24 March 2015

TO: Sarah Mangelsdorf, Provost

FROM: John Karl Scholz, Dean

RE: Requests to Rename and Reorganize Academic Programs in the Department of Comparative Literature and Folklore Studies

CC: Gery Essenmacher, Associate Dean for Student Academic Affairs, L&S
    Marty Gustafson, Assistant Dean, Graduate School
    Kelly Haslam, Assistant Dean, Graduate School
    Elaine Klein, Assistant Dean for Academic Planning, L&S
    Daniel Kleinman, Associate Dean, Graduate School
    Jocelyn Milner, Associate Provost and Director, Academic Planning and Analysis
    Susan Zaeske, Associate Dean for the Arts and Humanities, L&S

On March 17, 2015, the L&S Academic Planning Council considered the attached request to rename and reorganize academic programs offered by the Department of Comparative Literature and Folklore Studies.

The first request concerns the names of the academic programs: the department wishes to rename the “Comparative Literature” programs to be more inclusive of the scholarship and interests of their colleagues in Folklore, and to represent more accurately the extent to which students pursuing studies are able to take courses across the diversity of teaching found in the department. In essence, all programs offered as “Comparative Literature” (major code 225) will become “Comparative Literature and Folklore Studies”. If approved, this change would be effective in Fall 2016, with “turnkey implementation”: all continuing and new students would receive credentials with the new name in that term and thereafter. The department has communicated about this change with students via town hall meetings and email, and they accept this change. If approved, the new name will be advertised to students in the Fall 2015 graduate recruiting and undergraduate admissions cycle.

The second request seeks to create two new options at the graduate level, to better reflect the extent to which these students have chosen to focus their studies on either Comparative Literature or Folklore. This, too, would take effect in Fall 2016, and we anticipate that most of the students who are completing the current “Comparative Literature” MA and PhD will be able to move into the option with little disruption in their progress to degree. The program design calls upon the strengths of both areas: all students will pursue studies that have common elements and program structure, but which ‘lean’ to the Comparative Literature or Folklore sides depending on student interests. Both of these disciplines are comparative, transnational, and profoundly engaged in humanistic inquiry: the shared name at the degree level reflects the linkages between them. At the same time, students and faculty consider it important that...
student transcripts communicate clearly the particular path students have taken, which would be done via
the named options. The proposal balances the desire to integrate the department, while also honoring the
different realms of scholarly inquiry.

In many ways, these proposals represent a turning point in a period of great change for the department, as
two units worked together to become one, moving from sharing staff and administrative structures to
identifying common intellectual interests and seeking together new ways to serve their students. We
believe that these changes will make the department stronger, and that the revised programs will attract
more students to the department.

The proposal notes that more work is on the horizon: the department is already actively working on
undergraduate program changes that will better represent a Comparative Literature and Folklore major; in
addition, the department will undertake a thorough review of the academic programs (including the
Undergraduate Certificate in Folklore) in 2015-2016.

The L&S APC approved this request unanimously, expressing hope that implementation might allow for
changes to be in place by the Fall 2016 graduate recruiting cycle.

Finally, I wish to express appreciation to the department chair, Professor Rob Howard, for his leadership
in guiding these discussions in the department. I would also like to thank our colleagues in the Graduate
School, who took the unusual step of assigning a faculty consultant, Professor Rob Howell, to the
department, with an eye toward offering early and expert advice. This careful attention and foresight
contributed greatly to the quality of these proposals.
Memo
February 27, 2015
RE: proposal to change major/degree BA, MA, and PhD program names in CLFS

Dean Karl Scholz:

As chair of CLFS, I am writing to seeking approval from the L&S Academic Planning Council to change the names of the graduate degree programs housed in the Department of Comparative Literature and Folklore Studies.

On December 2, 2014, the CLFS Departmental Committee voted unanimously in approval of these changes.

After this proposal is approved, the CLFS undergraduate major will be reviewed with the other CLFS graduate programs in the academic year 2015-2016. The basis of that review will be the review of syllabi, examples of student work, interviews with faculty, as well as a survey of students.

We recognize that with this proposal there will be overlap with the Certificate in Folklore also offered by CLFS, and that this overlap means that a student may no longer earn this major and the Certificate in Folklore. We have submitted a revised undergraduate implementation form that specifics that a student may no longer earn this major and the Certificate in Folklore.

Changes
The proposed changes are:

Current Example on Diploma: Bachelor of Arts (or) Bachelor of Science
Current Example on Transcript: Bachelor of Arts (or) Bachelor of Science
Major: Comparative Literature

Current Example on Diploma: Master of Arts - Comparative Literature
Current Example on Transcript: Master of Arts - Comparative Literature
Major: Comparative Literature

Current Example on Diploma: Doctor of Philosophy
Current Example on Transcript: Doctor of Philosophy
Major: Comparative Literature
Would change to:

<table>
<thead>
<tr>
<th>New Example on Diploma:</th>
<th>Bachelor of Arts (or) Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Example on Transcript:</td>
<td>Bachelor of Arts (or) Bachelor of Science</td>
</tr>
<tr>
<td></td>
<td>Major: Comparative Literature and Folklore Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Example on Diploma:</th>
<th>Master of Arts - Comparative Literature and Folklore Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Example on Transcript:</td>
<td>Master of Arts - Comparative Literature and Folklore Studies</td>
</tr>
<tr>
<td></td>
<td>Major: Comparative Literature and Folklore Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Example on Diploma:</th>
<th>Doctor of Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Example on Transcript:</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td></td>
<td>Major: Comparative Literature and Folklore Studies</td>
</tr>
</tbody>
</table>

**Rationale**
The Department of Comparative Literature and Folklore Studies is requesting these changes because the new name “Comparative Literature and Folklore Studies” more accurately reflects the curriculum taught in the program, especially after the Department of Comparative Literature merged with the Folklore Program in the 2013-2014. As a result of this merger, the CLFS department has assumed responsibility of the Folklore course subject listing, as well three faculty members who teach the core folklore studies courses. Thus, this name change will better reflect the diversity of the teaching done in the department. The students currently enrolled in the undergraduate as well as graduate Comparative Literature majors have been consulted, and accept the name change. This consultation has taken the form of emails and a town hall style meeting for undergraduate majors, graduate students, staff, and faculty held on January 27, 2015.

With a planned effective date of Fall 2016, the name change will be well publicized to prospective students, formally communicated to current students, and will coincide with the offering of a new track in the undergraduate major for Folklore Studies as well as a new M.A. and Ph.D. option in Folklore Studies. All current or new students enrolled as of or after Fall 2016 will be enrolled in and finish under the major name “Comparative Literature and Folklore Studies.” All students who complete degrees in Summer 2016 and earlier will use the major name “Comparative Literature”. Going forward with the new name, the faculty of CLFS expect to significantly increase the number of students served by the department.

Sincerely,

Robert Glenn Howard
Chair, Department of Comparative Literature and Folklore Studies
Director, Digital Studies
Professor, Department of Communication Arts
University of Wisconsin — Madison
Department of Comparative Literature and Folklore Studies
Ph.D. and M.A. Named Options
(The name change for the M.A. and Ph.D. in Comparative Literature will be addressed in a separate but parallel proposal.)

Document Texts
1. Short Summary/Overview
The attached proposal is to create two named options in the Comparative Literature MA and PhD. This proposal is part of an overall plan to allow the CLFS Department make better use of its existing resources by increasing its enrollment of majors and creating a graduate student community focused on innovative approaches the humanities. Other proposals are to change the name of the degree programs to match the department and create two tracks in the undergraduate major. This proposal is to create two MA and two PhD named options. The two options would allow students to specialize in the two major areas that are this department’s strengths: “Comparative Literature” and “Folklore Studies.” Specifically, we request the following:

Current Example on Diploma: Master of Arts - Comparative Literature*
Current Example on Transcript: Master of Arts - Comparative Literature*
Major: Comparative Literature

Current Example on Diploma: Doctor of Philosophy
Current Example on Transcript: Doctor of Philosophy
Major: Comparative Literature*

Would change to:

New Example on Diploma: Master of Arts - Comparative Literature*
New Example on Transcript: Master of Arts - Comparative Literature*
Major: Comparative Literature
Option: “Comparative Literature”
Option: “Folklore Studies”

New Example on Diploma: Doctor of Philosophy
New Example on Transcript: Doctor of Philosophy
Major: Comparative Literature*
Option: “Comparative Literature”
Option: “Folklore Studies”

*Please note that a request to change the name of these majors to “Comparative Literature and Folklore Studies” will be submitted in a separate proposal.

The students currently enrolled in the graduate Comparative Literature majors have been consulted and accepted the degree options. This consultation has taken the form of emails and a
town hall style meeting for undergraduate majors, graduate students, staff, and faculty held on January 27, 2015.

With a planned effective date of Fall 2016, these curricular changes will coincide with a name change that has been well publicized to prospective students and formally communicated to current students. All currently enrolled students finishing Summer 2016 and earlier will finish under the major name “Comparative Literature”. Going forward with the new name, the faculty of CLFS expect to significantly increase the number of students served by the department.

2. Background/Rationale

Rationale
The rationale for creating these two named options is that it will better deploy existing faculty resources by allowing graduate students to work with faculty and undergraduate students in the diverse fields of expertise now encompassed in the newly merged unit. When faculty from the Comparative Literature, the Folklore Program, and other related units on campus joined to create CLFS, they did so in an effort to create a diverse but unified new unit. These Ph.D. options will give graduate students the opportunity to work within any of the current faculty’s diverse areas of expertise. Further, it will allow them to gain the expertise necessary to work with undergraduate students as TAs in the FLR subject courses such as FLR100. At the same time, the two graduate options will increase the efficiency of our graduate education in these areas by bringing students currently dispersed across departments such as Scandinavian Studies and Anthropology together into a unified curriculum while at the same time maintaining (through the named options) the disciplinary identity that allows our students to be easily recognized as participants in the fields within which they will be seeking academic positions. Bringing these students together into the CLFS department instead of forming special committee PhDs or shifting the focus of their studies to match the departments in which they are housed through these two Ph.D. named options will help focus the strengths of the newly joined CLFS faculty on creating an academic community including faculty, graduate students, and undergraduate students that is well positioned to take national and international leadership roles in reimagining the humanities as the publicly engaged and globally focused set of endeavors the 21st century is increasingly demanding.

Background
The CLFS Department was created in Fall 2012 from the Folklore and Comparative Literature units based on these fields’ emergence from the 19th academic pursuit of “philology.” Both the comparative literature and folklore studies have sought, since their inceptions, to better understand the human condition through cultural expression. In the case of comparative literature, the focus was on the high art forms of literary society in Europe. In folklore, the focus was on the more every day or vernacular cultural forms. Today, the forms of those expressions may have changed, but the fundamental goal of humanistic inquiry has not.

In the 21st century, our world has (if anything) become more international, global, inter-cultural, and multi-lingual. Humanistic studies today are expected to engage cultural expression in its original language as has always been emphasized by comparative literature. At the same time, humanists are increasingly being asked to bring their research out of the academy and into the public view through public talks, exhibits, archives, and other public facing projects, and this
emphasis on public humanities has long been central to folklore studies. The combination of the emphasis on original languages and publicly engaged research has placed CLFS in an excellent position to innovate and expand on the long traditions of cultural comparative analysis we forge a vibrant new interdisciplinary community in and around CLFS. In the coming years, these options will help CLFS to capitalize on its strengths by fostering a curriculum that brings graduate students into closer contact based on their shared interest in the diverse strengths of its faculty.

Recent and incoming graduate students have displayed an openness to engage in the new research and mentoring framework of the combined department, taking advantage of all the opportunities afforded by the new configuration. Of the students entering since the merger last year, three have entered with a primary interest in Comparative Literature, two have a strong interest in Folklore Studies, and one is interested in a topic that straddles the two areas and would be well-served in either option by the significant overlap in the two options as variants of the same overarching degree. This year, fourteen potential students contacted me interested in the department and I know others contacted other faculty members. Of those who contacted me, six asked what department they should apply to in order to study folklore. Because we do not have a degree or options that are named “Folklore Studies” there was no satisfactory way to satisfy the needs of these potential students. We know, however, that these students have a huge potential to succeed in Folklore Studies, as select current and past students have found circuitous ways to pursue folklore studies with CLFS faculty and are now realizing significant success.

Before the CLFS department came into existence, both folklore studies and comparative literature faculty successfully trained graduate students for tenure-track academic appointments in research and teaching universities as well as an array of engaged or public humanities positions. Examples of these students include recent a graduate who is currently faculty in Comparative Literature at UW-Milwaukee and another who is currently faculty in Comparative Literature at University of Washington, Seattle. Meanwhile, other comparative Literature students engaged in public humanities projects. One of our long-time CL graduates became a renowned Iraqi poet. Another is now a prestigious fellow at a major humanities festival. Ph.D. students interested in public humanities, comparativism, and folklore studies, however, currently have to be dispersed across departments and, as a result, are not able to fully participate in the emerging CLFS community. A special committee PhD recipient from anthropology, for example, is now a faculty at Champlain College as well as a co-editor of a major journal in folklore studies. Another student combined an M.A. from UW's School of Library and Information Studies with courses in folklore. Specializing in the preservation of and access to multi-format ethnographic collections, she is now the Head of a major center at the Library of Congress. Completing his Ph.D. in Scandinavian Studies, another student wrote a comparative dissertation on Sámi and Ojibwe identity. Today, he works in a research position at the UW Medical School's Collaborative Center for Health Equity as a state of Wisconsin Native American research ambassador.

As fantastically successful as these students have become, they were not able to engage each other nor were they able to follow a unified curriculum. Instead, through ill-fitting coursework, independent studies, and even Special Committee Ph.D.s, the students patched together the
innovative curriculum that our department should already offer, and the graduate level named options we are proposing in CLFS will do precisely that. At the same time, these options will focus our strengths on creating an innovative new environment for humanities education that exposes students to both literary and everyday culture while remaining open to both public facing and more traditional academic scholarly products and career paths. In the environment that these options would help create, the success of these earlier students could be expanded dramatically by a community of new students energized by the synergy generated by our diverse CLFS faculty.
3. **Table: current degree vs. proposed options**

The Department of CLFS maintains two distinct subject listings, which predated the merger of the Folklore Program with the Department of Comparative Literature. CLFS will maintain those distinct listings, which is reflected in the descriptions of curriculum outlined below.

**Table of Changes**

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tbody>
<tr>
<td><strong>MA Requirements</strong></td>
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</tr>
<tr>
<td>1. 30 credits in including 702 “Introduction to Comparative Studies;”</td>
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<tr>
<td>2. successful completion of the Examination in a Second Language (See Below);</td>
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<tr>
<td>3. at least one graduate level seminar in CLFS;</td>
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<tr>
<td>4. CL 771 (Literary Criticism)</td>
<td>4. students planning to pursue:</td>
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<tr>
<td>5. an overall GPA of 3.5;</td>
<td>* Comparative Literature Option: CL 771 (Literary Criticism);</td>
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<tr>
<td>6. successful completion of the Second Year (“M.A.”) Examination (See Below).</td>
<td>* Folklore Studies Option: FLR 510 (or other FLR course approved by advisor);</td>
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<tr>
<td><strong>Ph.D. Requirements</strong></td>
<td><strong>Ph.D. Option Requirements</strong></td>
</tr>
<tr>
<td>• CL 771 (Literary Criticism)</td>
<td>All Ph.D. students must complete the requirements for one of the Ph.D. Options listed below.</td>
</tr>
<tr>
<td>• at least two other 700-level courses,</td>
<td><strong>Comparative Literature PhD Option Requirements</strong></td>
</tr>
<tr>
<td>• The 51 credits must include a course in the comparative literatures of each of the following periods: archaic/classical and medieval/Renaissance/early modern. A CLFS course in each of the three major literary genres -- narrative, poetry, drama -- is strongly encouraged</td>
<td>• CL 771 (Literary Criticism)</td>
</tr>
<tr>
<td>• Demonstration of reading proficiency in an ancient or major Asian or African language by completing an appropriate course with a grade of AB or better.</td>
<td>• at least two other 700-level courses,</td>
</tr>
<tr>
<td>• No more than three 400 level CL courses may be used towards this total.</td>
<td>• The 51 credits must include a course in the comparative literatures of each of the following periods: archaic/classical and medieval/Renaissance/early modern. A CLFS course in each of the three major literary genres -- narrative, poetry, drama -- is strongly encouraged</td>
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</table>
course with a grade of AB or better.
• No more than three 400 level CL courses may be used towards this total.

Folklore Studies PhD Option Requirements
• FLR 510 (or other FLR course approved by advisor)
• The 51 credits must include a course in ethnographic methods (FLR 490, FLR 491, FLR 522, FLR 639, or FLR 640 or other FLR course approved by advisor).
A CLFS course within the Comparative Literature or Folklore subject in each of the following topics is strongly encouraged: Folklore Genres or Forms, Cultural Areas, Issues and Methods in Folklore Studies.

Comprehensive Exam Requirements
For students pursuing the Comparative Literature Ph.D. Option, the three exams must cover the following and the student will select and define each of the 3 prelim areas in close consultation with his or her Advisor and Reading Committee. The first two areas must be chosen from the categories I and II below:

I. A significant question or problematic: Problems or questions may include, but are not restricted to, the critical study of:
• the material conditions through which literary “meaning” is generated;
• the shifting boundaries between the study of literature and the study of culture;
• national and/or linguistic traditions;
• multicultural literary production.

II. Literary/cultural historical fields:
• a literary genre such as narrative, the novel, lyric, epic, or drama; or a literary mode such as the comic, lyric, epic,
narrative, fantastic, and other modes not confined to a given genre;
• a literary period, such as the classical, medieval, Renaissance, early modern, modern, or post-modern;
• a literary movement, such as Romanticism, Symbolism, Surrealism, Expressionism, Formalism;
• a carefully worked out and defined historical concentration.

III. Literary Criticism & Theory
• The third area is the study of comparative methodologies and of translation.

For the Comparative Literature PhD Option, the first and second members of the Reading Committee are responsible for the student's first and second areas of focus, to be drawn from the fields above. The third member of the Reading Committee is responsible for comparative methodology and critical and theoretical approaches to literature and culture.

For students pursuing the **Folklore Studies Ph.D. Option**, the three exams must cover:

I. Issues and Methods in Folklore Studies
• The student will choose, in consultation with her or his advisor, a set of readings that address the history, issues, and methods of the discipline of Folklore Studies.

II. Folklore Genres and Forms
• The student will choose, in consultation with her or his advisor, one or more genre or cultural forms to be the focus of this examination. Examples include: jokes, the ballad, folk belief, narrative, material culture, or music.
III. Cultural Areas
- The student will choose, in consultation with her or his advisor, one or more cultural, geographical, or historical area to be the focus of this examination. Examples include: America, North American Indian, Scandinavia, South Asia, worker’s cultures, woman’s cultures, or digital culture.

For the Folklore Studies Option, each reading list and test will be negotiated with a different member of the student’s reading committee. The entire reading committee will judge the tests and defense.

4. Administrative Structure and Governance
The administrative structure and governance would remain the same as it is currently for Comparative Literature as described in full detail in the attached merger document below as Appendix 2. In CLFS, graduate admissions are recommended by the Graduate Committee and approved by the EC. The graduate committee is composed of the Chair, the Director of Graduate students, and two faculty members with full departmental committee voting rights who are elected yearly. Both the departmental committee and the EC are composed of faculty and staff who have signed faculty affiliate agreements with voting right or have .5 or more FTE in the department of CLFS. Our current DGS is Tom DuBois and both the DGS and the Chair are elected by the full faculty yearly. For more, see Appendix 2 below.

5. Admissions and Degree Requirements
The admission requirements would remain the same as it is currently for Comparative Literature. The degree requirements would be altered only for those students choose the Folklore Studies Ph.D. option as described above.

6. Table: Current vs. proposed curriculum

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tr>
<td><strong>MA Curriculum</strong></td>
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</tr>
<tr>
<td>CL 702 “Introduction to Comparative Studies”</td>
<td>CL 702 “Introduction to Comparative Studies”</td>
</tr>
<tr>
<td>Second Language proficiency</td>
<td>Second Language proficiency</td>
</tr>
<tr>
<td>one graduate level seminar in CLFS</td>
<td>one graduate level seminar in CLFS</td>
</tr>
<tr>
<td>CL 771: Literary Criticism</td>
<td>CL 771: Literary Criticism</td>
</tr>
<tr>
<td>MA Examination to demonstrate comprehensive proficiency in Comparative Literature</td>
<td>MA Examination to demonstrate comprehensive proficiency in Comparative Literature as determined by the MA advisor</td>
</tr>
</tbody>
</table>
**Ph.D. Curriculum**

CL 771 (Literary Criticism)

two other 700-level courses,

The 51 credits covering the comparative literatures of each of the following periods:

archaic/classical
medieval
Renaissance
early modern

And each of the following genres in recommended:

narrative
poetry
drama

reading proficiency in an ancient, Asian, or African language

Dissertation contributing to the field of Comparative Literature

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**Folklore Studies PhD Option Requirements**

CL 702 “Introduction to Comparative Studies”

Second Language proficiency

one graduate level seminar in CLFS

FLR 510 (or other FLR course approved by advisor)

MA Examination to demonstrate comprehensive proficiency in Folklore Studies as determined by the MA advisor

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**Ph.D. Curriculum**

Comparative Literature PhD Option

CL 771 (Literary Criticism)

two other 700-level courses,

The 51 credits covering the comparative literatures of each of the following periods:

archaic/classical
medieval
Renaissance
early modern

And each of the following genres is recommended:

narrative
poetry
drama

reading proficiency in an ancient, Asian, or African language

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**Folklore Studies PhD Option Requirements**

FLR 510: History and Theory of Folklore Studies (or other FLR course approved by advisor)

51 credits including a course in ethnographic methods (FLR 490, FLR 491, FLR 522, FLR 639, or FLR 640 or other FLR course approved by advisor).

And each of the following topics is strongly encouraged:

Folklore Genres or Forms
Cultural Areas
Issues and Methods in Folklore Studies
7. Collaborations/Partnerships

The CLFS Department currently has faculty with joint appointments and works closely with the Center for the Study of Upper Midwest Cultures. Though there is no need for formal partnerships, these collaborations will continue and be strengthened through collaborative work on the part of these graduate students going forward. While it is possible that students from allied departments like Scandinavian Studies and Anthropology could move to CLFS, that is not our intention. Instead, our intention is to allow new students to apply to CLFS because one of our two options combined with our overall emphasis on a comparative approach to culture will better fit their educational goals. This will allow students with goals more suited to departments other than CLFS to apply there and find a better fit for their needs.

8. Demand/Enrollment Projections

We have approximately 6 students studying folklore at the UW already in other departments (Scandinavian Studies and Communication Arts). I have had 14 inquiries this year about which department to apply to for students wanting to pursue a graduate degree in Folklore Studies at the UW. Further we have three graduate students already admitted at the MA level that will mostly likely pursue the Folklore named option in the Ph.D. We expect that we will have significantly more applicants to the Ph.D. program in the coming years both because we will create a clear graduate degree for students interested in folklore studies and because our department has grown from four active professors before the merger to 16 with addition of new hires and faculty moves from other departments. However, due to limited resources for graduate student funding, we expect to continue to admit 5 – 10 graduate students each year and have between 3 – 5 students decide to join the program which would follow the pattern established after the merger and the creation of CLFS. We do not anticipate an increased enrollment from our current numbers in CLFS. However, we do hope to increase our applicant numbers as well as enrollment because the graduate level named options will server more and more diverse kinds of students interests. With the addition of several literature faculty as well as the folklore faculty joining CLFS through the merger, students interested in both literature and everyday culture will better match our growing faculty. After the merger, CL went from 4 active professors on the EC, no junior faculty at all, and one active academic staff member to a department with 12 faculty on the EC. Since then, CLFS has hired three assistant professors and had two professors already at the UW join. By moving the FLR course subject listing and its faculty into CLFS, the department reenergized its culture and has drawn interest from faculty both on campus and off. As a result, CLFS has tripled in size. With these increased courses, TAships, and available advisors, CLFS has more than enough faculty capacity to meet its current plan to admit 3-5 new graduate students a year across the whole department.

9. Faculty

The current faculty of CLFS consists of former Comparative Literature faculty and former Folklore Program faculty as well as other faculty that joined CLFS from other departments and from faculty hires this year for a total of 16 teaching faculty and academic staff.
### Executive Committee
- Vinay Dharwadker, Professor (1.0 FTE CLFS)
- Thomas A. DuBois, Professor (.5 FTE CLFS/.5 FTE Scandinavian Studies)
- Christine Garlough, Associate Professor (0 FTE CLFS/1.0 FTE Women and Gender Studies/0 FTE CLFS)
- Janet C. Gilmore, Associate Professor (.5 FTE CLFS/.5 FTE Landscape Architecture)
- Robert Glenn Howard, Professor (0 FTE CLFS/1.0 FTE Communication Arts)
- Mary N. Layoun, Professor (1.0 FTE CLFS)
- James P. Leary, Professor (.75 FTE CLFS/.25 FTE Scandinavian Studies)
- Ernesto Livorni, Professor (0 FTE CLFS/1.0 FTE French and Italian)
- Christopher Livanos, Associate Professor (1.0 FTE CLFS)
- Jordan Rosenblum, Associate Professor (0 FTE CLFS/1.0 FTE Interdisciplinary Instruction Program-Humanities; Jewish Studies)
- Theresa Schenck, Professor (.5 FTE CLFS/.5 FTE American Indian Studies)
- Max Statkiewicz, Associate Professor (1.0 FTE CLFS)

### Junior Faculty
- Ralph Grunewald, Assistant Professor (1.0 FTE CLFS)
- Brigitte Fielder, Assistant Professor (1.0 FTE CLFS)
- Sarah Wells, Assistant Professor (1.0 FTE CLFS) (joining Fall 2015)

### Voting/Teaching Academic Staff
- Scott Mellor (0 FTE CFLS/1.0 FTE Scan Studies)
- Ruth Olson (0 FTE/1.0 FTE Center for the Study of Upper Midwest Culture with a memorandum of agreement to teach 2 courses a year in the Folklore subject.)
11. Financial Support
Students admitted into the program may be supported through University and AOF Fellowships as well as TA positions in the department, including those associated with the Folklore 100 course. In addition, an emphasis on languages in the CLFS curriculum prepares many CLFS students to be eligible for language-teaching TAships elsewhere on campus.

12. Budget Implications
This proposal is does not add instructional costs because the courses used for these programs are already in the rotation and are regularly offered/staffed and thus no new resources are required. The requirements for the folklore graduate level named options in Comparative Literature and Folklore Studies offer a more systematic and planned movement of students through the courses that students who are now taking folklore-oriented courses that are widely dispersed across various departments where they are often unstaffed in folklore. The requirements for the Comparative Literature named option will complete a curriculum nearly identical to the one completed by current Comparative Literature students. With the addition of CLFS faculty through partner-hires and movements from smaller departments and units, the two options would actually direct students to use already existing faculty resources that are now in CLFS instead of creating a demand for more faculty.

13. Overlap with other Programs
While other programs at UW-Madison may engage in some amount of comparativist study as a component of or in the context of disciplinary studies of literature and culture, the program in Comparative Literature is the only program that takes the topic of cultural comparative analysis as the central organizing construct of our discipline, and thus there is no overlap with other programs. With respect to Folklore, as noted above, students currently pursue doctoral studies in other disciplines with an emphasis on Folklore (Scandinavian Studies, Communication Arts, etc., or they complete Special Committee degrees. We anticipate that the articulation of this pathway through the CLFS program will supplant those ad hoc arrangements. Students will not be able to earn a CLFS degree and any degree in another program because there will not be enough overlap. Students may not earn both options.

14. Assessment and Program Review Plan

Assessment
After this proposal is approved, the CLFS undergraduate major will be reviewed with the other CLFS graduate programs in the academic year 2015-2016. The basis of that review will be the review of syllabi, examples of student work, interviews with faculty, as well as a survey of students. That material will be assessed based on the following learning goals.

In order to measure graduate-level student learning across the CLFS program learning goals, each graduate student will be evaluated by their advisor based on these goals on a yearly basis. That evaluation will be reported to the Executive Committee yearly. During the 2015-2016 review process, graduate students will be surveyed to assess they confidence levels relative to the CLFS learning goals.
## Graduate Student Goals for Comparative Literature and Folklore Studies Major

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Master’s Level</th>
<th>Doctoral Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UW-Madison students enter the Graduate School’s graduate programs with at least a bachelor’s degree. Graduates obtaining a master’s degree from the Graduate School, whether it be a research-based, project-based, or course-work-only master’s degree, are expected to achieve the following learning goals by the end of their degree work.</td>
<td>Regardless of whether an individual is awarded a master’s degree, the doctoral level learning goals are inclusive of the master’s level learning goals. Research-based doctoral programs culminate in a dissertation. Professional doctoral programs culminate in a project or performance. Additionally, students receiving a doctoral degree from the Graduate School in both research-based and professional programs are expected to achieve the following learning goals by the end of their degree work.</td>
<td></td>
</tr>
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</table>

### Knowledge and Skills

<table>
<thead>
<tr>
<th>Master’s Level</th>
<th>Doctoral Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry and schools of practice in comparative humanities.</td>
<td>Articulates research problems, potentials, and limits with respect to theory, knowledge, and practice in comparative humanities.</td>
</tr>
<tr>
<td>· Identifies sources and assembles evidence pertaining to questions or challenges in comparative humanities.</td>
<td>· Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge in comparative humanities.</td>
</tr>
<tr>
<td>· Demonstrates understanding of comparative humanities in a historical, social, or global context.</td>
<td>· Creates research, scholarship, or performance that makes a substantive contribution.</td>
</tr>
<tr>
<td>· Selects and/or utilizes the most appropriate methodologies and practices.</td>
<td>· Demonstrates breadth within their learning experiences.</td>
</tr>
<tr>
<td>· Evaluates or synthesizes information to questions or challenges in comparative humanities.</td>
<td>· Advances contributions in comparative humanities to society.</td>
</tr>
<tr>
<td>· Communicates clearly in</td>
<td>· Communicates complex ideas in a clear and understandable manner.</td>
</tr>
</tbody>
</table>
ways appropriate to comparative humanities.

| Professional Conduct | Recognizes and applies principles of ethical and professional conduct. | Fosters ethical and professional conduct. |

15. Summary
Creating these two graduate-level named options in CLFS will better deploy existing faculty resources by allowing graduate students to work with faculty in the diverse fields of expertise now encompassed in the newly merged unit. In turn, that will increase the newly merged unit’s cohesion by giving faculty with diverse fields of expertise the chance to work with graduate students in their own fields as both students and TAs. At the same time, it will increase the efficiency of our graduate education by bringing students who would otherwise be dispersed across departments with curricula that does not match their learning goals together into a unified curriculum. The named options will maintain the disciplinary identity that allows our students to be easily recognized as participants in the fields where they will be seeking academic positions. Bringing these students together into the CLFS department through these named options will help capitalize on the strengths of the newly joined and rapidly growing faculty in CLFS by creating an academic community that is well positioned to take national and international leadership roles in reimagining the humanities as the publicly engaged and globally focused set of endeavors the 21st century is increasingly demanding.
Appendices

Appendix 1: Document Texts

The full text of the proposed changes to two UW documents are below.

The first is the “Comparative Literature Criteria for Satisfactory Progress” from the Graduate School catalog. The existing page for the current Comparative Literature PhD would be changed to reflect the newly combined unit’s name and reduce the stated policies based on a recent example of a similar proposal that was approved by the Graduate School.

The second text is the “Department of Comparative Literature and Folklore Studies Criteria for Satisfactory Progress in the Graduate Program” from the departmental handbook. In this section, the new language that creates the PhD option distinctions is highlighted in blue. Because the graduate program is imagined as a Ph.D. that awards an MA only in passing, the options for the MA are not emphasized. However, the requirement is noted in blue in the MA requirement section.
To make progress toward a graduate degree, students must meet the Graduate School Minimum Degree Requirements and Satisfactory Progress in addition to the requirements of the program.

<table>
<thead>
<tr>
<th>Master’s Degrees:</th>
<th>Doctoral Degrees:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Graduate Degree Credit Requirement</strong></td>
<td><strong>Minimum Graduate Degree Credit Requirement</strong></td>
</tr>
<tr>
<td>30 credits</td>
<td>51 credits</td>
</tr>
<tr>
<td><strong>Minimum Graduate Residence Credit Requirement</strong></td>
<td><strong>Minimum Graduate Residence Credit Requirement</strong></td>
</tr>
<tr>
<td>16 credits</td>
<td>32 credits</td>
</tr>
<tr>
<td><strong>Minimum Graduate Coursework (50%) Requirement</strong></td>
<td><strong>Minimum Graduate Coursework (50%) Requirement</strong></td>
</tr>
<tr>
<td>Successful completion of the master’s degree requires 30 credit hours of coursework. This requirement includes that at least 50 percent of these credit hours must be received in courses specifically designed for graduate work. These courses may include Com Lit 310, 350, 351, 353, 354, 357, 358, 368, 370, 371, 372, 375, 377, 378, 379, 466, 473, 475, 500, 690, and any 700+ Comp Lit courses and Folklore 320, 321, 326, 336, 339, 342, 344, 345, 346, 347, 352, 359, 374, 399, 401, 402, 403, 404, 405, 411, 421, 428, 431, 436, 437, 439, 440, 443, 444, 445, 446, 450, 451, 452, 460, 468, 471, 490, 491, 510, 512, 515, 517, 518, 520, 522, 530, 535, 539, 540, 541, 560, 630, 635, 639, 640, 654, 655, 699, and any 700+ Folklore courses, and those courses outside of CFLS that have been identified as graduate level by that course’s subject owner. Students with questions about which courses meet these requirements should contact their advisor or the director of graduate studies.</td>
<td>Successful completion of the Ph.D. requires 51 credit hours of coursework. This requirement includes that at least 50 percent of these credit hours must be received in courses specifically designed for graduate work. These courses include Comp Lit 310, 350, 351, 353, 354, 357, 358, 368, 370, 371, 372, 375, 377, 378, 379, 466, 473, 475, 500, 690, and 700+ Comp Lit courses and Folklore 320, 321, 326, 336, 339, 342, 344, 345, 346, 347, 352, 359, 374, 399, 401, 402, 403, 404, 405, 411, 421, 428, 431, 436, 437, 439, 440, 443, 444, 445, 446, 450, 451, 452, 460, 468, 471, 490, 491, 510, 512, 515, 517, 518, 520, 522, 530, 535, 539, 540, 541, 560, 630, 635, 639, 640, 654, 655, 699, and 700+ and those courses outside of CFLS that have been identified as graduate level by that course’s subject owner. Coursework taken toward the completion of a master’s degree in the Department of Comparative Literature and Folklore Studies may count toward this requirement. Coursework taken outside of the department</td>
</tr>
</tbody>
</table>

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1 This document reflects the name change as proposed in a separate proposal.
### Prior Coursework Requirements: Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirement.

### Prior Coursework Requirements: UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

### Prior Coursework Requirements: UW–Madison University Special
With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison Special student. Coursework earned five or more years prior to admission to a Master’s degree is not allowed to satisfy requirements.

### Credits per Term Allowed
15 credits

### Program-Specific Courses Required
CL 702 “Introduction to Comparative Studies;” successful completion of the Examination in a Second Language; at least one graduate level seminar in CLFS; students planning to pursue the Comparative Literature PhD Option must take CL 771 (Literary Criticism); students planning to pursue the Folklore Studies PhD Option must take FLR 510 (or other FLR course approved by advisor); an overall GPA of 3.5; successful completion of the Second Year (“M.A.”) Examination.

### Overall Graduate GPA Requirement
3.5 GPA required.

### Other Grade Requirements
and UW–Madison may count toward this requirement with the approval of the graduate committee. Students with questions about which courses meet these requirements should contact their advisor or the director of graduate studies.

### Prior Coursework Requirements: Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirement.

### Prior Coursework Requirements: UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

### Prior Coursework Requirements: UW–Madison University Special
With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison Special student. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

### Credits per Term Allowed
15 credits

### Program-Specific Courses Required
All MA requirements; CL822 (Translation Seminar); at least two other graduate seminars in CLFS; the requirements for a Ph.D. Option; demonstration of proficiency in a third language by passing an intermediate literature course with a grade of AB or better; successful completion of the Ph.D. preliminary examinations; successful completion of the dissertation; successful completion of the oral...
Probation Policy
The status of a student can be one of three options:
1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

Advisor / Committee
Every graduate student is required to have an advisor. An advisor is a faculty member from the major department responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. An advisor is assigned to incoming students but can be changed. Students can be suspended from the Graduate School if they do not have an advisor.

Assessments and Examinations
Second Year Examination
The Second Year Examination is a written examination administered by the program followed by an oral defense.
Thesis track: Students who are not interested in pursuing the Ph.D. in comparative literature may elect to offer an M.A. thesis in place of the seminar requirement. In such cases, the student must work under the direction of a departmental faculty member who will act as supervisor of the thesis. The thesis will be presented to a committee of three faculty, including the supervisor, and defended in an oral examination. A bound copy of the thesis must be deposited with the department.

Doctoral Minor/Breadth Requirements
All doctoral students are required to complete a 12-credit minor. Students may pursue a concentrated minor including the Option A or a distributed minor (Option B). The doctoral minor in folklore can be used to satisfy Option A.

Overall Graduate GPA Requirement
3.5 GPA required

Other Grade Requirements
None.

Probation Policy
The status of a student can be one of three options:
1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

Advisor / Committee
Every graduate student is required to have an advisor. An advisor is a faculty member from the major department responsible for providing advice regarding graduate studies. The advisor also serves as the dissertation advisor. An advisor is assigned to incoming student but can be changed. Students can be suspended from the Graduate School if they do not have an advisor.

Assessments and Examinations
Comprehensive Examinations
The comprehensive examinations, or
## Time Constraints

The Second Year Examination must be taken in the fourth semester of graduate study. If a candidate enters the graduate program with an M.A. in comparative literature from another institution, the Second Year Examination must be taken in the second semester of graduate study. Students entering with an M.A. in another discipline may take the examination in either the second or the fourth semester. The thesis, written in consultation with the major professor, must be completed no later than two semesters after thesis work begins. Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

## Language Requirements

### First Language

When entering the program, all students will have satisfied the Graduate School requirement for proficiency in English.

### Second Language: An examination in a second language must be taken by the end of the second semester of graduate study and before the Second Year Examination.

In the event that the linguistic tradition under examination cannot be covered by a member of the comparative literature and folklore studies faculty, the advisor will invite an appropriate member of the UW–Madison faculty to assist in the administration of the examination.

"prelims," consist of three written examinations based on reading lists that have been approved by the advisor and the reading committees followed by an oral defense.

## Dissertation

The dissertation is a written, substantial, and original contribution to knowledge guided by a dissertation committee consisting of the student’s advisor and two members of the faculty of the department. The student will submit to the dissertation committee for approval a written proposal that will include a bibliography of primary and secondary source materials. Upon completion of the dissertation, the student will be examined in an oral defense of the dissertation and related areas by members of the dissertation committee in concert with two additional members, at least one of which must be from a related discipline outside of the department.

## Time Constraints

Comprehensive examinations must be taken only on completion of the requisite minimum degree credits.

Within six weeks of successful completion of the comprehensive examination, candidates must submit a working draft of a dissertation proposal their dissertation committee members. The dissertation must be deposited within two weeks of completion of all degree requirements.

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may be required to take another preliminary examination and to be admitted to candidacy a second time. Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their
absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

**Language Requirements**

*First Language*

When entering the program, all students will have satisfied the Graduate School requirement for proficiency in English.

*Second language: An examination in a second language must be taken by the end of the second semester of graduate study and before the Second Year Examination.*

In the event that the linguistic tradition under examination cannot be covered by a member of the comparative literature and folklore studies faculty, the advisor will invite an appropriate member of the UW–Madison faculty to assist in the administration of the examination.

*Third Language: A third language proficiency must be demonstrated by the completion of an appropriate intermediate or advanced literature course with a grade of AB or better. This requirement must be satisfied before the Comprehensive Examinations.*

*Fourth Language: Each candidate must demonstrate reading knowledge of at least one of the following languages: Sanskrit, Hebrew, Classical Greek, Latin, a Medieval language, or another language approved by the program. This requirement is satisfied by the completion of an appropriate course with a grade of B or better.*
Proposed New Departmental Handbook/Website Wording:
[Approved by the department December 3, 2013.]

Department of Comparative Literature and Folklore Studies Criteria for Satisfactory Progress in the Graduate Program

These are the Department of CLFS list of requirements. For Graduate School Requirements information, please see the Graduate School Catalog (http://www.wisc.edu/grad/catalog/letsci/complit.html).

General Departmental Policies & Requirements

Three courses that have been identified as graduate-level by the courses subject owner courses (8-9 credits) per semester are required until advancement to dissertator status; reduced loads may be approved by the student’s advisor to accommodate special circumstances. A TA or PA may carry a reduced load.

Students must maintain a 3.5 average each semester.

All students must register for one or two credits of CL976: Poly-seminar when it is offered. Attendance of the poly-seminar is required. Exceptions must be approved by the student’s advisor before hand, and the chair should be notified when that exception has been made.

Incompletes may be granted only in emergency situations and no more than one incomplete may be carried in a single semester. To be considered as making satisfactory progress, an incomplete in one semester must be removed in the subsequent semester.

Students must complete the requirements by the deadlines (See below.)

The Director of Graduate Studies will assign each new graduate student to a temporary faculty advisor who will help guide the student during their first year of graduate work. During the second semester, the student may select a permanent advisor, who will also be the chairperson of the student's Second Year Examination committee.

Students who are not interested in pursuing the Ph.D. in Comparative Literature may elect to offer an M.A. thesis in place of the seminar requirement. In such cases, the student must work under the direction of a departmental faculty member who will act as supervisor of the thesis. The thesis will be presented to a committee of three faculty, including the supervisor, and defended in an oral examination. A bound copy of the thesis must be deposited with the Department. Otherwise, the Second Year Examination will be the subject of the Master's Oral examination.
Successful completion of the Master’s degree requires 30 credit hours of coursework. This requirement includes that at least 50 percent of these credit hours must be received in courses specifically designed for graduate work, which the Graduate School defines as: courses numbered 700 and above; courses numbered 300-699 that are specifically designed for graduate students in a graduate program; courses numbered 300-699 that assess graduate students separately from undergraduate students; courses numbered 300-699 that have a graduate student enrollment greater than 50 percent in a given semester. If you have any questions about which courses meet these requirements, contact your advisor or the Director of Graduate Studies.

Successful completion of the PhD requires 51 credit hours of coursework. This requirement includes that at least 50 percent of these credit hours must be received in courses specifically designed for graduate work. These courses include Comp Lit 310, 350, 351, 353, 354, 357, 358, 368, 370, 371, 372, 375, 377, 378, 379, 466, 473, 475, 500, 690, and 700+ Comp Lit courses and Folklore 320, 321, 326, 336, 339, 342, 344, 345, 346, 347, 352, 359, 374, 399, 401, 402, 403, 404, 405, 411, 421, 428, 431, 436, 437, 439, 440, 443, 444, 445, 446, 450, 451, 452, 460, 468, 471, 490, 491, 510, 512, 515, 517, 518, 520, 522, 530, 535, 539, 540, 541, 560, 630, 635, 639, 640, 654, 655, 699, and 700+ and those courses outside of CFLS that have been identified as graduate level by that course’s subject owner. Coursework taken towards the completion of a Master’s Degree in the Department of Comparative Literature and Folklore Studies may count toward this requirement. Coursework taken outside of the Department and UW-Madison may count toward this requirement with the approval of the Graduate Committee. If you have any questions about which courses meet these requirements, contact your advisor or the Director of Graduate Studies.

**NOTE**: Students intending to go on to the Ph.D. will earn an M.A. *en passant* through successful completion of the Second Year Examination.

**I. Requirements to Complete the MA:**

1. 30 credits in including 702 “Introduction to Comparative Studies;”
2. successful completion of the Examination in a Second Language (See Below);
3. at least one graduate level seminar in CLFS;
4. students planning to pursue the Comparative Literature PhD Option must take CL 771 (Literary Criticism); students planning to pursue the Folklore Studies PhD Option must take FLR 510 (or other FLR course approved by advisor);
5. an overall GPA of 3.5;
6. successful completion of the Second Year (“M.A.”) Examination (See Below).

**II. Requirements to Complete the Ph.D:**

1. all MA requirements;
2. 21 more credits (for a total of 51 credits);
3. CL822 (Translation Seminar);
4. at least two other graduate seminars in CLFS;
5. the requirements for a Ph.D. Option (See below.);
6. completion of 12 credit Ph.D. minor (included in 51 total Ph.D. credits. See below.);
7. demonstration of proficiency in a third language by passing an intermediate literature course with a grade of AB or better (See below.);
8. successful completion of the Ph.D. preliminary examinations (See below.);
9. successful completion of the dissertation (See below.);
10. successful completion of the oral dissertation defense (See Below.).

III. Examination in a Second Language

Due to UW Graduate School rules, every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. As a result, the first language requirement for CLFS is always English as demonstrated at the time of admission. This second language is a language in addition to English. For more on English language proficiency, please see: http://grad.wisc.edu/admissions/requirements/.

This mandatory examination must be taken by the end of the second semester of graduate study and before the Second Year Examination. It will usually be administered in the first week of April of each academic year. The student will have four hours to translate and critically analyze a selected passage from a text in a language other than English chosen from a short reading list by the faculty member setting the examination. That list of ten items in the second language is agreed upon by the student in consultation with his or her advisor. The examination will be administered by one professor and evaluated by that professor and one additional faculty member.

Please note: At least four weeks prior to the examination, the student must inform the advisor of his or her intention to take the examination and must provide the Department, through the advisor, with a list of relevant graduate coursework and the reading list of ten texts.

IV. Second Year Examination

The Second Year Examination is a written take-home examination in which the student demonstrates knowledge of the field and the ability to use that knowledge fluently in analysis. The Second Year Examination is taken in the fourth semester of the graduate student's program.

If a student enters with an M.A. in an allied field from another institution, the examination may be taken in their second semester of residence. If a student enters with an M.A. in another discipline, the examination may be taken either in their second or fourth semester in the Program.
The Second Year Examination is administered yearly in the second week of April. The questions are typically given to the student on Monday morning to be completed and returned on the following Monday morning.

If the student pursues the Comparative Literature Ph.D. Option, the examination will be based on selected titles from a standardized and annually reviewed reading list. The list includes three categories, from each of which the student reads specified texts. (Please see Second Year Examination Reading List.)

If the student pursues the Folklore Studies Ph.D. option, the examination will be based on selected titles from a list developed and approved by the student's advisor.

As early as possible but no later than the end of their first year of study, the student will make submit her or his read list to her or his advisor -- who also serves as the Chair of the Second Year Examination Committee -- for the approval of the committee. Within three weeks of the student's submission of the proposed list, the advisor will respond on behalf of the committee concerning the status of the list. Upon approval, a copy of the student's finalized list will be placed in the student's file. The student's advisor writes the question or questions that constitute the take-home portion of the exam.

The Examination is administered by three members of the CLFS graduate faculty as proposed by the student and by a rotator (from departmental faculty or faculty affiliates), assigned by the Director of Graduate Studies.

An oral examination based on the Second Year Examination Reading List and on the written responses to the examination questions is scheduled for two to three weeks following the completion of the Examination.

The Second Year Examination has three grades:

- Pass: qualified for the Ph.D., M.A. awarded en passant;
- Pass: terminal M.A.;
- Fail.

The Second Year Examination can be taken only once.

Following the successful completion of the Second Year Examination, the advisor will meet with the student to begin to formalize areas of specialization and to guide the constitution of reading lists for the Ph.D. Comprehensive Examinations.

**V. Ph.D. Options**

All Ph.D. students must complete the requirements for one of the Ph.D. Options listed below.
Comparative Literature PhD Option Requirements
• CL 771 (Literary Criticism)
• at least two other 700-level courses,
• The 51 credits must include a course in the comparative literatures of each of the following periods: archaic/classical and medieval/Renaissance/early modern. A CLFS course in each of the three major literary genres -- narrative, poetry, drama -- is strongly encouraged
• Demonstration of reading proficiency in an ancient or major Asian or African language by completing an appropriate course with a grade of AB or better.
• No more than three 400 level CL courses may be used towards this total.

Folklore Studies PhD Option Requirements
• FLR 510 (or other FLR course approved by advisor)
• The 51 credits must include a course in ethnographic methods. A CLFS course in each of the following topics is strongly encouraged: Folklore Genres or Forms, Cultural Areas, Issues and Methods in Folklore Studies.

The choice of which option to pursue is made by the student in consultation with his or her advisor and doctoral committee. Depending on their dissertation topic, students may need to fulfill a foreign language or tool requirement. The need for such a requirement is determined by the student's advisor.

VI. Ph.D. Minor Requirements
The minor requirement is designed to give breadth to the doctoral program and should expose the student to subjects and/or methodologies that expand upon and complement his or her work in CLFS. The minor requirement can be fulfilled in one of three ways:

• Option A: 12 credits in a single department other than CLFS
• Option B: 12 credits distributed across two or more departments other than CLFS; may include CL or FLR courses within CLFS (distributed minor)
• Option C: 12 credits outside the CL or FLR area in CLFS (intradepartmental minor)

VII. Third Language Requirement
Due to UW Graduate School rules, every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. As a result, the first language requirement for CLFS is always English as demonstrated at the time of admission. This second language is a language in addition to English. For more on English language proficiency, please see: http://grad.wisc.edu/admissions/requirements/. This third language is a language in addition to English and a second language. The second language proficiency is generally demonstrated as part of the MA requirements noted above.
Proficiency in a third language will be demonstrated by the completion of an appropriate intermediate or advanced literature course with a grade of "AB" or better. This requirement must be satisfied before the Comprehensive (or “prelim”) Examinations.

For students pursuing the Comparative Literature Ph.D. Option, each candidate must demonstrate reading knowledge of at least one of the following languages: Sanskrit, Hebrew, Classical Greek, Latin, a Medieval language, or a major Asian or African language. This requirement is satisfied by the completion of an appropriate course with a grade of "AB" or better.

*Please note:* In the event that the linguistic tradition under examination cannot be covered by a member of the CLFS faculty, the advisor will invite an appropriate member of the UW Madison faculty to assist in the administration of the examination.

**VIII. Ph.D. Preliminary Examination**

**For the Ph.D. preliminary examination, each student must** form a Reading Committee. The Reading Committee consists of three faculty members or faculty affiliates in the CLFS Department, in conjunction with whom the candidate develops reading lists.

The Reading Committee shall determine that the student's three reading lists and areas of focus are sufficiently comprehensive and coherent.

The Comprehensive Examinations or “prelims” consist of three take-home written examinations (one for each area) and a subsequent oral examination. The written examinations will treat materials on reading lists in each of the three areas. When the lists have been approved by the Advisor and the Reading Committee, the candidate may request scheduling of the examinations.

A Reading Committee of three departmental faculty or affiliate faculty will compose and administer the written examinations; the oral examination will be administered by the Reading Committee and one or two departmental Rotators.

The written Comprehensive Examinations will be administered within a six week period and the subsequent oral exam will take place not more than six weeks following the final exam question.

All three of the written examinations must be completed within six weeks. Each examination question must be completed and returned in a week. If the examination question is given to the student on a Monday morning, for example, she will complete and return the essay in response to the question by the following Monday at the same time.

Each completed examination should be no more than 25 typed, double-spaced pages. Prior to the oral examination, the Advisor/Committee Chair will inform the student of the results of the written examinations. The student will select and define each of the 3 prelim areas in close
consultation with his or her Advisor and Reading Committee by developing a reading list for each of the following areas of examination.

For students pursuing the Folklore Studies Ph.D. Option, the three exams must cover:

I. Issues and Methods in Folklore Studies
   • The student will choose, in consultation with her or his advisor, a set of readings that address the history, issues, and methods of the discipline of Folklore Studies.

II. Folklore Genres and Forms
   • The student will choose, in consultation with her or his advisor, one or more genre or cultural forms to be the focus of this examination. Examples include: jokes, the ballad, folk belief, narrative, material culture, or music.

III. Cultural Areas
   • The student will choose, in consultation with her or his advisor, one or more cultural, geographical, or historical area to be the focus of this examination. Examples include: America, North American Indian, Scandinavia, South Asia, worker’s cultures, woman’s cultures, or digital culture.

For the Folklore Studies Option, each reading list and test will be negotiated with a different member of the student’s reading committee. The entire reading committee will judge the tests and defense.

For students pursuing the Comparative Literature Ph.D. Option, the three exams must cover the following and the student will select and define each of the 3 prelim areas in close consultation with his or her Advisor and Reading Committee. The first two areas must be chosen from the categories I and II below:

I. A significant question or problematic:
   Problems or questions may include, but are not restricted to, the critical study of:
   • the material conditions through which literary “meaning” is generated;
   • the shifting boundaries between the study of literature and the study of culture;
   • national and/or linguistic traditions;
   • multicultural literary production.

II. Literary/cultural historical fields:
   • a literary genre such as narrative, the novel, lyric, epic, or drama; or a literary mode such as the comic, lyric, epic, narrative, fantastic, and other modes not confined to a given genre;
   • a literary period, such as the classical, medieval, Renaissance, early modern, modern, or post-modern;
   • a literary movement, such as Romanticism, Symbolism, Surrealism, Expressionism, Formalism;
III. Literary Criticism & Theory

• The third area is the study of comparative methodologies and of translation.

For the Comparative Literature PhD Option, the first and second members of the Reading Committee are responsible for the student's first and second areas of focus, to be drawn from the fields above. The third member of the Reading Committee is responsible for comparative methodology and critical and theoretical approaches to literature and culture.

In order to ensure a degree of coherence among the three areas in all Prelim tests, it is recommended that each student develop, in consultation with her advisor, a carefully defined conceptual question or problem to relates the areas being examined.

On each of the four parts of the Comprehensive Examination, the student may receive a grade of Pass, Condition, or Fail. Any student who receives a grade of Condition in one test will be allowed to re-take the examination no sooner than six months and no later than one year after the original examination. A grade of Condition upon re-examination will be considered a Fail. A grade of Condition in more than one area will also be considered a Fail. A Fail in any part of the Comprehensive Examination is equivalent to failure of the entire Examination.

A failed Comprehensive Examination cannot be retaken.

After successful completion of the coursework and the Comprehensive Examination as outlined above, the student is ready to begin work on the dissertation and may be admitted to official candidacy for the Ph.D. degree. The University gives a Certificate of Candidacy in Philosophy (C. Ph., A.B.D. status) to those who pass the examination.

IX. Dissertation

Within six weeks of satisfactory completion of the Comprehensive Examination the student will select a Dissertation Committee consisting of a Director (the student’s advisor) and two members of the faculty of the Department. Within that same period, the student will submit to the Dissertation Committee a written proposal that will include a bibliography of primary and secondary source materials.

The dissertation must be a substantial original contribution. It should be explicitly comparative in nature: that is, it should draw its evidence from the expressive culture of more than one linguistic and/or cultural tradition. It may, however, use this evidence for theoretical, analogical, illustrative, or historical purposes.

Within two weeks of successful completion of all requirements for the Ph.D. degree, the candidate must deposit one typewritten copy and a signed abstract with the Dean of the Graduate School and one bound copy of the dissertation with the Department.
X. Oral Defense of the Dissertation

When all of the above requirements have been met, the student will be examined during a face-to-face meeting on the dissertation and related areas by members of the Dissertation Committee in concert with two additional members, at least one of whom must be from a related discipline outside of the department.

XI. Deadlines for the Completion of Requirements

A. Students entering with a B.A.:

- Successful completion of the Examination in a Second Language by the end of the 1st year;
- Successful completion of the Second Year Examination by the 4th semester;
- Successful completion of the Ph.D. preliminary examinations and the Ph.D. minor by the end of the 10th semester.
- Successful completion of the dissertation within 5 years of the Ph.D. preliminary examination.

B. Students entering with an accept M.A. in an allied field:

- Acceptance into the Ph.D. program by successful completion of the Second Year Examination by the second semester in residence (and the Examination in a Second Language by the end of the 1st semester);
- Successful completion of the Ph.D. preliminary examinations and the Ph.D. minor by end of the 8th semester.
- Successful completion of the dissertation within 5 years of the Ph.D. preliminary examination.
Appendix 2: Approved CLFS Governance Document, 2012

Note. The following represents the final draft of the document prepared by the interim committee on Governance, chaired by Tom DuBois and consisting of Tom DuBois (tenured faculty member), Ralph Grunewald (academic staff member), Hans Adler (tenured faculty member), Tim Frandy (graduate student, Folklore Studies Program) and Anne Helke (graduate student, Comparative Literature). The committee’s charge was to arrive at a basic plan for the governance of the new unit, the Department of Comparative Literature and Folklore Studies. This plan was presented at two joint meetings of all faculty and staff of the Department of Comparative Literature and the Folklore Studies Program during the spring semester of 2012, and recommendations from these discussions were incorporated into this final document. Future alterations of this document and of the guidelines detailed are the responsibility of the current (Fall 2012) expanded Executive Committee of the Department of Comparative Literature, the body charged with making decisions for the merging Department of Comparative Literature and Folklore Studies. Submitted, Tom DuBois September 10, 2012.

Governance Structure for the Department of Comparative Literature and Folklore Studies

1. Executive Committee (EC)

(Eligibility: All tenured faculty with FTE in department; selected affiliate tenured faculty, appointed by vote of the EC, as per FP&P 5.12.A and 5.20)

(For the AY 2012-13, this body consists of: Hans Adler (on leave), Thomas DuBois, Christine Garlough, Janet Gilmore, Robert Howard, Mary Layoun, James P. Leary (on leave, fall semester), Christopher Livanos, Ernesto Livorni, Theresa Schenck, Max Statkiewicz.)

Charge:

1A. To make recommendations concerning faculty, academic staff and classified staff recruitment, leaves, nonretentions, dismissals, promotions, and salaries and other departmental budgetary matters, as per FP&P 5.21.A and 5.21.C. This charge includes periodic review of the performance of every faculty, academic, and classified staff employee, as per FP&P 5.21.D, and the production and provision of written communications, as so stipulated.

1B. Appointment and oversight of the following Standing Committees and Officers in Section 4 below. Appointment and Oversight of additional Ad hoc Committees as deemed necessary and as instituted by vote of the EC.

1C. Close coordination with the Department Chair in all aspects of governance, as detailed in Section 2, below.
2. Chair.

(Eligibility: tenured faculty member, appointed by Dean after preferential ballot from voting faculty and academic staff members of DC)

(For the AY 2012-13 the Chair is Mary Layoun.)

Charge:

2.A. All duties stipulated in FP&P 5.31.

2.B. Execution of authority delegated by EC on annual basis, as per FP&P 5.22.

2.C. Provide leadership to department through working with EC and DC to address programmatic needs of the department and develop and maintain department vision.

2.D. Act as conduit between department and other sectors of the university through active engagement in initiatives of the College and broader University.

3. Department Committee (DC)

(Eligibility: all tenured and probationary faculty and staff with at least 0.5 FTE in department; additional faculty and staff granted joint departmental appointments as per FP&P 5.12.B. and C. Two graduate student representatives, selected annually by vote of currently enrolled graduate students within the department’s master’s and doctoral programs.)

(During the AY 2012-13, this body consists of: Hans Adler (on leave), Thomas DuBois, Christine Garlough, Janet Gilmore, Ralph Grunewald, Robert Howard, Mary Layoun, James P. Leary (on leave, fall semester), Christopher Livanos, Ernesto Livorni, Scott Mellor, Ruth Olson, Theresa Schenck, Max Statkiewicz.)

Stipulated voting rights:

1. All EC members (including Chair) have full voting rights.
2. All DC members granted joint departmental appointments have full voting rights.
3. Academic staff have voting rights on all matters (including election of Chair) that are brought before the DC for a vote. (Matters for which the EC alone has responsibility are stipulated in FP&P 5.20 and 5.21, as well as 5.11.)
4. The two annually elected graduate student representatives have advisory voting rights.

The DC may choose to take advisory votes on matters vested in the EC, and the EC may solicit such an advisory vote to gauge overall support for or feelings about particular decisions.
DC Charge:

3.A. Approval/disapproval of recommendations from Standing Committees and Officers. It is the expectation of the department that all *substantive* decisions of the Committees or Officers will be presented as proposals for discussion within the DC or EC, depending on the nature of the proposal. Smaller, day-to-day decision-making is delegated to the Committees and Officers in accord with the stated charges listed below. When in doubt, the Committee or Officer should bring the matter before the DC or EC, after consultation with the Chair.

The following diagram represents the chain of command that will operate regarding EC, Chair, DC, and Standing Committees and Officers:

Standing Committees

Budget

*Charge*: Manage departmental budget matters in conjunction with the Chair. *Duties include* Short Term Staff Requests, Annual TA Budget, Summer Teaching Requests, Management of outside grants and shared budgetary lines with other
units. Committee will work in close concert with Chair and with department administrative personnel.

Curriculum and Timetable

*Charge*: Coordinate and make recommendations to the DC regarding course sequences or tracks (requirements, prerequisites, included courses), course development, planning of two-year curriculum (taking into account student needs, planned leaves, balance between offerings, etc.), planning of coming year’s timetable (ensure optimal coverage, minimize overlap, trouble-shoot scheduling), recommend to the EC and Budget Committee courses for which the department should apply for short term staffing.

Communications

*Charge*: Coordinate and administer departmental communications with campus community and broader public. Includes responsibility for department newsletter, homepage, Facebook account, and other modes. Where staffing is available to work on these products, the committee will work along with the employees to help shape and oversee the materials included and to carry out the vision identified by the DC.

Events

*Charge*: Coordinate talks, lectures, and workshops by visiting scholars and/or university employees related to the mission of the department. Recommend possible speakers for approval by DC. Identify and apply for internal and external funding to help bring speakers or mount other kinds of events that enhance the intellectual mission of the department. Scheduling, advertising, and practical arrangements of such events, in consultation with Chair and DC. Where staffing exists to assist in these matters, the Committee will work with the staff on all pertinent elements of the events.

Merit, Promotion, and Personnel

*Charge*: Collect and appraise annual activity reports of all employees in anticipation of merit raises. Recommendations regarding all budgetary enhancements, including reclassification of classified staff, promotions of academic staff. On an annual basis, these responsibilities may be delegated to the Chair, as per FP&P 5.22.

Graduate Admissions, Teaching Assistantships and Fellowships

*Charge*: Review incoming graduate applications and continuing graduate student status. Recommend graduate student appointments to PA-ships and TA-ships within the department. Recommendations made in consultation with the pertinent course instructors and PIs. Director of Graduate Studies and Chair shall be automatic members of this committee.
Officers

Director of Graduate Studies (DGS)

Charge: Recruitment, admissions, and oversight of all graduate students, in close consultation with each student’s faculty advisor and with the Standing Committee on Graduate Admissions, Teaching Assistantships and Fellowships, of which the DGS Consultation is an automatic member. Consultation with the elected graduate student representatives of the DC concerning policies and process. Monitoring the progress toward degree of all graduate students.

(In the AY 2012-13, Rob Howard is the DGS.)

Undergraduate Advisor

Charge: Administer and oversee students enrolled in the department’s undergraduate major and certificate programs. Recruitment of students to major and certificate; planning of annual events to celebrate and encourage students, particularly as they graduate. Career and professional advising where possible. Monitoring the progress toward degree of undergraduate students.

(In the AY 2012-13, Ralph Grunewald is the Undergraduate Advisor.)

Liaisons

Charge: Act as a link and channel of communication between the department and specified clientele groups:

- Disability liaison
- Minority liaison
- Sexual harassment liaison

Ombud

Charge: Act as a facilitator in communication between students, faculty, and chair in situations of dispute.

Senate representative

Charge: Represent the department in the Faculty Senate as per FP&P and Faculty Senate rules.

(In the AY 2012-13, Max Statkiewicz is the Senate Representative.)
Joint Meetings of Standing Committees

In tasks in which the charges of standing committees overlap, e.g., when determining STS requests, which falls under the jurisdiction of the Budget Committee but requires the input and expert advice of the Curriculum and Timetable Committee, said committees shall meet jointly and report the outcome of their deliberations to the Chair, DC, and EC.

Procedure for Alteration of this Governance Structure

This governance structure permits alteration according to the following procedures. Alteration of the departmental governance structure may consist of, for example, the formation of new committees or officers, the collapse of existing committees into larger entities, the elimination of committees, or other changes that alter the stipulated governance described above. Proposals for alterations may be made by any member of the DC or EC, including the Chair. Proposals shall be discussed at a scheduled meeting of the DC and voted upon at a scheduled meeting of the EC. This Governance document shall then be emended to reflect such changes. The Chair is tasked with ensuring that this Document remains updated and accurate at all times and that Department actions are taken in accordance with the stipulations stated herein.