER literature and culture courses (9 credits)**

Total: 36 credits 12 courses (4-5 semesters)

- **TTE 593:** Internship (Student Teaching) (12 units, 1 semester)
- **Constitution** (Online test can be taken within 3 years.)

Students interested in teacher certification should inform the Director of Graduate Studies for German Studies and the Academic Advisor in the Office of Student Services in the College of Education (Tel: 621-7865).

Literature, Culture, and Translation Studies Emphasis

MA students in the Literature, Culture, and Translation Studies Emphasis take at least 33 units of graduate coursework over four semesters, including:

- **GER 508:** Approaches to German Studies (in first semester if offered. The student will complete a project related to Translation Studies in this seminar) (3 credits)
- **GER 579:** Issues and Methods in Post-Secondary Foreign Language Teaching and Learning (In the first semester if teaching.) (3 credits)
- **GER 561:** The Task of the Translator (3 credits)
- **1 graduate-level seminar on a Translation Studies topic** (in or beyond the German Studies department) (3 credits)
- **6 additional Graduate-level GER courses** in literature and culture or pedagogy/second language acquisition (18 credits)
- **GER 599:** One independent Studies (3 credits) on a **Translation Thesis Project** directed by a member of the German Studies faculty. This project is generally conceived as either 1) an original longer-form translation (10,000–20,000 words), plus a reflective analysis of the particular translation process and context, or 2) an analytical thesis (15,000–25,000 words) on a Translation Studies topic. Further guidelines for the project are determined in consultation with the student's chosen Thesis Director, during the third semester of coursework.

Total: 33 credits

11 courses (4 semesters)

2. English and German Language Proficiency

Non-native speakers of German will be required to demonstrate satisfactory German language proficiency in the following manner:

MA students are required to demonstrate at least B2 proficiency in overall language proficiency or in reading skills and listening skills through a recognized proficiency examination, such as the Goethe Zertifikat, TestDaF or ACTFL listening proficiency and reading proficiency tests or provide alternative evidence of language proficiency, the validity of which shall be determined by the Graduate Committee. In addition, about twenty minutes of the MA Oral Examination will be conducted in German. The MA examination committee will assess if the candidate is able to use German effectively in an academic context. Inadequate use of German will result in a grade of Fail in the oral examination.

Non-native speakers of English will be required to demonstrate satisfactory English-language proficiency in the following manner: During their first year of studies, students will write one seminar paper in English. When there is concern about the student's English proficiency, the Director of Graduate Studies will recommend a remedial course of action for the student to take. This course will have to be taken by the student as an overload. In addition, about twenty minutes of the MA Oral Examination will be conducted in English.

3. Thesis (not required)

MA Students may choose to take 3 directed thesis-credits in the second year of their studies. The three units for an MA thesis may not count toward the total of 15 units of departmental courses that must be taken each year by GATs. The thesis should be considered especially by those candidates who intend to continue graduate work beyond the Masters level. It equips the candidate applying to a doctoral program with solid experience for conducting independent research. A thesis adviser should be chosen no later than the end of the second semester of graduate study with whom a specific plan of thesis research should be discussed.

4. Independent Studies

Independent Studies are rarely approved for students in the MA program. Independent studies may be considered only when a student is interested in pursuing a particular topic that cannot be accommodated within a regularly offered course. An independent study may be taken only with the approval of the Director of Graduate Studies and Department Head. Independent study courses do not count either toward the 30 units of German Studies courses required within the department or toward the minimum 15 units that GATs must take during each year of their appointment.

5. General Information on the Masters Examination

During the semester in which all remaining coursework requirements (excluding student teaching practicum) are to be completed, MA students must pass both a written comprehensive and an oral examination, adjudicated by a committee of three departmental faculty members. The

written exam takes place over one five-hour period in the third week of March (traditionally on the Friday after spring break). The oral examination follows at least ten days later (so that faculty can assess the written examinations). The oral examination is scheduled by the respective MA Examination Committee Chair in consultation with the Director of Graduate Studies.

By the middle of the semester prior to the examination, the student chooses an Examination Committee Chair and two other faculty members who will constitute the student's committee. This process of forming a committee usually takes place by way of a conversation initiated by the student prior to the end of the semester of coursework.

Students must meet with the Director of Graduate Studies by November 1 for May graduates (March 1 for students taking their exam in the Fall) to discuss the format of the examination and general principles for the MA Reading List. By the fifth week of the examination semester (typically the fourth week of coursework), the final version of the reading list must be approved by all committee members. The committee members sign the final reading list and the student conveys the signed list to the Director of Graduate Studies. It is the responsibility of the student to consult with her/his committee members on a regular basis in preparation for the examination.

6. Studying for Your MA Examination

This section is designed to guide new students toward the successful completion of their MA examination. Most questions about substantive / content-oriented aspects of the exam should be directed to your chosen Examination Committee Chair. Questions regarding examination scheduling and procedures should generally be directed to the Director of Graduate Studies.

How is the MA Examination and preparatory Reading List structured?

The written MA Examination is designed to evaluate general breadth in the field of German Studies, while the oral examination concentrates on the student's particular chosen specializations. It is the responsibility of each candidate for the Masters of Arts in German Studies to compile an Individualized Reading List, which will be finalized in consultation with the student's examination Committee.

The written exam is comprised of 2 questions from each committee member, based on the student's general reading list but reflecting the students' interests, from which the candidate will choose one question to answer in essay form. The written examination offers the candidate the opportunity to demonstrate her/his capacity to synthesize and make connections between different themes and concerns in the field of German Studies, based on his/her general reading list. On the day of the written examination, the candidate will take the five-hour examination using an authorized computer (not belonging to the student and without internet connectivity). No books, notes, cellular devices, or other materials may be used.

Each committee member reads all questions and answers. In order to be admitted to the oral examination, the candidate must receive a "Pass" on the written examination from all committee members. Upon successful completion of the written exam, students are then invited to proceed to their scheduled oral exam.

The oral examination gives the student the opportunity to 1) explore individual topics in depth, based on the student's specialized reading lists, and 2) clarify any aspect of her/his argumentation in the written exam. Generally, the examination lasts two hours and consists of

two rounds, allowing each committee member approximately 20 minutes in each round. Twenty minutes of the oral examination will be conducted in German for non-native speakers of German, and in English for non-native speakers of English. The examining committee may confer the grade of “Pass with distinction” for those candidates whose performance on the written and oral examinations is deemed exceptional by all members of the committee. In most cases, the student is notified directly following the oral examination of the committee’s combined decision (after a short private conference among the committee members).

(Should the candidate not pass the written or oral examination, s/he may retake at the discretion of the committee after a minimum interval of four months. In this case of the retaken oral examination, the presence of a Graduate College Representative is required. The candidate may not retake either the written or the oral examination more than once.)

How (and When) to Build the MA Examination Reading List

MA students plan and build their general and specialized reading lists by the end of the second semester of coursework in consultation with each of the examination committee members. A good way to start is for the student to list all of the literary works he / she has already read, and to consider gaps and areas of growth from on that basis by consulting the reading lists in section 9 (below).

When building the list, students should give the full name of each author, list all works in chronological order with publication dates, and distinguish relatively short poems and stories from longer works by putting short-work titles in quotation marks and italicizing longer works.

7. Structure of The List: Literature And Culture Emphasis

This list will be in two parts: 1) a general, historically broad list and 2) three lists based on three "specific topics" within the field of German Studies. These special topics—of approximately 5 works each—are of the student's choosing in consultation with his/her committee members and do not overlap with the sources in the general list. The general list contains a minimum of 65 titles by at least 50 authors from the following four groups:

Group 1: 800-1600 (at least ten authors)

Group 2: 1600-1800 (at least ten authors)

Group 3: 1800-1900 (at least ten authors)

Group 4: 1900-present (at least ten authors)

Structure of The List: Literature, Culture, and Pedagogy Emphasis

For students in the literature / culture / pedagogy emphasis, the list should contain a minimum of 45 titles by at least 30 authors:

Group 1: 800-1600 (at least six authors)

Group 2: 1600-1800 (at least six authors)

Group 3: 1800-1900 (at least six authors)

Group 4: 1900-present (at least twelve authors)

For the non-pedagogy examiners, students will prepare a specialized list of approximately five additional texts. The Pedagogy portion will include a list of works approved by the committee member responsible for Second Language Acquisition and Teaching.

Second Language Acquisition and Teaching (SLAT) is an applied and interdisciplinary field of inquiry. Unless a student is specifically interested in a historical perspective on second/foreign language education, there are few single publications that provide lasting, definitive insights into the field. SLAT theories and research change rapidly, as do the pedagogical applications, which have their founding in SLAT theoretical frameworks.

The Pedagogy portion of the list includes works by at least 20 works (articles / books) by 12 authors, including

- at least one recent book-length publication dealing with methods and techniques of foreign/second language teaching
- at least one book-length publication dealing with the testing and evaluation of foreign/second language teaching
- at least one book-length publication dealing with second/foreign language acquisition theories and research

In addition, to gain an overview of current issues and concerns in foreign language teaching, students are expected to be familiar with the ACTFL Foreign Language Education Series (published annually). It is also recommended that students be familiar with the most recent issues of least two scholarly journals dealing with SLAT-related topics.

Structure of the List: Literature and Culture with an Emphasis in Translation Studies

The list should contain a minimum of 45 titles by at least 30 authors: 6 from Groups 1, 2, and 3 listed below, and 12 from Group 4.

- Group 1: 800-1600 (at least six authors)
- Group 2: 1600-1800 (at least six authors)
- Group 3: 1800-1900 (at least six authors)
- Group 4: 1900-present (at least twelve authors)

For the non-translation-oriented examiners, students will prepare a specialized list of approximately five additional texts. In addition to the general list, the Translation Studies portion will include a list of works approved by the committee member responsible. The Translation Studies portion of the list includes

- at least one recent book-length publication dealing with methods and techniques of translating
- at least one book-length publication dealing with theoretical aspects of translation
- at least one book-length publication dealing with historical aspects of translation and multilingualism
- at least one extended critical study of an existing translation

In addition, to gain an overview of current issues and concerns in translation studies, students are expected to be familiar with recent issues of least two periodicals dealing with translation-related topics.

8. Assessment of the Examination

Committee members notify the committee chair of their evaluation of the student's examination within 5 days of the exam. The committee chair will distribute the results with comments to all committee members and inform the Director of Graduate Studies.

The committee chair then notifies the candidate of the examination result and whether she/he may proceed to the oral portion of the final examination. Candidates may proceed to the oral portion of the exam only if they have satisfactorily completed the written portion of the exam.

Oral Examinations:

Before the oral examination, the student must obtain the official "Master's/Specialist Completion of Degree Requirements" form from the SILLC Graduate Services Coordinator and bring the form to the examination for all committee members to sign. At the end of the examination, the committee members decide if the candidate receives a High Pass, Pass or Fail. The chair fills out the form, and all committee members sign it. The chair then submits the form to the DGS for signature. The DGS gives the form to the SILLC Graduate Services Coordinator who will record the results on GradPath.

9. Suggested Titles for MA Exam Lists

These authors below are among those who tend to represent canonical moments in German-language philological history. This list is meant to be suggestive only. Students may find this list helpful as they develop their general MA Examination Reading List.

Group 1 (pre-1600)

- Hildebrandslied
- Merseburger Zaubersprüche
- Hrotswitha v. Gandersheim
- Hildegard von Bingen
- Herzog Ernst
- Hartmann von Aue
- Dietmar von Aist
- Nibelungenlied
- Walther v. der Vogelweide
- Wolfram von Eschenbach
- Gottfried von Strassburg
- Mechthild von Magdeburg
- Oswald von Wolkenstein
- Johannes von Tepl
- Volkslieder
- Sebastian Brant
- Martin Luther

Group 2: 1600-1800

- Andreas Gryphius
- Martin Opitz
- H.J.C. v. Grimmelshausen
- Paul Fleming
- Katharina Regina von Greiffenberg
- Gottfried Wilhelm Leibniz
- Gotthold Ephraim Lessing
- Anna Louisa Karsch
- Johann Wolfgang von Goethe

- Friedrich Schlegel
- Dorothea Schlegel
- Friedrich Schiller
- Immanuel Kant
- Friedrich Gottlieb Klopstock
- Sophie von la Roche
- Novalis (Friedrich von Hardenberg)
- Friedrich Hölderlin etc.

- Heinrich von Kleist
- Ludwig Tieck
- Joseph von Eichendorff
- Clemens Brentano
- Ludwig Uhland
- E.T.A. Hoffmann
- Bettina von Arnim
- Karoline von Günderrode
- Rahel von Varnhagen
- Karl Gutzkow
- Charlotte Stieglitz
- Heinrich Laube
- Theodor Mundt
- Georg Büchner
- Annette von Droste-Hülshoff
- Karl Marx
- Marie von Ebner-Eschenbach

- Gottfried Keller
- Theodor Storm
- Conrad Ferdinand Meyer
- Franz Grillparzer
- Johann Nestroy
- Theodor Fontane
- Hedwig Dohm
- Friedrich Nietzsche
- Bertha von Suttner
- Ricarda Huch
- Ludolf Wienbarg
- Heinrich Heine
- Robert Prutz

Group 4: 1900-present

- Gerhart Hauptmann
- Arthur Schnitzler
- Frank Wedekind
- Rainer Maria Rilke
- Hugo von Hofmannsthal
- George Heym
- Adalbert Stifter

- Georg Trakl
- Gottfried Benn
- Georg Kaiser
- Franz Kafka
- Thomas Mann
- Robert Musil
- Robert Walser
- Kurt Tucholsky
- Ernst Jünger
- Ernst Toller
- Irmgard Keun
- Bertolt Brecht
- Maria Luise Kaschnitz
- Max Frisch
- Friedrich Dürrenmatt
- Nelly Sachs
- Anna Seghers
- Else Lasker-Schüler
- Alfred Döblin
- Marieluise Fleißer
- Ingeborg Bachmann
- Heinrich Böll
- Paul Celan
- Günter Grass
- Ulrich Plenzdorf
- Jurek Becker
- Volker Braun
- Rainer Kunze
- Christa Wolf
- Peter Handke
- Elfriede Jelinek
- Friederike Mayröcker
- Ernst Jandl
- Hans Magnus Enzensberger
- Erich Fried
- Günter Kunert
- Horst Bienek
- Bodo Morshäuser
- Heiner Müller
- Sarah Kirsch

Group 3: 1800-1900

- Botho Strauß
- Irmtraud Morgner
- Friederike Roth
- Gabriele Wohmann
- Gerlind Reinshagen
- Aras Ören
- May Ayim
- Saliha Scheinhardt
- Feridun Zaimoglu
- Daniel Kehlmann
- Zafer Senocak
- Herta Müller
- Barbara Honigmann
- Edgar Hilsenrath
- Katja Behrens
- Rafael Seligmann
- Esther Dischereit
- Maxim Biller
- Robert Menasse
- Robert Wiener
- Fritz Lang
- Leni Riefenstahl
- Rainer Werner Fassbinder
- Wim Wenders
- Helma Sanders-Brahms
- Helke Sander
- Margarethe von Trotta
- Volker Schlöndorff
- Werner Herzog
- Hans-Jürgen Syberberg
- Yoko Tawada
- W. G. Sebald
- Emine Sevgi Özdamar
- Lena Gorelik
- Feridun Zaimoglu

10. General Resources for Scholarship in German Studies

Histories and Handbooks on German Literature, Film, and Culture

A New History of German Cinema, edited by Jennifer M. Kapczynski and Michael D. Richardson, 2012.

A New History of German Literature, edited by David Wellbery and Judith Ryan, 2004.

Handbuch Literatur & Visuelle Kultur, edited by Claudia Benthien and Brigitte Weingart, 2014.

Handbuch Sprache in der Literatur, edited by Anna Betten, Ulla Fix, Berbeli Wanning, 2017.

Camden House History of German Literature, Volumes 1–10, 2014–2016.

Einführung in die Gedichtanalyse, edited by Dieter Burdorf, 2015.

Geschichte der deutschen Lyrik. Einführung und Interpretationen, edited by Dieter Burdorf, 2015.

Lexikon der deutsch-jüdischen Literatur, edited by Andreas B. Kilcher, 2000.

Mythen, Masken und Subjekte. Kritische Weißseinsforschung in Deutschland, edited by Maureen Maisha Eggers, Grada Kilomba, Peggy Piesche, and Susan Arndt, 2005.

Kafka-Handbuch: Leben—Werk—Wirkung, edited Bernd Auerochs and Manfred Engel, 2010.

The New Encyclopedia of Poetry and Poetics, edited by A. Preminger et al., 1993.

The Feminist Encyclopedia of German Literature, edited by Friederike Eigler and Susanne Kord, 1997.

Transit Deutschland: Nation und Migration 1955-2005, edited by Deniz Göktürk et al., 2011.

Transforming Postsecondary Foreign Language Teaching in the United States, edited by Janet Swaffar and Per Urlaub, 2014.

Second Language Learning Theories, edited by Rosamond Mitchell, Rosamond, Florence Myles, and Emma Josephine Marsden, 2013.

Alternative Approaches to Second Language Acquisition, edited by Dwight Atkinson, 2011.

Online resources:

H-Germanistik (Calls for Papers, Conference announcements, etc.)

Literaturwelt / literary periods:

<http://www.literaturwelt.com/epochen.html>

The Kafka Project: kafka.org

Bibliographie der deutschen Sprach- und Literaturwissenschaft (online)

Critical-Theory.com

Graduate Toolkit:

<https://grad.arizona.edu/toolkits/graduate-student>

Literary Theory and Cultural Criticism

The Critical Tradition, edited by David Richter, 2006.

Journal of Literary Theory

The Norton Anthology of Theory and Literary Criticism, edited by Vincent Leitch Second, revised edition, 2010.

Cultural Memory and Western Civilization: Functions, Media, Archive, Aleida Assmann, 2011.

Caught By History: Holocaust Effects in Contemporary Art, Literature and Theory, Ernst van Alphen, 1997.

Einführung in die Literaturtheorie, edited by W. Eckel, 2011.

Journals In German Studies

The German Quarterly

New German Critique

German Studies Review (affiliated with the German Studies Association)

Seminar (affiliated with the Canadian Association of University Teachers of German)

Monatshefte

Zeitschrift für interkulturelle Germanistik

The Germanic Review

Colloquia Germanica

Neuere deutsche Literatur

Die Unterrichtspraxis: Teaching German (associated with the American Association of Teachers of German)

TRANSIT: A Journal of Travel, Migration, and Multiculturalism in the German-speaking World

Women in German Yearbook: Feminist and Gender Studies in German Literature and Culture.

Journals in Applied Linguistics and Second Language Acquisition and Teaching (SLAT)

Language Learning and Technology

Calico

Language Teaching

Language and Intercultural Communication

Journal of Applied Linguistics and Professional Practice

Applied Linguistics

International Journal of Applied Linguistics
L2 Journal

Deutsch als Fremdsprache

Language Sciences

The Modern Language Journal (MLJ)

Foreign Language Annals

Studies in Second Language Acquisition

Language Testing

Language and Communication

Journals in Translation Studies

Translation Studies

The Translator

Zeitschrift für Translationswissenschaft und Fachkommunikation

International Journal of Translation Studies

Critical Multilingualism Studies

Journals in Cultural Studies

Representations

Cultural Critique

New Left Review

boundary 2

Scholarly Organizations and Annual Conventions

German Studies Association (October)

American Council on the Teaching of Foreign Languages (November)

American Literary Translators Association (Fall)

American Association for Applied Linguistics (Spring)

Rocky Mountain Modern Language Association (October)

Modern Language Association (January)

American Association of Teachers of German (Fall) (also AZ chapter)

International Association of Applied Linguistics (every 3rd year, late summer)

Internationale Vereinigung für Germanistik (every 5th year, late summer)

Women in German (Fall)



III. For Doctoral Students

Doctoral students have the choice to pursue a dual (PhD and D. Phil) degree, or a joint degree (PhD OR D.Phil.). The dual degree requires students to satisfy the dissertation requirements of both the University of Arizona and the University of Leipzig. For further details, see Section 4.d. below.

1. Requirements and Schedule of Coursework

PhD students complete 39 units in German Studies, including “Approaches to German Studies” (GER 508) and “Issues/Methods in Post-Secondary Foreign Language Teaching and Learning” (GER/SLAT 579). To complete their Plan of Study, students may select from courses at 500 level or higher.

The normal timeframe for coursework before advancing to doctoral candidacy and dissertation research is five semesters, two of which will be spent at the University of Leipzig in the second year. Extension of coursework to six semesters must be approved by the Director of Graduate Studies, in consultation with the Department Head.

Up to 12 units of coursework can be transferred into the PhD program. For students who completed their MA in the German Studies Department at the University of Arizona, GER 579 may be transferred from the MA. All students who begin their studies at the University of Arizona will complete a total of 24 units of coursework (including transfer units) before their year in Leipzig. The following chart outlines the total credit requirements for students in both Applied Linguistics and Literature and Culture Studies:

Major	Core Courses	Major Courses	Minor Courses	Dissertation	Total Units
Literature/ Culture	508 579 (6 units)	27 Units of Literature/Culture 6 units of Applied Linguistics (33 units)	9-12 credits, internal or external, depending on the minor	18 units	66
Applied Linguistics	508 579 (6 units)	24 units of Applied Linguistics 9 units of Literature/Culture (33 units)	9-12 credits, internal or external, depending on the minor	18 units	66

The following chart outlines the division of course credits between the University of Arizona and the

University of Leipzig campuses:

Semester	Place	Seminars	Teaching
1	Tucson	15 credits (= 5 seminars)	Teaching Assistantship
2	Tucson		
3	Leipzig	6 credits (= 2 Seminars, or 1 Seminar and 1 Colloquium)	Teaching Master Seminar (3 credits)
4	Leipzig	6 credits (= 2 Seminars, or 1 Seminar and 1 Colloquium)	
5	Tucson	Completion of course requirements and Comprehensive Exam	Teaching Assistantship
6	Tucson	Dissertation Prospectus, outside funding application preparations, etc.	

For students entering the PhD Program from the University of Leipzig: (Units refer to the German university system: Typically, 3 credits equal 5 units)

Semester	Place	Seminars	Teaching
1	Tucson	15 credits/25 units (4 Seminars + 1 Independent Study)	Teaching Assistantship
2	Tucson		
3 and 4	Leipzig	Determined by Leipzig faculty	

Required Courses at the University of Leipzig: 2 seminars each semester (or 1 seminar and one Colloquium), plus 1 Master Teaching class (over two semesters, preferably in the BA program). Students may choose to work with two different Master Teachers over the two semesters. Students in Master Teaching are required to attend the classes of the Master Teacher and prepare at least three lessons per semester. It is recommended that students visit or attend a doctoral Colloquium, even if they do not present at it. Students will receive 15 UA units of credit for these courses. Students must secure *Scheine* for all courses completed in Leipzig and submit them to the Director of Graduate Studies upon returning to Tucson.

Required Courses at the University of Arizona: 5 courses (15 credit units). A minimum of 4 courses need to be taken in the German Studies Department including GER 508. Students who have not had a graduate level course in foreign language teaching methods must take GER 579.

2. The Minor

The Graduate College provides the basic requirements for a minor as nine credits.¹⁰ Students may choose an **internal minor** in the German Studies Department, such as Applied Linguistics, Literature/Culture Studies or Translation Studies. Students may also take an external minor, such as Second Language Acquisition & Teaching or Media Studies. In the case of an **external minor**, students must fulfill the requirements for the minor according to the provisions of the department or

¹⁰ See <http://catalog.arizona.edu/2013-14/policies/gradminor.htm>

program in which they are taking courses (between 9 and 12 units). Whichever option is selected, the student must complete a minimum of 9 units of credit.

Regarding **GIDP / Interdisciplinary Minors**, faculty representatives who work in the respective research area may represent the minor on the comprehensive exam committee. Comprehensive and doctoral committee chairs may not represent the minor field. An interdisciplinary minor must have a specific research focus. Questions from the faculty regarding this policy are to be discussed by the Graduate Committee in consultation with the Department Head.

3. The Year at the University of Leipzig

In preparation for the year in Leipzig, students should make sure to have the following:

- Descriptive CV (Lebenslauf)
- Copy of Transcripts from American universities and copy of MA diploma.
- Proposal of what courses you will be taking in Leipzig
- Passport pictures (4-6)
- Passport
- Translated Marriage Certificate (if applicable)

By the June prior to leaving for Leipzig, the student should:

- enroll at the University of Leipzig by way of the Program Liaison at UL
- Acquire a Matrikelnummer (in order to qualify for housing through the Studentenwerk and reduced-cost transit tickets with a Studentenausweis)
- Review the Herder Institute Faculty members' Web sites and choose one faculty member to approach about co-teaching responsibilities. Write to that Herder faculty member to request their support as a Master Teacher, cc'ing to the Arizona German Studies Director of Graduate Studies
- establish e-mail account with the ULeipzig for the purposes of documentation and communication
- register with Almaweb (almaweb.uni-leipzig.de) to begin your University paperwork
- be added to the Doktorandenliste at the Herder Institut
- register with the Studentenwerk for housing (if needed), once your enrollment has been successful
- keep the DGS abreast of his/her progress in making these arrangements, and request the DGS's assistance when necessary

Once in Leipzig, the student's immediate first tasks should include the following:

- Register for housing with the Studentenwerk (if you have not yet done so)
- Register at the *Bürgeramt (Einwohnermeldeamt) and Ausländerbehörde*
- Establish health insurance (DAK, TKK), a prerequisite for teaching at UL
- Open a bank account
- Acquire a provisional card and make sure you are on the Doktorandenliste
- Pay the semester fee by bank transfer (via Almaweb) to get the semester ticket for transportation

4. Means of Assessment in the PhD Program

a. The Qualifying Exercise

Each newly admitted PhD student will complete the **Qualifying Exercise (QE)** within the first semester of enrollment in the Doctoral Program. The QE serves concurrently as a component of the seminar “Approaches to German Studies” (GER 508). The purpose of the QE is to assess each newly admitted applicant's strengths as a researcher and writer in German Studies at the PhD level. The QE gives the Faculty an opportunity to begin a conversation with each student about the areas of his or her work that may benefit from mentoring during coursework and pre-dissertation years. Accordingly, new doctoral students should view the QE as the first step in an ongoing engagement with faculty mentors. The QE consists of two components, which are weighted equally:

- The student’s performance in GER 508
- The essay completed for GER 508, which is assessed by the instructor and two other departmental faculty members (of the instructor’s choosing) who work on topics related to the student’s essay. The essay, around 25 pages in length, will integrate the following elements: 1) a critical reading of a German-language text or texts; 2) a discussion of one theoretical approach relevant to the examination of the chosen text(s); and, 3) a critical examination of secondary literature and other scholarship pertaining to the text(s). The essay is due at the end of Fall Semester, in accordance with the timeframe of GER 508.

b. Third Language Requirement

Before taking his or her **Comprehensive Examination** in the third year, each student must demonstrate significant oral and/or literacy skills in at least one language other than English and German. In consultation with the Director of Graduate Studies, a student's third-language proficiency may be demonstrated in one of the following ways:

- By completing 24 units in one language; the last course in the sequence must have been taken within five years of the Comprehensive Examination, and the student must have received a grade of A or B (or the equivalent) for the final course in that sequence;
- By completing an upper-level course in the third language (300 or above) with a grade of A or B (or the equivalent) within 5 years of the Comprehensive Examination;
- By scoring at the Intermediate Mid-level of the ACTFL/ETS Proficiency Guidelines for speaking and/or reading a language that uses the Roman alphabet;
- By scoring at the Intermediate Low-level of the ACTFL/ETS Proficiency Guidelines for speaking and/or reading a language that uses a writing system other than the Roman alphabet;
- By completing a secondary or post-secondary degree successfully in the third language at an institution where that language is the language of instruction;
- By being a native speaker of a language other than English and German;
- By way of evaluation reports provided by specialists familiar with the ACTFL guidelines and based on in-house examinations of oral proficiency and/or reading comprehension/translation. For example, an intra-departmental evaluation of the student's reading skills may be based on the student's translation of a text.

c. The Comprehensive Examination

The **Comprehensive Examination** (or "comps") is held during the third year of coursework. It is both extensive and intensive in nature. The CE tests the student’s critical abilities, knowledge, and

methodology and serves to demonstrate whether the student has adequate preparation and ability to carry out dissertation-level research. The candidate must have the German Studies Approval Form signed by the chair of the candidate's examination committee and the departmental Director of Graduate Studies no later November 1 or April 1 in the semester before the Comprehensive Examination is to be taken.

The comprehensive examination committee for the PhD is comprised of a minimum of four professors (either Assistant on tenure track, Associate, Full, and/or non-tenure eligible professors with "tenure equivalency" status). The fourth professor will represent the minor. In the case of the interdisciplinary minor, which requires a specific research focus, students may have one or two professors represent that area of study..

The Comprehensive Examination focuses on four topics (three in the major area and one in the minor area), which are reflected in the reading list that the candidate compiles in consultation with his or her committee members. In advance of the CE the candidate prepares a reading list organized according to four topics, reflecting the candidate's research foci. This list represents a comprehensive, extensive survey of the pertinent scholarship on the topic specified. Usually, each topic is represented by approximately 25 pertinent texts. The student must obtain each Committee member's signature indicating approval of the reading list. (Comprehensive Examination Approval Form). A copy of this form is forwarded to the Director of Graduate Studies.

Among the four topics for the CE, at least one must address:

- transcultural issues and perspectives
- diachronic, historically comparative issues and perspectives prior to 1900

Format of the Written Comprehensive Examination

The CE is a take-home exam that is to be completed within seven days (five days, if the student's minor is outside of German Studies, in which case that portion will be examined separately). The exam consists of circa 2500 words of written response to each question that a committee member provides (bibliography and appendices excluded). The CE may be written in either English or German. The candidate may use books and notes but may not discuss the questions with evaluating faculty or fellow students. Should procedural questions arise, the candidate may address these to the chair of the committee. The candidate is to submit an electronic copy of the completed examination to the members of the committee and the Director of Graduate Studies on the day specified by the committee chair. Committee members' evaluations of the exam are submitted to the chair of the committee within seven days of completion, who then notifies the Director of Graduate Studies.

Evaluation categories are High Pass, Pass, or Fail. More than one vote to fail a candidate on either the major or minor portion of the exam constitutes a fail on the exam. The committee can recommend that a student who fails retake a part of or the entire written exam.

Format of the Oral Comprehensive Examination

The oral portion of the Comprehensive Examination is both retrospective / comprehensive and prospective / intensive. It bridges a candidate's coursework with his or her future dissertation research. The majority of the Examination is designed to assess the breadth and depth of a student's studies thus far, as reflected in their coursework, research, and chosen areas of specialization. A smaller portion of the Examination may be dedicated to exploring and clarifying a student's dissertation project and future program of research.

Students must pass both the major and minor areas of the written examination before the oral examination is taken. The oral portion of the Comprehensive Examination is to be scheduled for no sooner than ten days and no later than six weeks after the completion of the written portion. The oral examination lasts a minimum of two hours, but no longer than three. Committee members base their oral questions on the written portions of the exam and on the reading lists. No notes or reference materials are permitted during the oral comprehensive exam, unless expressly authorized by all members of the comprehensive exam committee beforehand. The Graduate College requires that a committee member other than the chair record the results of the exam, to ensure that the student is treated fairly and that all Graduate College requirements are met. At the time of the oral exam, the student will be expected to demonstrate scholarly proficiency in both English and German.

Upon completion of the oral examination, the student is responsible for submitting to the Graduate College and departmental Director of Graduate Studies the **Results of Oral Comprehensive Exam for Doctoral Candidacy**. Once completed and submitted to the Committee chair, he or she will bring the form to the Graduate College at Admin 316 within 24 hours of the exam and submits a copy to the Director of Graduate Studies.¹¹

Evaluation of the Comprehensive Examination

Students are notified of the results of the comprehensive exam immediately after the oral examination, following a short private conference among the committee members. As specified by the Graduate College, no student will be permitted a second attempt to pass the comprehensive examination except upon recommendation of the examining committee, endorsed by the German Studies Graduate Committee. A second examination, if approved, may not take place until four months after the date of the first. If the examining committee does not recommend a retake, or if a student fails an approved second examination, a recommendation will be made to the Dean of the Graduate College that the student be released from the German Studies Doctoral program in Transcultural German Studies.

d. The Dissertation Committee

Constitution of Dissertation Committees

Dissertation Committees tend to be smaller than comprehensive examination committees. Co-chairing of dissertations is discouraged. All departmental faculty members continue to serve in a supportive capacity even if they are not members of the dissertation committee as such. The student should discuss dissertation research plans with all potential members of the Committee to receive their input and to determine if they are willing to serve as Committee members, though the Chair functions as the primary research director. The Dissertation Committee will often include faculty who served on the student's Comprehensive Examination Committee, but carry-over from one committee to the other is neither automatic nor necessary. Within six weeks of the successful completion of the Comprehensive Exam, the candidate must complete the GradPath form **Appointment of Dissertation Committee**.

If you elect to pursue **the PhD degree only**, one member of the dissertation committee may be a regular faculty member at University of Leipzig.

If you elect to pursue **the D. Phil. only**, one member of the committee must be a regular faculty member at the University of Arizona.

If you elect to pursue **the dual degree in Transcultural German Studies (PhD and D. Phil.)**, you must have two co-directors of the dissertation, one at Leipzig University and the other at the University

¹¹ For more on this process, see <https://grad.arizona.edu/gsas/degree-requirements>

of Arizona. One of them will take primary responsibility for the direction of the dissertation and will consult the other co-director as needed. The co-director at Leipzig University must be either *habilitiert* or hold the PhD degree. A second member of the committee, as required by Leipzig University, must be regular faculty member. Should he or she not be *habilitiert* or hold the PhD, an *Antrag* may be submitted to Leipzig University to have that person serve as the second member of the committee. The co-director at the University of Arizona may hold any regular professorial rank (Assistant tenure-track, Associate, Full, or non-tenure eligible Professor). A minimum of three UA faculty members constitute the dissertation committee. Although you are not required to include the representative of the minor on your dissertation committee, you may wish to retain that representative. For example, in the case of the interdisciplinary minor, your specific research focus could well impact the outcomes of your dissertation. Depending on the nature of the research focus, you may wish to have two faculty members who represent the minor.

DIAGRAM

Composition of Doctoral Dissertation Committees

PhD only	D. Phil. only	Dual Degree (PhD + D. Phil.)
Dissertation Director	Diss. Director	Dual Directors of the Dissertation (1 UArizona + 1 ULeipzig regular faculty)
2 more UA faculty+ possible 1 ULeipzig faculty	at least 1 UA faculty	2 more faculty+ 1 more UL faculty member (Note: UL requires 4 “Gutachten” of Diss.)

Permission of the Department Head is required for inclusion of non-tenure eligible professors on doctoral committees. NTE professors may be granted “tenure equivalency” to serve as the director of a dissertation. This process is initiated by the Department Head. The appointment is to be approved by the Dean or Associate Dean of the College of Humanities.

Note: Unforeseeable circumstances may necessitate changes in a doctoral student’s program of study or constitution of committees. In such cases, consult the Director of the Dissertation and the Director of Graduate Studies.

e. Dissertation Prospectus

Upon completion of their Comprehensive Exams in the fifth semester, doctoral students prepare a Dissertation Prospectus in the following semester at a time agreed upon with the dissertation chair. The presentation is a forum in which students share their concrete research plans with any faculty and colleagues who are able to attend, and receive suggestions as they continue to research and write their dissertation. Following the presentation, the Dissertation committee meets in closed session without the candidate to discuss potential feedback. The candidate’s chosen dissertation adviser may either approve the prospectus immediately, or ask the student to revise it.

Preparation for the Presentation

A month before the presentation, candidates will submit a 15-20 page written prospectus to their advisor, who will distribute it to all members of the dissertation committee and the Director of Graduate Studies. This forms the basis of the presentation. The prospectus should include a select bibliography of works (at least 25) on which the subsequent research is to be based.

The written Dissertation Prospectus includes the following:

Statement of Thesis

What is the problem you wish to study and what is its interest or significance in German Studies? State clearly and concisely how you presently conceive this problem and how you suppose it can be best addressed and researched.

Critical Context

What work has, and has not, been done in this field and on this problem? Discuss relevant scholarship critically. It is not necessary to criticize specific failings; but show what is understood to be the merits and limitations of relevant works. How do you propose to develop, challenge, or depart from existing positions or themes in the critical and secondary literature? Have scholars in other fields developed concepts of potential interest to the topic?

Method and Theory

Outline an approach to the subject. If the conception has theoretical and methodological aspects, discuss them critically and extensively. Feel free to acknowledge aspects that are particularly complex, and about which you could use feedback. If IRB / Human Subjects approval is necessary, all materials for that application must be documented in the Prospectus, so that the dissertator can pursue approval immediately after the Conference.

Sources

Give an account of the sources you have consulted for the subject. Stress primary sources, the difficulties they present, their location (print, manuscript, or any other form), and their accessibility. Identify the principal libraries and repositories as well as other locations and persons. Do not overlook unpublished doctoral or master's research. Provide in the bibliography at least 25 initial sources that you have already consulted substantively for your research. Note additional sources that you know will be essential for your work, but which you have not yet had occasion to consult.

Schedule

Draft a tentative chapter outline and schedule of tasks and stages for the writing of the dissertation. Allow time for research, travel to collections, writing, and revision. Include proposed date for Progress Colloquium and estimated date of completion.

Bibliography

List the primary and secondary sources used to develop the prospectus.

Prospectus Presentation

Presentations last between 45-60 minutes. For the first 30 minutes students present their prospectus, and the remaining 15-30 minutes are reserved for questions from the audience. A month before the presentation, the dissertation chair will ask the candidate for the following information:

Provisional title of the presentation

Names of colleagues who should be invited to the presentation.

A one-page abstract and short list of major sources consulted, which the dissertation chair will circulate to invited and interested colleagues.

This information will be shared with the Director of Graduate Studies.

Prospectus Approval

Directly following the public presentation, the committee members will meet without the candidate to discuss potential feedback, which will be delivered by the research director in writing and orally. The student's adviser may approve the prospectus by so indicating to the Director of Graduate Studies. In some cases, however, an adviser may ask the student to revise his/her prospectus. If revisions are necessary, the final version of the prospectus must be submitted to the advisor, and subsequently the Director of Graduate Studies. The approved Prospectus will be kept on file with the Graduate Services Coordinator.

Progress Colloquium

Upon completing the dissertation prospectus conference, the candidate and the Director of Graduate Studies will schedule a "Progress Colloquium" in which the candidate will report to his/her colleagues on research and writing progress. This event is to be scheduled approximately one year after the Dissertation Conference.

Progress to Degree for Doctoral Candidates

The Director of Graduate Studies will review the student's schedule to Degree (as represented in the prospectus) each semester. Acceptable emendations will be considered in consultation with the dissertation adviser, the Department Head, and the student, after which the emendation of schedule will be appended to the dissertator's on-file Prospectus.

f. Dissertation Units

The **Dissertation** (18 units) may be completed only after successful completion of the Comprehensive examination.

g. Final Oral Examination (Dissertation Defense)

The Final Oral Examination is a defense of the penultimate draft of the dissertation. It will include a presentation on the topic of the dissertation (research questions, methods, and main findings), with a brief question and answer session, open to the public. The public presentation is followed by a closed session oral examination by members of the Dissertation Committee. The Chair of the Dissertation Committee is also the Chair of the Final Oral Examination Committee, and has the responsibility for reporting the results of the examination to the Graduate College. Three grades are possible on the Final Oral Examination: (1) unconditional pass, (2) pass with revisions required, (3) fail. In case (2), the committee must specify in writing what revisions are necessary, whether the revisions are "major" or "minor," and by what date they must be completed. The committee will also specify whether the completed revisions must be approved by the entire committee or only by the Chair. Usually only a major revision requires the full committee's approval.

In order to defend the dissertation, a student must first work with the dissertation committee to settle on a day and time for the exam. The Chair of the Dissertation Committee must be physically present for the defense, and no more than 1 member of the committee may "Skype into" or otherwise participate electronically in the oral defense. Once the exam schedule has been finalized, the student may request a room for the exam through the administrative assistant, or secure a room on his/her own. Only after a date, time, and room has been determined may the student schedule the defense with the Graduate College. To schedule the exam, the student initiates via GradPath the [Announcement of the Final Oral Exam \(link is external\)](#) form, at least ten (10) working days before the date of the exam.

IV. Glossary

- Director of Graduate Studies: German Studies departmental faculty member responsible for advising and coordinating curricular aspects of graduate study, mentorship, assessment, and progress to degree
- Dissertation: a long-form (200-plus-page) original research study on a certain topic, in partial fulfillment of the Doctor of Philosophy degree
- Dissertation Chair / Adviser: the primary faculty member responsible for guiding your research projects and professionalization needs after your comprehensive examination
- Dissertation Committee: additional readers of your dissertation beyond the Committee Chair. The Chair / Adviser is the primary guide / consultant on your dissertation, while other members provide occasional comment and feedback when solicited by the Chair or the dissertator. Usually dissertation committees are smaller than the comprehensive examination committee, traditionally three tenure eligible, doctorally prepared faculty members
- Dissertation Prospectus: a document completed in the semester after the comprehensive examinations, in which the student lays out in detail the plan for the dissertation and receives feedback on it from all dissertation committee members
- Doctoral Student: the designation for PhD students prior to the successful completion of their comprehensive examinations
- Doctoral Candidate: the designation PhD students after the successful completion of their comprehensive examination, i.e. during the dissertation period
- GAT: Graduate Assistant / Associate in Teaching; sometimes referred to as a TA or Teaching Assistant. The primary contracted position by which graduate students fund their studies
- Good Standing: all As and Bs in graduate seminars, no incompletes, all Gradpath and annual evaluations up to date, satisfactory participation in teaching and pedagogy workshops
- GradPath: the primary vehicle for institutional milestones in MA and PhD students' progress to degree
- MA Written Examination: a 5-hour long written examination taken by all MA students in their final semester of study. Examination is based on students' General Reading List.
- MA Oral Examination: a 2-hour oral examination taken by all MA students who have successfully passed their written examinations. Examination is primarily based on students' Specialized Reading List.
- PhD Comprehensive Examination: a combination of 7-day written and 2.5-hour oral examination taken in the 5th semester of doctoral study. The examination is focused around 4 special topics of the student's choosing, which are designed to support pre-dissertation research.
- PhD Qualifying Exercise: An assessment milestone at the beginning of a doctoral course of study, consisting of a new student's performance in Ger 508 and his/her essay at the end of that seminar, which will be assessed by a committee of three faculty members
- Plan of Study: a document produced collaboratively between a MA or PhD student and the Director of Graduate Studies that charts out the seminars the student will take
- Progress to Degree: fulfilling institutional milestones toward degree completion
- SILLC: Administrative umbrella unit housing and supporting the Department of German Studies
- SILLC Graduate Services Coordinator: SILLC Business Center support staff member responsible for coordinating paperwork and institutional logistics, including finances, insurance, visas, etc.
- SILLC: School of International Literatures, Languages, and Cultures: administrative and support unit in which the Department of German Studies is Housed

Whom should I speak with about...?

SILLC Graduate Services Coordinator: payroll questions, insurance, tax questions, questions regarding GradPath

Director of Graduate Studies: choosing and enrolling in seminars, planning a course of study, choosing an emphasis, deciding whether to pursue a thesis, planning for next steps after graduate study

Department Head: discretionary funding, graduate scholarship opportunities, summer teaching opportunities, etc.

Language Program Director: teaching assignments, language program curriculum questions

Your MA or PhD Comprehensive Committee Chair: scheduling the oral and written examination, format of the examination, advice on shaping the reading list, coordinating committee members

Your MA or PhD Comprehensive Committee Members: questions on the preparation of your reading lists and special topics

Individual faculty members: your research interests, their research interests

Graduate Student Representative to the Faculty: concerns, events, ideas, or questions that should be shared with the entire German Studies faculty

Appendix:

Suggested course sequence for German Studies with Secondary Teacher Certification

Semester	Course sequence, 5 semesters (including internship) (suggested, subject to revision)
Summer	
1 Fall	-German 508: Approaches to German Studies (F) -German 579: Issues/Methods in Post/Secondary Foreign Language Teaching/Learning (F) -LRC 516*: Structured English Foundations (So 1, 2, F: Mo 4:15PM - 6:45PM)* or UA South LCEV 508 (online, Fall, Spring or Summer)
2 Spring	-German 580: Applied Linguistics for German as a Foreign Language (S) or TTE 539: Recent Research on Teaching and Schooling (S) -SLAT 615: Second Language Acquisition Theory (S) or EDP 510: Learning Theory in Education (So 1, S) -German (literature/culture)
Summer	-EDP 510: Learning Theory in Education (So 1, S) (LRC 516*, So 2)
3 Fall	-German 534: Literacy through Literature (F) or LRC 535: Literacy in a Multicultural Society (So) -German 594b: Practicum/Second Language Acquisition and Teaching -German (literature/culture)

	-German (literature/culture)
Winter	(LCEV 508)
4 Spring	-German 587: Testing and Evaluation in Foreign/Second Language Programs (S) -German (literature/culture)
Summer	-SERP 500: Foundations of Special Education and Rehabilitation (So 1)
5 Fall	-TTE 593: Internship (Student Teaching)

Letters in parentheses indicate semester(s) that the course is usually offered: S = spring, So 1 = summer session I, So 2 = summer session II, F = fall

*UA South LCEV 508 may be taken as equivalent for LRC 516.

Procedures for Students in German Studies with Secondary Teaching Certification

In late August of the incoming year, inform Peter Ecke and the Graduate Director of German Studies that you are interested in the Pedagogy and Secondary Teaching Certification (STC) option. Contact Letty Gutierrez (olgutier@email.arizona.edu, 621-7865), the Academic Advisor in the College of Education and inform her that you are doing the MA in German with STC track.

Plan your course selections according to the schedule listed above. Note that most courses listed will only offered in the semester(s) indicated (F=Fall, S=Spring, So=Summer).

To register for non-German Studies courses, contact Linda Webb during the priority registration period (March or October) (lswebb@email.arizona.edu, 621-6993).

In preparation for the Student Teaching Internship (TTE 593) in the Fall, contact Bertha Corrales in January of that year (bertha@email.arizona.edu, 626-6993).

To register for the Student Teaching Internship (TTE 593) in the Fall, contact Linda Webb during priority registration in the spring (March or October) (lswebb@email.arizona.edu, 621-6993).

In the Spring and/or Summer before graduation, register for and complete the online **Arizona Educator Proficiency Assessment (AEPA) exams**: professional knowledge test (**secondary education**), subject knowledge test (**German**), and **Constitutions of the United States and Arizona**. The latter exam does not have to be taken if you have taken an (online) course on Constitution at Pima Community College (**POS 210 or POS 214**)?

In order to **apply for the processing of the Secondary Teaching Certification**, visit: <http://coe.arizona.edu/ir>, fill in the form "College of Education Request for Institutional Recommendation" and submit it to Letty Gutierrez (olgutier@email.arizona.edu, 621-7865) by October 1.