THE PROGRAM

The doctoral program in English at Rice University offers professional training in British and United States literary history, theory and cultural studies. Its distinguished faculty displays a wide range of contemporary methodological approaches as well as teaching traditional period courses in medieval, Renaissance, 17th-century, 18th-century and 19th-century British literature; and American, modern and contemporary literature.

Rice’s faculty members publish regularly in their fields and have won international acclaim for their work. Because Rice’s selective graduate program is quite small, students have the opportunity to work very closely with these scholars, from students’ first years of general study though their specialization and dissertation writing. Faculty mentors encourage early and vigorous participation in the wider scholarly community as well as excellence in course work, and Rice graduate students at all stages regularly present papers at national and international conferences and publish them in peer-reviewed journals. Financial support is available for these activities in the form of travel grants and funds for summer research. In addition, Rice’s unique policy of awarding full stipends without the usual teaching requirements allows students to concentrate on course work and professional development in their first three years. After achieving candidacy, students are required to teach one course of their own so that they may prepare for future careers in academia.

FACULTY

Professor Aranda holds a joint appointment in the Departments of English and Hispanic Studies. He has written articles on early U.S. criticism, 19th-century Mexican American literature, and the future of Chicano/a studies. His first book, When We Arrive: A New Literary History of Mexican America (2003), is available from the University of Arizona Press. He has also begun work on his next book, tentatively titled The Places of Modernity in Mexican American Literature, 1848–1960. Nationally, he sits on the board of Recovering the U.S. Hispanic Literary Heritage Project. He is a founding member of Chicano Leadership Rice, an organization made up of faculty and staff at Rice University interested in the advancement of Chicano and Latino issues on campus and throughout the city. He teaches courses in Chicano/a literature and 19th- and 20th-century U.S. literature.

Professor Campana is a poet and scholar with essays on Spenser, Shakespeare, Nashe and the history of poetics and sexuality in or forthcoming in PMLA, Modern Philology, Shakespeare, Prose Studies, and elsewhere. He is the author of The Book of Faces (Graywolf, 2005) with poems in Poetry, NER, MQR, Prairie Schooner, TriQuarterly, and elsewhere and the recipient of a 2007 NEA Fellowship in Creative Writing. His teaching interests include Renaissance poetry and prose, the history of poetry and poetics, medieval and Renaissance epic-romance, gender and sexuality, contemporary poetry and creative writing. He is currently completing Suffering Romance: Edmund Spencer and the Poetics of Experience, a study of pain and poetics in The Faerie Queen, and beginning a study of children, time and sexuality in the works of Shakespeare.
Jane Chance. Andrew W. Mellon Distinguished Chair in English, Ph.D. (1971) University of Illinois. Professor Chance is the author of 22 books, including The Genius Figure in Antiquity and the Middle Ages (1975); Tolkien’s Art: A ‘Mythology for England’; Woman as Hero in Old English Literature (1986); The Lord of the Rings: The Mythology of Power (1979, revised 2001); Medieval Mythography, vol. 1, From Roman North Africa to the School of Chartres, AD 433–1177 (winner of the 1994 SCMLA Book Prize), and vol. 2, From the School of Chartres to the Court at Avignon, 1177–1349 (2000); The Mythographic Chaucer: The Fabulation of Sexual Politics (1995); and The Literary Subversions of Medieval Women (2007). The Lord of the Rings: The Mythology of Power has been translated into Japanese. She has also edited, among many collections of essays, Tolkien the Medievalist (2003; twice a finalist for the Mythopoeic Prize) and Tolkien and the Invention of Myth (2004). Her most recent collections include Women Medievalists and the Academy and Tolkien’s Modern Middle Ages (both 2005). She also has edited a 15th-century poem, The Assembly of Gods (1999), and translated Christine de Pizan’s The Letter of Othera to Hector. General editor of the Library of Medieval Women (with more than 30 titles); series editor of the Greenwood Guides to Historic Events in the Medieval World (with 12 titles); general editor of the Praeger Series on the Middle Ages; and field editor of the Chaucer Encyclopedia, she also has published many articles; her essay on Heloise and Abelard won the 2005 Prize for Best Essay from the Society for Medieval Scholarship; and her article on Beowulf has been reprinted seven times. She has received NEH and Guggenheim Fellowships, fellowships at the University of Utah Humanities Center and the University of Edinburgh–Advanced Studies in the Humanities, residency at the Rockefeller Foundation Study Center at Bellagio and membership in the Institute for Advanced Study–Princeton. She has served as founding president of the Consortium for the Teaching of the Middle Ages and as vice president of the Texas Faculty Association. She also has directed an NEH Summer Seminar and an NEH Summer Institute, both for college teachers. She teaches courses on Chaucer, Middle English literature, medieval women writers, Arthurian literature, J.R.R. Tolkien, Dante, mythologies and medieval cultures.

Joseph Clarke. Assistant Professor. Ph.D. (2001) Rutgers University. Professor Clarke confesses to an unhealthy obsession with V. S. Naipaul and Edith Wharton, which has led, in part, to a series of projects related to how genres move through geo-cultural space and why certain forms of (cultural) affect enter the realms of the aesthetic. One such project, the Poetics of Freedom, explores the nature, context and importance of the “rise of the novel” in the West Indies. Another project, Writing the Plantation, looks at the structures of affect that the plantation system bequeaths to Caribbean aesthetics. He has been awarded grants by the Ford Foundation and was recently the Lynette S. Autrey Assistant Professor at Rice’s Humanities Research Center. He has published in The Journal of Caribbean Literature and is currently at work on special issues of Callaloo devoted to the legacies of the plantation, to violence in the Caribbean and to the Hacienda system in the circum-Caribbean. He has research interest in postcolonial studies, Caribbean studies, African studies, the novel, feminist and gender studies, and literary theory.

Krista Comer. Associate Professor. Ph.D. (1996) Brown University. Professor Comer is the author of Landscapes of the New West: Gender and Geography in Contemporary Women’s Writing. She has published essays on the impact of Western literature on the New Western history, regionalism and transnationalism, third-wave feminism and contemporary American youth culture. Her current works in progress include a cultural study of California women’s surfing and the genealogy of “surfing” the Web. She also is working on a project about the social effects of the New Western History. She teaches a range of courses in 20th-century American literary and cultural studies. She is past president of the Western Literature Association.


Terrence Doody. Professor. Ph.D. (1970) Cornell University. Professor Doody is the author of Confession and Community in the Novel and Among Other Things: A Description of the Novel. He has received NEH and Mellon grants as well as several prestigious teaching awards at Rice. He teaches courses in the modernist period, the novel and narrative theory, and contemporary literature, and he is working on a book on the literature of the city.

Sarah Ellenzweig. Assistant Professor. Ph.D. (2000) Rutgers University. Professor Ellenzweig has published articles on Restoration libertinism, the varieties of religious freethinking in the late 17th and early 18th centuries and class and sexual difference in Restoration poetry. Her book, The Fringes of Belief: English Literature, Ancient Heresy, and the Politics of Freethinking 1660–1760 (Stanford, 2008), examines the philosophical and political contexts of religious skepticism from Rochester to Swift. She currently is at work on a book investigating freedom and determinism in 18th-century literature. Professor Ellenzweig has received research fellowships from the American Society for 18th-Century Studies and the UCLA Center for 17th- and 18th-Century Studies. She teaches courses in the British Enlightenment and Restoration and 18th-century literature and culture.


studies. She is currently working on a book on the cultures of transnational organizing, *Fires on the Border*.

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**J. Dennis Huston.** Professor. Ph.D. (1966) Yale University. Professor Huston is the author of *Shakespeare’s Comedies of Play* and co-editor of a collection of Renaissance plays. His teaching has received national recognition: he was named the CASE 1989 Professor of the Year and has recorded video lectures on Shakespeare and detective fiction for The Teaching Company. He teaches courses in Shakespeare, performance, and Renaissance and modern drama.

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**Betty Joseph.** Associate Professor. Ph.D. (1996) University of Minnesota. Professor Joseph is the author of *Reading the East India Company, 1720–1840: Colonial Currencies of Gender*. She has published articles on the global 18th-century and postcolonial literature. Professor Joseph teaches courses on the anglophone novel, globalization, the 18th century and postcolonial theory. She is currently working on two projects: one on mercantile culture in the 18th century and another on anglophone literature in the age of globalization.

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**Colleen Lamos.** Associate Professor. Ph.D. (1988) University of Pennsylvania. Professor Lamos is the author of *Deviant Modernism: Sexual and Textual Errancy in T. S. Eliot, James Joyce, and Marcel Proust* and co-editor of *Masculinities in Joyce: Postcolonial Constructions*. She has been a visiting professor at the University of the Saarland in Saarbrücken, Germany. She has published articles on Joyce, Eliot, Bataille and queer and feminist theories. She teaches courses in British and U.S. modern literature, Irish literature, Proust, queer theory and poststructuralist literary theory. Professor Lamos is currently writing a book, “*I’m not a Lesbian, I Just Loved Thelma*”: Sexual Identifications in Modern Women’s Literature.

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**Caroline Levander.** Professor. Ph.D. (1995) Rice University. Professor Levander is the director of the Humanities Research Center. She is the author of *Cradle of Liberty: Race, the Child, and National Belonging from Thomas Jefferson to W.E.B. DuBois* (Duke University Press) and is co-editor of *Hemisphere and Nation: Cultural Imaginings* and *The American Child: A Cultural Studies Reader* (Rutgers University Press). She has published articles in *American Literature*, *American Literary History* (Oxford University Press), and other journals, and she co-edits the Imagining the Americas book series for Oxford University Press. Professor Levander teaches a wide range of courses in American literature and culture, including postnationalist American Studies, hemispheric Americas and race and liberalism.

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**Thad Logan.** Instructor. Ph.D. (1981) Rice University. Thad Logan is the author of *The Victorian Parlour: A Cultural Study*. She has published articles on narrative, domesticity, and material culture. Her current projects include Pre-Raphaelite art and literature and fin de siècle studies. She teaches courses in Victorian literature and culture.

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**Susan Lurie.** Associate Professor. Ph.D. (1989) University of California at Berkeley. Professor Lurie is the author of *Unsettled Subjects: Restoring Feminist Politics to Poststructural Critique*. She has published articles on U.S. literature and culture, film, feminist theory, photography and the politics of contemporary media and popular culture. Her current book project explores contemporary dynamics between domestic and external modes of U.S. national protection and the cultural rethinking of political community.

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**DISTINGUISHED VISITORS AND SCHOLARS**

The Department of English arranges frequent colloquia and guest lectures, including an annual colloquium fully organized by graduate students for the presentation of work by both graduate students and faculty. A distinguished keynote speaker is chosen by the students to highlight this special occasion. Graduate students also benefit from the large number of speakers that are sponsored by the Center for the Study of Cultures and its several independent research groups and yearly conferences. Recent visitors have included:

- Michael Bérubé
- Timothy Brennan
- Lawrence Buell
- Timothy Campbell
- Vincent Carretta
- Linda Charnes
- Jerome Christensen
- Bruce Clarke
- Tracy Davis
- Lee Edelman
- Frances Ferguson
- Simon Gikandi
- Susan Gillman
- Farrah Griffin
- John Guillory
- Donna Haraway
- Barbara Johnson
- Dorinne Kondo
- José Limón
- Joseph Litvak
- Ania Loomba
- Eric Lott
- Donna Maraway
- Walter Benn Michels
- Walter Mignolo
- Andrew Miller
- Dana Nelson
- Miles Orvell
- Donald Pease
- Thomas Pfau
- Judith Roof
- José David Saldivar
- Rosaura Sánchez
- Elaine Scarry
- Laurie Shannon
- Werner Sollors
- Eric Sundquist
- Katie Trumpener
- Daniel Vitkus
- David Wills
- Lois Zamora
- Michael Bérubé
- Timothy Brennan
- Lawrence Buell
- Timothy Campbell
- Vincent Carretta
- Linda Charnes
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- José Limón
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- Eric Lott
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- Walter Benn Michels
- Walter Mignolo
- Andrew Miller
- Dana Nelson
- Miles Orvell
- Donald Pease
- Thomas Pfau
- Judith Roof
- José David Saldivar
- Rosaura Sánchez
- Elaine Scarry
- Laurie Shannon
- Werner Sollors
- Eric Sundquist
- Katie Trumpener
- Daniel Vitkus
- David Wills
- Lois Zamora
She teaches courses in 20th century and contemporary U.S. literature and cultural studies; feminist, gender and sexuality studies; literary theory; and race and ethnicity studies.

Helena Michie. Professor. Ph.D. (1984) University of Pennsylvania. Professor Michie is the author of The Flesh Made Word: Female Figures and Women’s Bodies (Oxford, 1987) and Sororophobia: Differences among Women in Literature and Culture (Oxford, 1991) and co-author of Confinements: Fertility and Infertility in Contemporary United States Culture. Most recently, she has published Victorian Honeymoons: Journeys to the Conjugal (Cambridge, 2006). She has published articles on feminist theory and on Victorian literature and has been an NEH and a Guggenheim fellow. She is the co-editor, with Ronald Thomas, of the recent essay collection Nineteenth-Century Geographies: The Transformation of Space from the Victorian Age to the American Century. Professor Michie teaches courses in feminist theory, literary theory and Victorian literature and culture.

Wesley Morris. Professor. Ph.D. (1968) University of Iowa. Professor Morris is the author of Toward a New Historicism and Friday’s Footprint: Structuralism and the Articulated Text and co-author of Reading Faulkner. He has published articles on Jacques Lacan, Murray Krieger, Jacques Derrida, and contemporary literary theory. He teaches courses in modern American literature, modernism and postmodernism, Faulkner, the politics of literary theory and the history of literary theory.

Kirsten Ostherr. Associate Professor. Ph.D. (2001) Brown University. Professor Ostherr is the author of Cinematic Prophylaxis: Globalization and Contagion in the Discourse of World Health (Duke University Press, 2005). She has published articles on documentary, science fiction and independent art films. Professor Ostherr is currently working on two projects: an article that examines the critique of violence in the mass media in conjunction with the aesthetics of military visual culture, and a new book called Medical Vision: Producing the Patient through Film, Television, and Imaging Technologies, that explores how medicalized “ways of seeing” have been constructed by science and popular culture throughout the 20th century. She has several book chapter forthcoming in edited anthologies on public health, visual culture and educational film. She teaches courses on U.S. and world cinema, medicine and media, globalization, race and sexuality and cultural studies.

Robert L. Patten. Lynette S. Autrey Professor in Humanities. Ph.D. (1965) Princeton University. Professor Patten is the editor of several collections of essays on Victorian artists and writers and is the author of Charles Dickens and His Publishers and George Cruikshank’s Life, Times, and Art, which was recently chosen by the Guardian as the best biography of the decade. He has held Fulbright, Guggenheim, and NEH fellowships and serves as editor of SEL Studies in English Literature 1500–1900. He has been a fellow at the National Humanities Center and at the Center for Advanced Study in the Visual Arts at the National Gallery of Art, Washington, D.C. He currently is president of the Society for the History of Authorship, Reading and Publishing and has been a Phi Beta Kappa Couper Scholar. Professor Patten teaches courses in 19th-century British fiction and poetry, book illustration and the history of print culture.

Meredith Skura. Libbbie Shearn Moody Professor of English. Ph.D. (1971) Yale University. Professor Skura is the author of The Literary Use of the Psychoanalytic Process and Shakespeare the Actor and the Purposes of Playing and has just finished a book about the beginnings of autobiography in England: Tudor Autobiography: Listening for Inwardness. She has published articles on Shakespeare and other Renaissance writers and on psychoanalysis. She has held Guggenheim, NEH, ACLS and Folger Shakespeare Library Mellon fellowships and is past president of the Shakespeare Association of America. She teaches courses in Shakespeare, Elizabethan and Jacobean drama, the early modern period and theoretical approaches to Renaissance literature.

Edward Snow. Mary Gibbs Jones Professor for the Humanities. Ph.D. (1969) State University of New York at Buffalo. Professor Snow is the author of A Study of Vermeer and Inside Bruegel: The Play of Images in “Children’s Games” and of articles on Shakespeare, Marlowe, Velasquez and modern theories of the gaze. He has translated six volumes of Rilke’s poetry, which have won the Academy of American Poets Award (twice) and the PEN Award for Translation. He has held NEA and NEH fellowships, has been a fellow at the Center for Advanced Study in the Visual Arts and received a 1998 Award in Literature from the American Academy of Arts and Letters. He teaches courses in Renaissance and 17th-century literature, theory, literature and art, and film.

Nicole A. Waligora-Davis. Assistant Professor. Ph.D. (2001) Duke University. Professor Waligora-Davis specializes in African American and American literature and cultural criticism, critical race studies and race and gender theory. She currently is compoetting a book, Sanctuary: African Americans and the American Empire, under contract with Oxford University Press. She was an associate editor of Remembering Jim Crow (New Press, 2001), and her essays on race, citizenship, immigration and African American studies have appeared in Centennial Review, African American Review, Modern Fiction Studies, Mississippi Quarterly and the Forum for Modern Studies. Professor Waligora-Davis’ research interests include black internationalism, immigration studies, science and literature, and legal studies.

Cary Wolfe. Bruce and Elizabeth Dunlevie Professor of English. Ph.D. (1990) Duke. Professor Wolfe’s books and edited collections on American culture and critical theory include Critical Environments: Postmodern Theory and the Pragmatics of the “Outside” (Minnesota, 1998), Animal Rites: American Culture, the Discourse of Species, and Posthumanist Theory (Chicago, 2003), and Zoontologies: The Question of the Animal (Minnesota, 2003). He has been extensively involved with the Internet journal ebr: electronic book review, for which he has co-edited two issues, the latest of which is MN: Music/Sound/Noise. His interests in the relationship between systems theory, poststructuralist theory and the emergent field of animal studies are combined in his current book project, What Is Posthumanism?, forthcoming from the University of Minnesota Press, which also will publish his co-edited collection (with Branka Arsic), The Other Emerson, in 2008. Aspects of both studies inform his subsequent book project, which examines the Romanticism of Emerson and Wallace Stevens through the lens of systems theory. The essay collection, Philosophy and Animal Life, by Cora Diamond, Stanley Cavell, Ian Hacking and John McDowell, which he edited and introduced, will appear from Columbia University Press in 2008, as will a dialogue in which he participated with philosophers Paola Cavalieri, Matthew Calarco and Harlan Miller and novelist J. M. Coetzee, titled, The Death of the Animal: A Dialogue with Commentaries. In 2007, he became founding editor of the series, Posthumanities, at the University of Minnesota Press, which has published titles by Michael Serres, Donna Haraway and others.
**DEGREE REQUIREMENTS**

For general university requirements, see the *General Announcements*. As part of their training, graduate students participate in both the teaching and research activities of the department. Upon entering, students will be assigned a Program Advisory Committee (PAC), consisting of two or three faculty members. In consultation with their PAC, students will design their own individualized program, structured by the minimal requirements listed below. For more detailed information, please ask for a copy of the department’s Program Outline.

**M.A. Program.** The English Department does not have an M.A. program, but offers the M.A. degree to those Ph.D. students who have achieved candidacy and are in the process of completing their doctorates and to qualified Ph.D. students who leave the program before completing their doctorates. To receive an M.A. in course, students must:

- Satisfactorily complete at least 30 hours of graduate work in English at Rice University. Courses must be those that count toward the Ph.D. in English. These include courses numbered in the 500s and 600s in the English department, excluding 510, 601/602, 603/604; up to two approved graduate or equivalent courses taken in other departments; and up to two approved courses in the English department numbered 400 and above. Students must satisfactorily complete English 600 and distribution requirements for the Ph.D. (see below).
- Satisfactorily complete two Teaching Assistantships (English 601/602). These do not count toward the 30-hour requirement.
- Pass the Ph.D. preliminary exam, have their prospectus approved, and receive candidacy for the Ph.D.

**Ph.D. Program.** To gain admission to Ph.D. candidacy, students must satisfy the first six of the following requirements, and they must receive approval for their dissertation prospectus from the department’s Graduate Committee. To earn a Ph.D. in English, candidates also must complete the last two requirements. Students must:

- Satisfactorily complete at least 33 hours of course work plus English 510, exclusive of the thesis. Courses can include graduate courses in the English Department numbered 500 to 600, excluding 510, 601/602, 603/604; up to two approved undergraduate courses in the English department; and up to two approved courses in another department.
- Satisfactorily complete the following two required courses: English 600 (Professional Methods) and English 605 (Third-Year Writing Workshop). These count toward the 33-hour requirement.
- Satisfactorily complete the distribution requirement, which consists of two approved courses on literature before 1800 and two after 1800. These count toward the 33-hour requirement.
- Satisfactorily complete the teaching requirement by serving twice as a teaching assistant, by completing English 510/511 (Pedagogy) and by teaching English 175. English 510 does not count toward the 33-hour requirement.
- Pass a six-hour written Preliminary Examination focusing on two lists of books, one representing the full range of a literary period as defined by the student and his or her preliminary committee; the other representing a second literary period, single author, genre traced over a period of time more comprehensive than that covered by the first list or a particular theoretical or critical approach studied with reference to its own history and traditions as well as to the historical field of the first exam.
- Complete a dissertation prospectus that proposes a topic and an approach, offers a context to the topic in terms of work already done, offers an outline of chapters or sections and includes a substantial bibliography.
- Complete a dissertation that demonstrates a capacity for independent and original work of high quality.
- Pass an oral exam on the dissertation and related fields of study.

**Financial Support.** Within the limits of available funds, qualified students may receive graduate fellowships for five years. To qualify for this continuing financial aid, students must be approved for candidacy for the Ph.D. by the beginning of their ninth semester at Rice.

**RESOURCES, CENTERS, AND INSTITUTES**

The academic life of Rice graduate students is richly supported by Fondren Library and the university’s outstanding computer facilities. On weekdays during the term, Fondren Library is accessible to students 24 hours a day and is a charter member of JSTOR, an electronic archive of important journals. With nearly 2.5 million volumes, 3.2 million microforms, and more than 35,000 current periodicals, the library’s holdings also include extensive special collections, such as those in art and music, and the renowned Stockton Axson Collection of 18th-century British drama. With accommodations for almost 1,000 seated scholars, including private study carrels, the library functions as the academic heart of campus. Students have on-site and remote access to the library’s online catalog, indexes, and full-text reference sources. Laptops and Macintosh and UNIX workstations are located throughout the building.

**The Humanities Research Center** exists to promote the study of cultures across time and around the world, both as unique examples of human behavior and creativity and as interconnected phenomena that can illuminate one another. The goal of the center is to provide a forum for the comparative and interdisciplinary conversations that make visible the connections among cultures and the particularities that divide them. Since its establishment in 1987, the center has contributed substantially to the growing vitality of the humanities and the culturally oriented social sciences at Rice. Center workshops have fostered the kinds of collegiality among faculty and students and collaboration across departments and disciplines that are vital to conducting first-rate research in the humanities. The guest lectures, symposia and conferences funded by the center provide the national and international intellectual exchanges that are crucial to excellence in scholarship and teaching alike.

**TEACHING**

The graduate program’s teaching component is designed to provide thorough preparation for the development of teaching skills while allowing students to dedicate the majority of their time to classes, research and the writing of a dissertation. Students are assigned as teaching assistants for two semesters, in the third through fifth semesters of study. Following this closely supervised experience, the advanced graduate student will prepare an introductory undergraduate course to be offered during the student’s fourth year of graduate study. All students are required to take a course in pedagogy in the spring semester preceding the year in which they will teach their own section of English 175. While teaching this course, students meet regularly with a supervising member of the faculty.
CAMPUS VISIT
We encourage you to visit Rice at any time for a firsthand look at the department and the beautiful, tree-lined campus near the heart of historic Houston. If you apply and are admitted, you will be invited to visit the campus later at departmental expense. During your time here, you will not only visit with faculty, but usually you’ll be hosted by current graduate students from whom you can learn more about graduate life and lifestyles in Houston.

FINANCIAL ASSISTANCE
In recent years, all students entering the Rice graduate program in English have received fellowships and tuition waivers awarded on the basis of merit. Fellowships for the 2007–08 academic year ranged from $15,450 to $22,450 for nine months. Pending good performance in the program, awards are for five years. Graduate students in English may also receive additional funds for summer research and for travel to national and international conferences.

ADMISSION
The Graduate Committee of the Department of English admits a small number of highly qualified students each year. All of the applicant’s credentials are important, but the committee is especially interested in seeing evidence, in the quality of the writing sample, of previous training in research methods and an outstanding capacity for creative critical thinking. A strong overall G.P.A. and outstanding grades in English courses are very helpful.

HOW TO APPLY
Application materials can be obtained by writing to:

Graduate Studies Program Coordinator
Department of English—MS 30
Rice University
P.O. Box 1892
Houston, TX 77251-1892
Phone: 713-348-4840 Fax: 713-348-5991
E-mail: englgrad@rice.edu

Web site: www.english.rice.edu

In addition to a completed application form, applicants should submit the following materials:

• Transcripts from all colleges and universities attended
• Recommendations from four persons (preferably professors who are familiar with the applicant’s work in English or general literary studies)
• GRE test scores
• A writing sample of 15–25 pages, preferably on a literary topic
• An application fee of $40.00 (checks written in U.S. currency only)
• If English is the applicant’s second language, TOEFL scores

The deadline for receiving completed applications and all supporting materials is January 15. The Rice graduate program in English does not accept students seeking a terminal M.A. degree or mid-year admission.

GRADUATE STUDY IN ENGLISH

AT A GLANCE
• The Rice English program accepts only candidates for the PhD degree. An MA degree is awarded for partial completion of the doctoral program.
• Each year, the Rice Department of English receives over 100 completed applications for admission to the graduate program. Six to eight of those applicants are admitted.

FOR ADDITIONAL INFORMATION:
Department of English—MS 30
Rice University
P.O. Box 1892
Houston, TX 77251-1892
Email: englgrad@rice.edu
Website: www.english.rice.edu

Rice University homepage:
www.rice.edu
Rice University Office of Research and Graduate Studies homepage:
graduate.rice.edu
Graduate Student Association homepage:
gsa.rice.edu
City of Houston homepage:
www.houstontx.gov
Houston information from the Houston Chronicle:
www.chron.com
Houston information from the Greater Houston Partnership:
www.houston.org
Houston information from Citysearch:
houstontx.citysearch.com

ABOUT RICE AND HOUSTON
Rice is a leading American research university—small, private and highly selective—distinguished by a collaborative, interdisciplinary culture and a global perspective. Only a few miles from downtown Houston, it occupies an architecturally distinctive, 285-acre campus shaded by nearly 4,000 trees. State-of-the-art facilities and laboratories, internationally renowned centers and institutes and one of the country’s largest endowments support an ideal learning and living environment.

The university attracts a diverse group of highly talented students and faculty with outstanding graduate and professional programs in the humanities, social sciences, natural sciences, engineering, architecture, music and business. With just 2,144 graduate students and 2,960 undergraduates, it offers an unusual opportunity to forge close relationships with eminent faculty scholars and researchers and the option to tailor graduate programs to specific interests.

Houston offers all the expected educational, cultural and commercial advantages of a large urban center, and more. It’s home of the Texas Medical Center, the largest concentration of medical schools, hospitals and research facilities in the world, as well as several other universities. Rice has cooperative programs with the University of Houston, Baylor College of Medicine, the University of Texas Health Science Center and Texas Southern University. Houston is one of the few U.S. cities with resident companies in all four major performing arts—drama, ballet, opera and symphony. It also boasts a museum district featuring exhibits of national and international prominence.

As urban as it is, Houston also is a surprisingly green city. Houstonians enjoy the outdoors in more than 300 municipal parks and 120 open spaces, and many frequent the beach at Galveston Island, only a 45-minute drive away. Other short trips include Austin, the state’s capital, and historic San Antonio, both of which are a little more than three hours away.