

DARTMOUTH

English and Creative Writing

Honors in Literary and Cultural Studies

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HONORS IN THE ENGLISH MAJOR

There are two honors tracks within the English Major: Literary and Cultural Studies, and Creative Writing. Whichever track you pursue, successful completion of your thesis means that your degree transcript will indicate that you received in Honors in your English major (or perhaps High Honors); these distinctions in the major are separate from degree distinctions based on overall GPA (*summa cum laude*, *magna cum laude*, or *cum laude*). Within the English major, each honors track (Creative Writing or Literary and Cultural Studies) will take you on a different path. **The present guide is for students pursuing an honors project in Literary and Cultural Studies.** Students who wish to pursue a Creative Writing thesis should consult the Guide to Honors in Creative Writing.

This *Guide to Honors in Literary and Cultural Studies* is intended to amplify and clarify the [ORC](#) description of the Honors Programs in English and in Creative Writing and to assist students considering an honors track in the major. No usable document, however, can cover every contingency. Students are encouraged to discuss the Honors Program with an advisor in the Department, with the English Honors Director, and should consult [the Department website](#) for updates to this guide.

HONORS IN LITERARY AND CULTURAL STUDIES

Students enrolled in the major in English who have completed at least six major courses by the end of their junior year and have a grade point average (GPA) in the major of 3.5 or higher and an overall college GPA of 3.0 or higher may apply for the Honors Program.

Eligible students should meet with their prospective thesis advisors and then apply by submitting to the Committee on Departmental Curriculum (CDC) their record in the major and a formal thesis proposal in the spring term of their junior year. Literary and Cultural Studies Honors applications will be due to the Department Administrator and Vice-Chair by Friday of Week 7 of their spring term. The exact date will be posted on the department website.

Students who are admitted to the Honors Program are required to enroll in the Honors Seminar (ENGL 97) in the fall term, unless they apply for and receive an exemption from the CDC for their participation in the English and Creative Writing FSP or the equivalent. By the middle of the fall term, students in this seminar will submit a prospectus for their honors thesis for approval by the CDC. Students away on the English and Creative Writing FSP (and thus not enrolled in the Honors Seminar) are still required to submit this prospectus to the CDC.

ENGL 97 counts as one of the eleven courses in the major. The thesis is to be completed during two terms of honors coursework, [ENGL 98](#) and [ENGL 99](#), the first of which counts as the Culminating Experience in the major. The second term, [ENGL 99](#), constitutes an extra course in the student's major curriculum, in that it does not count as one of the required eleven courses in the major.

In addition to enrolling in the Honors Seminar (English 97), the Honors Program in literary and cultural studies consists of the successful completion of the following requirements:

- 1) Students must complete a senior seminar in English & Creative Writing (in addition to Engl 97) prior to or concurrent with the first term of ENGL 98;
- 2) Students must complete the theory requirement (the requirement that each English major pass at least one class in Course Group IV) before the term in which the candidate completes the thesis and submits it for evaluation.

For complete information about applying to and successfully completing the Honors Program, including further regulations, deadlines, and advice, please consult the Director of Honors. ([ORC](#))

HONORS IN THE MODIFIED MAJOR

Students pursuing modified majors in English, where English is the primary field, may be granted permission to do honors work according to the same criteria that pertain to unmodified English majors. It is not possible to undertake Honors in English as part of a modified major in which English is the modifying (not the primary) field.

WHY AN HONORS MAJOR?

Writing a thesis means going above and beyond what students usually accomplish over the course of their English major. Writing a thesis will require your sustained attention over more than four terms, beginning in the spring before your senior year: you will be asked to design a thesis topic, research it, and eventually produce a substantial piece of original academic writing of considerable depth and scope. (Several Dartmouth English theses have eventually become the bases of Ph.D. dissertations.) Writing a thesis is thus an exciting opportunity for you to engage in a long-term, long-form, original research project.

Writing a thesis is also an opportunity for you to work closely with your faculty advisor, who will help guide you through your thesis writing journey. You will work closely with your advisor from the earliest stages of the process: your advisor will help you devise and then refine your initial summer reading lists. After the Honors Seminar (English 97), you will usually meet the supervisor once each week over the remaining two terms of Honors work. Previous graduates often cite the intellectual and personal relationship developed with their advisor as one of the most valuable educational experiences of their time at Dartmouth.

THE THESIS PROPOSAL

The proposal for a thesis in literary and cultural studies, due in the spring of your junior year, identifies the primary texts you plan to study in your thesis; what topic will you pursue; and what critical questions do you expect to pose in your thesis. You may also discuss the critical methodology you plan to adopt or how you imagine your thesis will intervene in the critical

scholarly discourse around your topic and/or texts, but this is not required at this stage in the process.

The proposal also must indicate the texts you intend to read over the summer, both the primary texts that will be the foundation of your thesis as well as key secondary texts (scholarly books/articles that offer key historical contexts; literary criticism about your topic/texts; or theory you might be planning to use). If applicable, you might describe the archival collections you plan to visit, or other forms of field research you plan to conduct over the summer.

The proposal will also be accompanied by an application form (see Appendix 1) that includes the following information: overall GPA; a list of English and Creative Writing courses taken, by term, with grades received; and the name of the faculty member who has agreed to supervise the work.

The proposal will be submitted to the Department Administrator and the Vice Chair, and distributed to the Honors Director and the CDC for comment and approval. If the CDC finds the proposal weak or the project unsuitable for an Honors thesis, then the CDC may ask you to revise and resubmit the proposal, or may reject it outright.

Some successful thesis proposals from past years will be appended to this guide in Appendix 2.

Honors proposals are due by the end of the seventh week of classes in the spring term. **Please check the department website for specific dates.**

THE THESIS PROSPECTUS

A prospectus is a written plan that defines what you are going to do, why, and how you will go about it. It is an important document, not only because it will help you chart the course for your senior thesis, but because it resembles many documents you might be asked to create in the future, such as the prospectus for a dissertation or the research statement for a fellowship application.

Your prospectus is a plan, not a contract. Just like the earlier proposal, you will surely decide to depart from some of what you set out here. That's fine. Nevertheless, a well-devised plan will be a big help as you go. For example, some of the language you devise for this prospectus might turn out to provide draft material for your Introduction, when you return to that in the Spring. Even more importantly, the Prospectus gives you practice in the all-important skills of persuasively pitching a project, backing it up with a feasible plan, and dwelling in possibility while you make it a reality.

In general, your prospectus should define your topic, question, or issue; it should offer a sense of how others have handled that topic, question, or issue (i.e., the existing scholarship); and it should state how your thesis project is significant and different from what has come before. (Perhaps you are foregrounding a different text or author within an established frame, or perhaps few scholars have asked your particular question, or applied this theoretical framework, or worked with this specific archive, etc. Perhaps you are extending an existing argument, or perhaps no one has paid enough attention to the particular formal quality you are noticing in

these works... and so on.) Your prospectus should delineate the scope and structure of your thesis, give a sense of the methodological orientation or theoretical tradition you see yourself working in, and also include an updated bibliography of both primary and secondary sources.

Requirements:

- 1. Title.** Choose a working title for your thesis that you are already comfortable with. If you feel stuck, start with something simple and usefully descriptive, such as "*Motherhood in Three Novels by Jane Austen*" or "*Figures of Motherhood in Sense and Sensibility, Pride and Prejudice, and Emma.*" The basic function of a title is to help your reader know whether or not your project is relevant to their interests. From there you might develop a title that also hints at what the method or overarching argument will be: *Never to be Taught: Mothering and Subjectivity in the Novels of Jane Austen*, for example. Spotlighting a key phrase from a primary text is often a good option.
- 2. Abstract. (300 words).** State the topic, the argument or intervention, and gesture toward a mapping statement (the authors or texts or historical parameters discussed in the thesis). This should do some of the work of an elevator pitch – interesting and quick! The abstract should allow a reader to know what your thesis is about, what it argues, and a sense of the methodology adopted, so that such a reader can easily know if this work will be relevant to their research. More importantly, such concision will help *you* to be able to name these features (argument, method, etc.)
- 3. Prospectus. (1600 words, or about two pages single spaced).** This is a narrative statement of your topic, the existing scholarship on that topic, and your argument or critical intervention. You might start with a bit of a "hook" (such as a close reading of a passage that usefully indicates the contours of your topic, or by dropping the reader into an historical context that brings to life the contradictions your thesis will explore), before moving quickly into a description of the established critical conversation and the intervention your project will make; you will want to demonstrate an awareness of the particular method or approach your thesis will undertake, and likely end with a sense of the contribution this projects stands to make to its subfield or field as a whole.
- 4. Chapter summaries.** (150 words per chapter, or about 1 page single spaced in entirety) A traditional senior thesis in Literary and Cultural Studies might include an Introduction (10-25 pages), 3 Chapters (roughly 25 pages each), and a Conclusion (10 pages). Here, you will likely only need to include an abstract for each of the three chapters, though if you know there's work you want your Intro or Conclusion to handle, you can certainly make that clear. Your individual chapter summaries should achieve something similar to miniature abstracts: state the topic, the prospective argument or intervention, and offer a mapping gesture for how you imagine the order will unfold; you might also include a sense of how each chapter builds the argument of the thesis as a whole.
- 5. Annotated bibliography.** Each primary and secondary source followed by a single sentence about where and how this source fits into your project. You don't need to have read all these texts already (although surely many of them already come from your summer reading) but you at least need to have tracked them down, assessed their contents

and argument, and be able to state where you foresee these works intersecting with your thesis, for example in a certain chapter or in order to establish a certain part of the framework in your Introduction. There are probably 10 to 15 sources at minimum included in this bibliography. Important articles or essays are fine to include.

Your entire document should likely be no more than 5 pages, single spaced (MS Word, 12 point font) although perhaps your annotated bibliography will go on longer.

THE THESIS

Below, please find a timeline as well as general requirements and common features of a thesis in literary and cultural studies. Please keep in mind that while any student's thesis might diverge from some of the norms that follow (number of chapters, a preface to the introduction, etc.), this effort at standardization (especially regarding the style, formatting, length, bibliographical citations, and even the timeline) results from several years in which students have consistently requested more structured guidelines.

Timeline. Requirements (Bolded) and Suggestions:

- **Required:** Mid October: Submission of prospectus to ENGL 97 instructor
- **Required:** Third week of October: Submission of prospectus to CDC
- **Required:** End of Fall term: Submission of Chapter 1 to ENGL 97 instructor
- Suggested: Mid December: Submission of Chapter 1 to advisor
- Suggested: End of January: Submission of Chapter 2 to advisor
- Suggested: End of February: Submission of either Chapter 3 or Introduction to advisor
- **Required:** Mid March: Two chapters (or equivalent) completed, revised, and resubmitted to advisor
- Suggested: Mid April: Submission of either Chapter 3 or Introduction to advisor
- Suggested: Mid May: Submission of finished thesis to your advisor for approval
- **Required:** On the prescribed date at end of May: Final submission of thesis to Dept

Basic Requirements:

1. Style: Body text in Times New Roman, 12-point font, double spaced. Block quotes should be single-spaced and indented on both sides. Footnotes should be in Times New Roman, 10-point font, single-spaced. Page numbers MUST be included.
2. Citation format: Follow the Chicago Manual of Style, Notes and Bibliography format, unless your advisor tells you otherwise (See Turabian chapters 16 and 17 on the general principles and specific requirements of this citation style.)
3. Length: Introduction (10-25 pages, double spaced), 3 Chapters (roughly 25 pages each, double spaced), Conclusion (10 pages, double spaced), will mean that your thesis is likely between 95-125 pages, double spaced. Thesis chapters might often be

35 pages or longer, but remember that writing samples for graduate school applications will usually have a limit of 25 pages, so why not stick close to that.

More specific requirements for the final submission:

1. Front matter (as follows: title page, abstract, table of contents) should either be unnumbered or numbered with roman numerals. Arabic numeral page numbers (1, 2, 3...) should begin on the first page of your Introduction.
2. Title page formatting is up to you. The abstract should be single spaced, no more than 250 words. (Imagine the jacket copy that describes the book and its argument in an appealing way; aim for something between that and an academic abstract, which often consists of a topic sentence, thesis statement, mapping sentence.) Table of contents formatting is up to you.
3. Backmatter in the following order: Acknowledgements, followed by Bibliography. When writing your acknowledgements, take a moment to imagine your grandmother or grandfather (or future students in Rauner) reading this text, and keep it appropriate!
4. Remember that numbering for the footnotes for each new chapter should begin again at 1 (...2 ...3). You may need to Insert – Section Break (in Microsoft Word) to achieve this.
5. This should go without saying, but even after revising and polishing all of your individual chapters and other components, remember to proofread your entire thesis, including footnotes and bibliographical apparatus.

WHO'S WHO IN THE HONORS PROGRAM

The Director of Honors in Literary and Cultural Studies is a faculty member of the Department of English and Creative Writing appointed to supervise and administer the Honors Program. The Director will be your main source of information about the program. The Director will lead the Honors Seminar (ENGL 097); this seminar gives students an opportunity to discuss their progress and to consider various questions of method, focus, and organization that come up in the process of planning and executing a thesis project; in the seminar, students will draft their prospectus as well as their first chapter. The Director will assign proposal, prospectus, and thesis deadlines and ensure that each thesis has a second reader.

The *CDC* or *Committee on Departmental Curriculum* is chaired by the Vice Chair of the Department of English and Creative Writing. The CDC is the body that considers and approves Honors Thesis proposals and prospectuses. When you, in consultation with your prospective advisor, have written a thesis proposal according to the application guidelines in the spring of your junior year, you will turn it in to the Department Administrator, who will pass it along to the CDC. The CDC may approve, reject, or require changes in your proposal. The Honors Director conveys to the student the CDC's decision, along with information about the scheduled Honors seminar. The CDC will similarly provide feedback on your thesis prospectus in mid-fall of your senior year. In extreme circumstances, CDC might not recommend continuing with the

project past the Fall, but even in that case students would be expected to finish the Honors Seminar and produce their first chapter as a final essay (unless they prefer to withdraw from the course, subject to the same procedures and deadlines as any other class).

The *advisor*, who is also the “first reader,” is the member of the Department of English and Creative Writing who will work most closely with you over the course of writing your thesis. Identifying the Department member who is willing to supervise your project and who will be teaching or on a "Residence" term for the duration of your work on the thesis is your first task after you decide to apply for the program and settle generally on the topic. (The CDC is reluctant to allow Department members on leave to supervise theses.) The faculty member who agrees to supervise a project will advise you on your thesis proposal, help you to define your topic, suggest items for your bibliography, and endorse the proposal when it is submitted to the CDC. Once the project is approved and you have completed the Honors Seminar (English 97), you will meet regularly with your thesis advisor to discuss your project. Your advisor will read your thesis as you write it (see suggested timeline above), suggesting revisions and helping you to co-ordinate all the elements. Once you complete and submit your thesis, it will be read by a second reader, assigned by the Director of Honors. The advisor assigns letter grades for ENGL 98 and 99 and thus the designation of "Honors"; more on this below.

The *second reader* appointed by the Director of Honors to read a thesis is to be, in the Department’s words, “a stranger to the thesis,” a reader who comes to the work on its completion and provides an external and objective evaluation. The second reader decides if the thesis has earned “High Honors.”

Adjudicators or “third readers” are appointed by the Director of Honors only in the rarest case, when the supervisor disagrees with the second reader’s decision regarding High Honors.

The *Department Administrator* for the Honors Program handles the routine business of the program, has copies of the guide, and can answer many procedural questions.

ADMINISTRATIVE DETAILS

After you are accepted into the Honors Program, the Director of Honors and the Department Administrator will confirm with the Registrar your enrollment in the Honors Seminar (English 97) by issuing for accepted students electronic permission to enroll.

Three bound paper copies of the finished thesis, as well as a digital copy, are required. One paper copy is for the student, the other two are submitted to the Department Administrator, and one of those two copies will be filed in Rauner Library. An electronic copy of the thesis must also be submitted to the Department Administrator at the time of completion. Students are responsible for arranging the duplication and binding of the paper copies of the thesis, and the Department will pay the cost of producing those three copies. Students should consult the Department Administrator about the methods of payment.

All theses should be bound and printed on acid-free bond paper of 20-pound weight. (Cranes Thesis Paper or Howard Permalife Bond meet this requirement). The title page or prefatory matter should include the thesis title, author's name and class year, department name, advisor's name, and date. Please see the section "The Thesis" above for other formatting guidelines.

DUE DATE

Theses are due in electronic format by 4 p.m. on a specified date in May. Beginning in 2025-26 and moving forward, this date will be two weeks before the end of classes. Bound copies should be ordered from Gnomon Copy and delivered to the department administrator who will send out instructions about this procedure in late April. Theses delivered after the due date for each format are not eligible to be awarded High Honors or to be nominated for prizes.

Completing a thesis on time always entails difficulties. Word-processing catastrophes in particular are inevitable. Your schedule for completing the work should anticipate and make allowances for last-minute problems. To turn in before the deadline an incomplete thesis, one without footnotes or bibliography, for example, does not satisfy the requirement. Incompletes for ENGL 98/99 are arranged, as for other courses, by the office of the Dean of the College.

EVALUATION PROCEDURES AND PRIZES

Completed theses are evaluated by the advisor (the first reader) and by a second reader assigned by the Director of Honors. The Director of Honors chooses an appropriate second reader on the basis of overlapping interest or expertise in some significant component of the thesis, such as the historical period, genre, or critical method employed. Since such affinity is not always consistent with the equal sharing of work among faculty, some second readers will bring to the thesis only their general understanding of critical discourse. Experience shows that such readers fill their roles very effectively. The Director of Honors only consult with advisors on the selection of a second reader in certain circumstances: either when they feel unable to make a determination without such guidance, or when they are considering a relevant member of the College faculty beyond the Department of English and Creative Writing to serve as second reader. Such an external second reader should be approved both by the advisor and the vice chair of the department.

The advisor (first reader) alone decides the letter grades for the Winter and Spring terms of ENGL 98-99 and provides feedback to the student in the way they see fit. Any student who receives an average letter grade of "B+" or better across both terms of ENGL 98 and 99 will receive the "Honors" designation. (Per the ORC: "Those students who satisfactorily complete the Honors Program with a B+ average or better will earn Honors recognition in their major.")

Second readers determine whether to nominate a thesis for High Honors and provide an external and objective evaluation of the finished thesis. Their decision regarding High Honors is based solely on the work itself. Their feedback should be provided to the Director of Honors and the advisor in writing (an emailed letter of no more than a page, single spaced, should do) in a

manner such that the advisor can pass this response along to their student. Second readers are encouraged to make their feedback constructive and their rationale clear. A brief description of what constitutes High Honors, or “outstanding independent work” in a literary and cultural studies thesis can be found below; second readers are encouraged to consider this description in their evaluations.

If the second reader judges the thesis to be “outstanding independent work,” they will recommend that the student be awarded High Honors by indicating to the Director of Honors and the advisor that their second reader’s report should double as a nomination to High Honors. The Director of Honors will put forward those nominations at the final Department meeting of the year for a formal vote. Second reader’s reports are compiled and circulated before the meeting as the basis for this vote. (Per the [ORC](#): “High Honors will be granted only by vote of the department on the basis of outstanding independent work”). All parties involved are encouraged to remember that High Honors is a rare achievement reserved for work that has been judged both “outstanding” and “independent,” per College stipulations.

In extraordinary cases, when an advisor questions a second reader’s decision regarding High Honors, the advisor may request that the Director of Honors appoint a third reader. If the Director agrees, they will appoint an adjudicator or third reader, whose evaluation regarding the designation of High Honors is final, superseding both the second and first evaluations. Third readers provide their decision to both the Director and the advisor in writing (again, an emailed letter of no more than a page, single spaced, should do). As in the selection of second readers, this decision is made by the Honors Director alone, without consulting the advisor or second reader, except under the circumstances outlined above.

Only theses receiving the designation “High Honors” may be nominated by advisors (and endorsed by second readers) for the Department’s Feinsein prize. The Department may also nominate the Feinsein Prize thesis or another thesis for the Rintels Prize, an award given for the best thesis in the Humanities and Social Sciences.

A BRIEF DESCRIPTION OF A HIGH HONORS LITERARY AND CULTURAL STUDIES THESIS

Although a High Honors thesis need not be in publishable form in its current state, it should exhibit work of a standard close to publishable in a recognizable field or subfield. A High Honors thesis should be superbly written; it should demonstrate a firm grasp of the state of play in criticism or scholarship within its field; its arguments should be legible in ways that extend well beyond the subject of the thesis or its field of engagement; and its claims should be intellectually rigorous and daring. A High Honors thesis is one that displays grace and a high degree of mastery over the fundamentals of academic writing as well as an impeccable bibliographical apparatus. It will advance an arguable, interesting claim; establish a clear motive to suggest why the thesis is original or worthwhile; employ a logical, coherent structure; analyze evidence insightfully, specifically, and in depth; analyze literary or cultural texts in a careful, imaginative, and persuasive manner; draw from well-chosen sources, reviewing and engaging

the relevant scholarship; demonstrate intellectual creativity; relate its conclusions to a larger context; and be written in a clear, sophisticated style.

WITHDRAWING FROM THE PROGRAM

In accordance with College policy (*Departments and programs are urged to make an interim evaluation of honors students after one term and to recommend the continuation of those students only whose work demonstrates the capacity for satisfactory (B+) work*), when a student feels they cannot complete the Honors Program, or an advisor feels unsatisfactory progress toward completion has been made, a student may withdraw or be withdrawn from the Honors Program at the completion of the Winter quarter only. In such cases ENGL 98 will be converted into an Independent Study. Final written work will be submitted to the advisor only, who will determine the grade for the Independent Study and provide feedback in the way they see fit.

There are no provisions for withdrawal at any point in the Spring quarter. A student who does not complete or turn in their thesis on time can receive no higher than a “B” average in the Honors Program. (A student who completes their thesis but receives an average of less than a “B+” receives course credit but not the designation of Honors on their transcript, per the ORC.) In the unusual case when a student who has been making satisfactory progress in the Honors Program meets with unforeseeable circumstances that prevent the completion of the thesis on time, that student’s grade for ENGL 98 (Winter) may be determined by the advisor without limitation, but their ENGL 99 (Spring) grade can be no higher than a B-.

APPENDIX 1: Application to Honors in Literary and Cultural Studies

Application to the Honors Program in Literary and Cultural Studies

The application deadline is the Friday of Week 7 in the spring term of the student's junior year. Please see the department website for the exact date.

Students will be notified of their status by the end of the spring term. If accepted into the Honors Program, you are required to register for English 97 during the add/drop period at the beginning of fall term.

Those planning to be on the London FSP but also wanting to pursue a thesis should submit this form regardless, along with a brief explanation of your plans. For AY24-25 and 25-26, exceptions to on-campus participation in ENGL 97 may be made on a case-by-case basis.

Two pointers and questions to consider before applying:

- The most successful proposals and theses tend to be those that arise out of existing coursework but go beyond any present syllabus. Have you already taken the courses available in your chosen field or subfield, so that you have a general sense of how your project would contribute to or depart from its field of inquiry?
- The most successful proposals and theses tend to be those that arise out of a strong fit between the advisor's expertise and the student's project. Is your project designed to take advantage of your advisor's primary or secondary fields of research?

Please submit your complete application to the Department Administrator and the Department Vice Chair.

Student Name: _____

Working title of Honors Thesis: _____

Overall GPA: _____

GPA in the major: _____

Please provide the name of the faculty member who has agreed to advise your project; they will be contacted to submit an endorsement:

Thesis Advisor: _____

Please prepare the following materials and attach them to this cover sheet:

- 1. Proposal Abstract:** Describe the topic, potential argument, and intended scope of your proposed thesis in two or three paragraphs, 500-800 words. What topic or primary texts do you plan to study and how do you propose to intervene in the existing critical discussion surrounding those topics or works?

Some of the most common problems include proposals that remain too broad because their authors have not yet familiarized themselves with the existing scholarship on their chosen topic. Although you certainly are not expected to know the answers to your research questions in advance, the more well-researched your proposal, the better it will serve its heuristic purposes as you explore in the months ahead.

- 2. Reading List and Schedule:** Indicate the texts you intend to read during the summer and provide a schedule for doing so. Be sure to consult your advisor to construct a plan that is both feasible and exploratory. Be sure to consult your subject librarian, Wendel Cox, with whom you can schedule an appointment [online](#), for further info on using the MLA International Bibliography and the library to find and access relevant sources. Be sure to construct a reading schedule that is doable and takes full account of your other commitments, such as summer jobs, internships, etc.

Your list should include your essential primary texts (in most cases: the novels, poetry collections, plays, films, etc. you intend to study); influential scholarly works in your chosen subfield (in most cases: the books or articles of secondary criticism, theory, philosophy, history, or historiography that have already shaped the scholarly conversation into which your thesis will enter); perhaps even archives or special collections you plan to work with.

- 3. List of courses taken / Major plan.** Please provide a list of English and Creative Writing courses you have already taken, with instructor, term, and grades received, as well as a list of those you would plan to take in Senior year in order to fulfill the requirements of the Major and the Honors Program (see below).

From the ORC: The Major in English with Honors – Literary and Cultural Studies:

English majors who have completed at least six major courses by the end of their junior year and have a grade point average (GPA) in the major of 3.5 or higher and an overall college GPA of 3.0 or higher may apply for the Honors program in literary and cultural studies. Eligible students should meet with their prospective thesis advisors and apply by submitting to the Committee on Departmental Curriculum (CDC) their record in the major along with a formal proposal of an Honors thesis in the spring term of their junior year. The Honors Program in English in literary and cultural studies consists of the successful completion of the following requirements. Students who do not meet requirements 1, 2, and 3 will not be allowed to advance to [ENGL 99](#).

- 1) Honors majors writing a thesis in literary and cultural studies must complete the Honors Seminar, [ENGL 97](#), in the fall term of their senior year.
- 2) Students must complete a Senior Seminar in English (ENGL 70 – ENGL 75) in addition to [ENGL 97](#) prior to or concurrent with enrollment in [ENGL 98](#).
- 3) The Course Group IV requirement should be satisfied before the term in which the candidate completes the Honors thesis and submits it for evaluation.
- 4) The thesis is to be completed during two terms of [ENGL 98](#) and [ENGL 99](#). For students who satisfied their senior seminar requirement before their junior year, [ENGL 97](#) or [ENGL 98](#) may count as their Culminating Experience in the major. [ENGL 99](#) constitutes a twelfth course in the major program, separate from all other requirements outlined above.

APPENDIX 2: Model Literary and Cultural Studies Thesis Proposals

Title: Black Women's Fiction in Early 20th Century Periodicals

Proposal Abstract:

During the early 20th century, *The Crisis and Opportunity: A Journal of Negro Life* served as vital platforms for Black writers to express their struggles, aspirations, and creative talents. However, amidst this vibrant literary landscape, the contributions of Black women writers often went unnoticed. This thesis aims to address this oversight by delving into the literary endeavors of Black women published in periodicals of this era. It investigates how Black women writers engaged with the editorial frameworks established by male editors such as W.E.B. Du Bois and Charles S. Johnson, conducting a textual analysis of their fiction alongside male-authored contributions. The selected texts will encompass a range of authors, from familiar figures like Jessie Fauset to lesser-known writers such as Anita Scott Coleman, in order to showcase the diversity of voices across socioeconomic backgrounds and geographical locations. Additionally, the study examines the role of visual elements, including illustrations and photographs, in shaping the narrative discourse of racial uplift prevalent at the time. Through this dual textual and visual analysis, this research seeks to illuminate how Black women's voices intersected with, challenged, or complemented the overarching goals of these publications and the agendas of the NAACP and National Urban League at large.

By contextualizing these literary works within their historical and cultural contexts, this research aims to deepen our understanding of the diverse experiences and expressions of Black womanhood during this pivotal period in American history, as the Harlem Renaissance and New Negro Movement began. Through an exploration of thematic content and formal techniques, this study will unveil the unique concerns, desires, and goals of Black women in this era. Critical questions include: How did Black women envision racial uplift and advancement? How did their perspectives differ from those of their male and/or white counterparts? What literary strategies did they employ to effectively convey their messages? How did Black women utilize and subvert prominent tropes and character types, such as the tragic mulatta and mammy? Through this inquiry, this thesis endeavors to illuminate the nuanced and multifaceted contributions of Black women writers to the early 20th-century literary landscape.

Proposed Bibliography [Note: This reading list predates the requirement to include a schedule]

- Ammons, Elizabeth. *Short Fiction by Black Women: 1900-1920*. Oxford University Press, 1991.
- Balshaw, Maria. "New Negroes, new women: The gender politics of the Harlem renaissance." *Women: A Cultural Review* 10.2 (1999): 127-138.
- Barthes, Roland. *Camera Lucida*. Vintage, 1993.
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