

**University of Chicago
Department of
Linguistics**

**Graduate Student
Handbook**

Updated September 2019

Introduction

Welcome to the Department of Linguistics at the University of Chicago!

This handbook serves as a guide of important dates, milestones, and requirements for your tenure as a doctoral student at the University of Chicago. Updated versions of this document can be found on our website, linguistics.uchicago.edu.

If you have any questions, feel free to contact Maja Stina Sunleaf, the Linguistics Department Administrator, in person in Rosenwald 204 or by email at msunleaf@uchicago.edu.

Good luck in your studies!

Cheers,

The Linguistics Department

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Summary

The graduate program in linguistics leading to the PhD degree is intended to be completed in six years. The University of Chicago operates on the quarter system. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework.

In the first two years, students take eight foundational courses. Six of these eight classes must be completed during the student's first year in the program.

In addition to these foundational courses, students must also take a methods course and three additional graduate-level courses in linguistics.

A large proportion of courses offered in the Linguistics Department are advanced courses that are open to all students. The topics of these courses change from year to year, in reflection of the ongoing research interests of both faculty and graduate students, and cover areas of current interest in the field at large. Students are also free to take courses related to their research interests that are offered by other departments in the University.

In the second and third years, students continue taking courses and write two qualifying papers under faculty supervision. In addition to these major landmarks, students are required to satisfy a non-Indo-European language requirement and to pass a reading examination in an additional language other than English. In addition, they must also take the Research Seminar course (47900).

Upon completion of the qualifying papers and course and language requirements and completing a dissertation proposal by the **end of the fourth year**, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

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Course Requirements

Students must take a **total of 13 courses** prior to admission to candidacy for the Ph.D. (typically, by the end of the fourth year). These 13 courses are to be distributed as specified below, and **6 of them must be taken during the student's first year** in the program. Only courses taught by faculty count toward these course requirements.

During the **first two years** in the program, students must take **eight foundational courses** (typically, 4 in the first year, and 4 in the second year), to be chosen from the following (a graduate introduction is a 3-level course):

- Computational Linguistics (LING 38600)
- Computational Linguistics I (LING 38610)
- Computational Linguistics II (LING 38620)
- Contact Linguistics (LING 36310)
- Historical Linguistics (LING 31300)
- Language in Culture 1 (LING 31100)
- Language in Culture 2 (LING 31200)
- Language in Society (LING 36002)
- Morphology (LING 3000)
- Phonological Analysis 1 (LING 30101)
- Phonological Analysis 2 (LING 30102)
- Psycholinguistics (LING 30401)
- Semantics and Pragmatics 1 (LING 30301)
- Semantics and Pragmatics 2 (LING 30302)
- Syntax 1 (LING 30201)
- Syntax 2 (LING 30202)

In addition to the foundational courses, students must also take:

- A methods course, such as Field Methods, Experimental Methods, Computational Methods, etc. Typically, this requirement should be satisfied by a course offered by the Linguistics Department. (Approval by the DGS is required if the course is offered by another department.)
- Three other graduate-level courses in linguistics or in a related field (subject to approval by the DGS).
- Course Design and College Teaching (CTE 50000) (See section on teaching requirements.)

No classes can be used to meet two different course requirements. For instance, while a quarter of Field Methods can be used to either meet the methods or the additional graduate-level course requirement. It can't be used to meet both requirements at the same time.

The program also includes the following additional course requirements:

- In their second and third years, and in conjunction with writing their qualifying papers, students must take the Research Seminar (47900) in the Autumn and Winter quarters.
- Attendance to department colloquia is mandatory for first year students, who must register for the Linguistic Proseminar (LING 47800); grading is P/F. Attendance and grading is done by the colloquium organizer.

Although attendance at all department colloquia is mandatory only for first year students, all students are strongly encouraged to participate in the intellectual life of the department by attending colloquia, being part of department workshops and reading groups, auditing additional classes, etc. Participation in these activities is an important part of becoming a successful academic in linguistics.

Although these course requirements are relatively flexible and can be met in many different ways, students should fulfill the requirements with courses that will help them train and develop as scholars in the field, instead of seeing course requirements as something to get over with as soon as possible. In thinking about what courses to take a student should consider, for instance, what background (in terms of field and methodology) they need in order to complete their qualifying papers and their dissertation. To this end, students should work closely with advisers and the DGS in developing a course of study that best fits their academic objectives. See the section on advising below for more information on advisers.

The 8 required foundational courses are intended as courses on which to build the rest of a student's course of study. In most cases, the 3 additional class requirements will be met with advanced seminars (4 or 5-level), but the DGS can approve other classes on a case-by-case basis (for instance, an additional methods course). All advanced seminars have specific foundational courses as prerequisites. For instance, a student cannot take an advanced syntax seminar without having taking the Syntactic Analysis sequence.

No credit will be granted for courses taken outside the University of Chicago before the start of the program.

Qualifying Papers

Students must write and defend two qualifying papers, each of which deals with an area of linguistics that the department faculty can advise the students on. The two papers must be in separate areas of linguistics. In cases in which it is not clear which area a given qualifying paper belongs to, or whether the two qualifying papers that a student writes really belong to separate fields, the DGS in consultation with the faculty will make a decision at the beginning of the Autumn quarter of the year the qualifying paper is due.

Each qualifying paper is assigned two faculty members, who will act as readers. The students will be asked for their preferences as to who should be the readers for their qualifying papers. Reader assignments are decided on jointly by the DGS and Chair of the department in consultation with the faculty taking into account the topic of the paper, and the student's preferences. This decision is made in the Autumn quarter of the year the qualifying paper is due.

The qualifying paper is an extensive original research paper, which should demonstrate both the ability to conduct independent research and an appropriate assessment of the position of the research in the broader intellectual context and history of the relevant (sub)field. It is written in consultation with the two readers, and must be approved by them after an oral examination; this defense is not public. The paper is generally 35-50 pages (double-spaced) in length, and the oral exam is typically one hour, during which the faculty may ask the student about the paper itself and about the general field it is written in, and during which the student is expected to demonstrate wide knowledge of the relevant field(s) of linguistics.

The student must submit the first qualifying paper **by the last day of the sixth week of Spring quarter of the second year**. This paper is an equivalent to an MA thesis for students leaving the program after the second year or for those wishing a non-terminal MA for any other reason.

No later than two weeks after the submission of the first qualifying paper, the readers must schedule the oral exam in consultation with the student to decide on the acceptability of the paper. The readers may decide:

- To pass the paper.
- To conditionally pass the paper, specifying the revisions that have to be made in consultation with the readers.
- To fail the paper.

The readers will communicate the results to the student. A student who fails the first qualifying paper has until the end of the summer after the paper is first due to pass the paper, as explained in the Student year-end assessment section below. In the case of a conditional pass, the readers will give the student a deadline for completion of the revisions (which in no case can be after the end of the summer the paper is first due).

By the end of the sixth week of the Spring quarter of the third year, the student must submit **the second qualifying paper**, which is **subject to the same timetable and procedure as the first qualifying paper**.

Language Requirement

The program has two separate language requirements: a non-Indo-European language, and an additional language. The main objective of the language requirements is that, as linguists, all graduate students should be familiar with at least three languages: English (advanced proficiency in English is a requirement for admission into the program), a language that is typologically different from English, and at least one more language. The two language requirements must be met with two different languages.

An understanding of the structure of a **non-Indo-European language** is a requirement for the Ph.D. Native speakers of a non-Indo-European language will be considered to have fulfilled this requirement. Others can demonstrate this understanding in any of the following ways:

- Successful completion of the equivalent of one year's coursework in a non-Indo-European language.
- Successful completion of the Field Methods sequence (LING 40301 & 40302), when this course sequence uses a non-Indo-European language.
- Successful completion of one quarter of a "structure of language x" course taught by a faculty member of the Department of Linguistics or of a similar course pre-approved by the Director of Graduate Studies.
- Examination credit of at least one year's study based on a University placement exam.

Students are required to pass a reading examination in a **language other than English**. This requirement must be met with a language that would benefit the student's research interests, such as a language with a significant body of linguistic literature in a particular field (e.g. German in Historical Linguistics), or a language to use as a medium when doing fieldwork (e.g. Spanish or French for work on Basque). A student's particular choice of language must be approved by the Director of Graduate Studies. The language exam ([Academic Reading Comprehension Assessment — ARCA](#)) will be administered by the [University of Chicago Language Center](#). A student will be considered to have passed the language examination in a language approved for this category if they have received a university degree from an institution whose normal language of instruction is the language in question. (NB: Majoring in a language does not satisfy this requirement.)

For a list of the languages currently taught at the University:
<https://humanities.uchicago.edu/about/languages-uchicago>

For a list of the languages offered through the Department of Linguistics:
<https://linguistics.uchicago.edu/languages-linguistics-department>

Dissertation

Dissertation proposal and advancement to candidacy

After completing the two qualifying papers, students should identify a dissertation committee of at least three faculty members, at least two of whom must be members of the University of Chicago Department of Linguistics. The chair must be a faculty member in the Department of Linguistics.

Students must prepare a dissertation proposal of minimum 15 pages, with the exact length to be determined in consultation with the dissertation committee, plus a bibliography and a timeline for the dissertation research and writing.

Students must defend their proposal in a private dissertation proposal meeting with their committee, in which the student will be expected to demonstrate to the committee that their knowledge of the relevant phenomenon and the literature is substantive enough to provide confidence both that they can conduct independent research and that they have articulated an original research project, and in which the members of the committee will have the opportunity to jointly provide feedback on the project. After the meeting, the student will be asked to leave the room, at which point the committee will discuss the merits of the student's work and decide whether the project is ready to enter the dissertation-writing stage. The student will then be asked to enter the room, and the committee will let them know of their decision, giving them any feedback they deem appropriate. If the committee decides that the proposal needs more work, an additional dissertation proposal meeting will be scheduled later in the year.

Upon successful completion of all of the above requirements, including passing the dissertation proposal meeting with the dissertation committee, the student becomes a candidate for the Ph.D. degree, at which point the student starts working on their dissertation. This process must be completed by the end of spring quarter of the fourth year. Ideally, students will complete it by the **end of fall quarter of the fourth year**, but the exact timing should be determined by the student in consultation with the members of the dissertation committee. A student who does not complete the dissertation proposal successfully by the end of the fourth year maybe granted an extension until the end of the summer after the proposal was first due, as explained in the Student year-end assessment section below.

Dissertation

After writing the dissertation, which is to represent a significant contribution in some area of linguistic research, the final requirement for the PhD degree is the presentation and public defense of the dissertation. The dissertation committee typically has the same composition as the dissertation proposal committee, although the student and dissertation chair may jointly decide to change it at any point while working on the dissertation. It is subject to the same constraints as the dissertation proposal committee.

The defense is normally scheduled by the student in consultation with their dissertation chair, generally at a time when the entire dissertation committee feels that the dissertation is in completed or near-

completed form. The student produces an abstract of approximately 200 words, which is submitted to the Department administrator before the defense.

After the defense, the student must also send a PDF copy of the final draft of the dissertation to the Department administrator, so that it can be published on ProQuest. (If the student wishes to restrict access to a dissertation following submission, it is possible to place a temporary embargo on the document so that only the abstract is visible on ProQuest.)

For more information and general guidelines on dissertation format and submission, students may contact the Dissertation Office, located on the first floor of Regenstein Library. For guidelines specific to the Department of Linguistics, students may contact the Director of Graduate Studies.

MA Program

Master of Arts Program in the Humanities (MAPH)

The University of Chicago offers Master's level study through the [Master of Arts Program in the Humanities \(MAPH\)](#). MAPH offers a one-year program and a two-year language focused program. In both programs, students build their own curriculum with graduate-level courses in any humanities department (including Germanic Studies) and complete a thesis with their chosen University of Chicago faculty adviser. The [Two-Year Language Option](#) allows MAPH students to further master their chosen language.

Master of Arts in Linguistics

Students in the PhD program will be awarded the MA in Linguistics upon satisfaction of the following requirements:

- Successful completion of eight foundational courses.
- Successful completion of one of the two language requirements.
- Successful completion of a MA paper.

Note: The MA is **not** automatically awarded but must be explicitly requested. Students in the PhD program who wish to obtain a MA may request that a passed qualifying paper be accepted as the MA paper.

Student Year-End Assessments

At the end of every academic year, the students are sent a letter evaluating their progress during the year. The content of the letter will be based on faculty discussion of the student's performance and will be written by the Director of Graduate Studies. The intent of the assessment is to provide constructive feedback on an individual student's strengths and weaknesses, indicating areas that they can build on or need to develop during subsequent years in the PhD program. In the event that a student's performance during the year leads the faculty to conclude that the student will not succeed in the PhD program, the function of the year-end assessment letter sent by the Director of Graduate Studies will be to communicate the decision that the student cannot continue in the program and may file paperwork to receive a terminal MA if the requirements for the MA are met.

The faculty will base their assessments of first-year students on their performance in the courses they have taken. Performance in courses is also taken into account in second- and third-year assessments, but special emphasis will be placed on a student's performance in their qualifying papers. Assessments of students in their fourth year and beyond will be based on their performance in courses (should they take any during the year), and also on their dissertation-related work, including successfully completing their dissertation proposal by the end of the fourth year in the program. In assessing a student's performance during these years, the faculty will also decide whether or not to grant the student an extension to complete a missed requirement (qualifying paper or dissertation proposal) by the end of the summer. The year-end assessment letter sent by the Director of Graduate Studies will inform the student of this decision. No further extensions beyond the summer will be granted, and no extension will be granted in a given year if the student was granted an extension for a different requirement in a previous year.

Advising

Open Door Policy

The Department has an open-door policy meaning that all graduate students in the Department should feel free to talk to any professor about their research and academic concerns, not only those who are directly involved in supervising their research. Students are strongly encouraged to take advantage of this policy and to confer with a broad range of faculty members throughout their time in the program.

Academic advising

Before a dissertation proposal chair is chosen (see the sections above on the dissertation proposal and the dissertation), the default advisor for every student is the Director of Graduate Studies. The DGS should be consulted on any decisions having to do with curricular requirements. Any faculty member can be consulted by any student on what their best course of study is, including how to complete the course requirements, advice on qualifying paper topics, or anything else relating to the curriculum. However, in designing a specific course of study, students will also need more specialized advice, depending on the specific area of linguistics or the specific methodologies the student plans to use in their research. To this effect, students should seek the advice of faculty specializing in their areas of interest.

By the end of the first and second years of study, students choose an academic adviser for the upcoming year. The role of this adviser is to consult with the student about the upcoming qualifying paper, with the intent of helping to prepare the student to engage in the research in advance of the autumn quarter and beyond. This adviser may or may not be one of the QP readers.

Joint PhD Program

The University of Chicago offers several joint doctoral programs. Such options currently exist between the Department of Linguistics and the Department of Anthropology, the Department of Comparative Human Development, the Department of Psychology, the Department of Near Eastern Languages and Civilizations, the Department of Slavic Languages and Literatures, and the Department of Philosophy. Students from other departments who wish to apply for a joint PhD in Linguistics may do so only after completing six of the foundational courses.

Financial Aid

Graduate Aid Initiative

Under the University of Chicago Graduate Aid Initiative (GAI), all incoming doctoral students in the program receive a comprehensive 6-year funding package to support them in scholarly and pedagogical training and are eligible to be registered for up to 8 years.

The 6-year funding package includes:

- An academic year stipend (and teaching remuneration)
- 5 summer stipends
- Fully tuition aid
- Health insurance premium aid

Renewal of this award is contingent on satisfactory academic progress. Students are expected to reach candidacy by the start of year 6 to remain in the program. Those students who remain registered in year 7 and/or 8 receive continued financial support, which includes:

- Fully tuition aid
- Health insurance premium aid

Additional fellowships and awards are available to support language study, conference travel, and research travel.

Teaching Requirements

While some linguists with PhDs find jobs outside of academia, and some take research positions within academia that do not involve teaching, the majority of our graduate students aspire to academic jobs in Linguistics that will involve both graduate and undergraduate teaching. In order to be competitive for these jobs, students must demonstrate a high level of teaching ability and experience. Teaching is therefore a standard part of our graduate program, both in the form of Course Assistantships and stand-alone lectureships. Pedagogical training is also a component of the program.

Teaching

Students are required to teach 1 CAship in their third year in the program, 2 CAships in their fourth year, and one Graduate Lectureship in their fifth year, as laid out in the schedule below. Students must have advanced to candidacy before they're eligible to teach a Graduate Lectureship.

In some cases, students may enter the program with sufficient background in Linguistics that they will be in a position to start teaching earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 CAship in year two; 2 CAships in year three; 1 Graduate Lectureship in year four, provided the student meets the Departmental requirement that Graduate Lecturers must have advanced to candidacy before they may teach a course. Students in this alternate teaching plan must also complete the pedagogical training earlier, as laid out in the alternate schedule below. This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

Pedagogical training

Pedagogical training includes attending a minimum of 6 lectures in the **Linguistics Department Pedagogy Workshop**, to be completed by the end of the third year in the program. Approximately six lectures are offered every year.

As part of the training, students are also required to complete most of the requirements to obtain the [College Teaching Certificate](#) at the Chicago Center for Teaching, as laid out in the schedule below. These requirements include:

- Attend [Teaching@UChicago](#): a one-day orientation event, held the week before classes each fall.
- Attend one of the **Fundamentals of Teaching Workshops**, generally held during the first weeks of the fall quarter. Each consists of four 90-minute sessions in which students develop a set of core teaching tools to help them reach students and have a successful first experience.
- Enroll in **CCTE 50000: Course Design and College Teaching**.

The [College Teaching Certificate](#) is offered to graduate students who complete workshop and teaching requirements and demonstrate the ability to teach courses in the College. To register for the program, log the completion of requirements, and track your progress, you must enroll in the [CTC Canvas site](#). The CCT also offers two specialized certificates. One in partnership with the Chicago Language Center,

focuses on [second language pedagogy](#). Another, in partnership with the Writing Program, has an emphasis in [writing pedagogy](#).

Teaching and pedagogical training schedule

Year	Teaching Experience	Pedagogical Training/Mentoring
1	None	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop
2	None	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop HUMA 50000: Pedagogies of Writing (Optional; REQUIRED FOR TEACHERS IN THE CORE)
3	1 Course Assistantship	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop Teaching@UChicago Fundamentals of Teaching Workshops
4	2 Course Assistantships	<ul style="list-style-type: none"> CCTE 50000: Course Design and College Teaching
5	1 Lectureship or 2 Course Assistantships	<ul style="list-style-type: none"> Individual Teaching Consultation (Encouraged) Faculty mentor assigned
6	1 Course Assistantship or 1 Lectureship (Recommended)	<ul style="list-style-type: none"> Seminar/Workshop on Teaching Portfolios (Encouraged) 2 Hours of Inclusive Teaching Programming (Encouraged) Completion of remaining components of College Teaching Certificate

Alternate Teaching and Pedagogical Training Schedule

In some cases, students may enter the program with sufficient background in Linguistics that they will be in a position to start teaching earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 CAship in year two; 2 CAships in year three; 1 Graduate Lectureship in year four, provided the student meets the Departmental requirement that Graduate Lecturers must have advanced to candidacy before they may teach a course. This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

Year	Teaching Experience	Pedagogical Training/Mentoring
1	None	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop
2	1 Course Assistantship	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop HUMA 50000: Pedagogies of Writing (Optional; REQUIRED FOR TEACHERS IN THE CORE) Teaching@UChicago Fundamentals of Teaching Workshops
3	2 Course Assistantships	<ul style="list-style-type: none"> Linguistics Department Pedagogy Workshop

		<ul style="list-style-type: none"> • CCTE 50000: Course Design and College Teaching
4	1 Lectureship	<ul style="list-style-type: none"> • Individual Teaching Consultation (Encouraged) • Faculty mentor assigned
5	None	<ul style="list-style-type: none"> • Seminar/Workshop on Teaching Portfolios (Encouraged) • 2 Hours of Inclusive Teaching Programming (Encouraged) • Completion of remaining components of College Teaching Certificate
6	None	

Goals of Pedagogical Training

After completing their Pedagogical requirements, graduates of our program should all be able to:

- Design and teach introductory courses in the discipline
- Design and teach introductory and upper-level courses in at least two and ideally more than two of the following: syntax, semantics, phonology, morphology, historical linguistics, psycholinguistics, sociolinguistics, etc. as appropriate given the student's main area of expertise
- Design effective assignments for a range of courses
- Effectively facilitate class discussion
- Design and deliver an effective lecture
- Describe their approach to student learning and give reasons for their pedagogical choices

Graduates should all be well-versed in methods and approaches of:

- Undergraduate writing instruction
- Inclusive pedagogy

Research and Dissertation Funds

University of Chicago Internal Fellowships and Grants

The following are internal fellowships that students may apply for. Additional information is available at the Division of the Humanities' website:

- Foreign Language and Area Studies (FLAS) Fellowships: Available for Ph.D. students in their first five years who must study certain languages for their programs. In 2017-2018, the University will be accepting applications for languages in five world areas: East Europe, Latin America, Middle East, South Asia and East Asia. The FLAS program provides funding for study on campus during the academic year and on campus or elsewhere (domestic or abroad) during the summer. Students receiving a stipend/teaching remuneration combination in the fellowship year will receive, in addition to their University of Chicago fellowship, a \$3,000 stipend and student life fee coverage.

Eligibility: Graduate students who are U.S. citizens, nationals, or permanent residents.

Deadline for applications to be announced (usually February).

The following internal fellowships require nomination by the department:

- Dolores Zohrab Liebmann Fellowships: The fellowships cover the cost of tuition and will provide a stipend of \$18,000 in 2017-2018. Awards are renewable and can fund students for a maximum of three years, although fellows must request renewal funds for each subsequent year.

Eligibility: Graduate students who have outstanding undergraduate records, can demonstrate financial need, and are U.S. citizens.

The department-internal deadline for applications will be in late November or early December.

- Stuart Tave Teaching Fellowships: Each year, the College provides up to five Stuart Tave Teaching Fellowships. Each department in the Humanities Division may sponsor up to two advanced graduate students who then compete for these fellowships across the Humanities Division. Teaching Fellows will receive the standard College lectureship rate (\$5,000) for the individual undergraduate course they will teach in the College. This fellowship is for one quarter only. Graduate students must be ABD by January 31 of the academic year prior to the year in which their course is offered.

Department-internal deadline to be announced (usually January).

- Hanna Holborn Gray Fellowship: One fellowship will be awarded each year in the Humanities Division. Each department may nominate one student who is currently in the fourth year of study. Applicants do not have to be admitted to candidacy at the time of nomination; however, admission to candidacy is a requirement to start the award. To hold the award, a nominee must be admitted to candidacy by the end of Summer Quarter of the fourth year. The term of the fellowship will be for two years, pending satisfactory progress.

Department-internal deadline for applications to be announced (usually March).

- Humanities Division Dissertation Completion Fellowships: The Division of the Humanities makes available dissertation completion fellowships (commonly referred to as DYFs) to doctoral students who are sufficiently advanced in the writing of their dissertation that they will complete the dissertation in the year they hold such fellowship. Recipients of DYFs in a given academic year who do not graduate by the end of winter quarter of the following year are ineligible for further internal University funding from any source, with the single exception of conference travel reimbursement. These fellowships are typically awarded to students in their sixth year (though not exclusively; see the Division's guidelines on this for details). Students must have been admitted to candidacy before they can apply for these fellowships.

Department-internal deadline for applications to be announced (usually March).

In addition, the following internal Dissertation Research Travel Awards are available for students who have been advanced to candidacy.

Deadline for applications: Spring 2020.

- **Overseas Dissertation Research Grants (ODRG)** provide support to Humanities PhD students who will be financing dissertation research abroad through loans, personal savings, and/or other small grants. The grants are not renewable. Applications will be judged on the necessity to go abroad to do research, the quality and feasibility of the project, and financial need.
- **Humanities Travel Grant for Dissertation Research (Hum Travel)** awards support short-term, research-related travel by Humanities PhD students. The grants are not renewable. It is expected that these awards will be sufficient to defray the costs of travel for students who have a specific research goal (e.g., examination of archives, travel to collections) that can be achieved within a limited period of time. The awards are not to be used to supplement grants from other sources, excepting the ODRG.

Linguistics Department Funds

The following are funds internal to the Linguistics Department that graduate students can apply for.

Research fund in honor of Rella Cohn:

- The Department of Linguistics offers an annual fund for graduate student research, made available thanks to a generous endowment from the family of Rella I. Cohn. This fund provides financial support for a small number of graduate student research projects annually. Funds may be used to support any aspects of student research, including (but not limited to) purchase of materials or equipment, fieldwork expenses, research-related travel, and payment of conference registration fees. We will consider requests for reimbursement of past conference travel, or travel to a future conference to which the student has been accepted; we cannot consider requests for travel to conferences if the student has not yet been accepted to present at the conference.

A call for proposals is generally held in early spring quarter. The deadline for proposal submission will be in the **spring quarter**. Students interested in applying for funding from this endowment submit a proposal of up to 2 pages in length that explains the research project and its significance and provides a detailed budget and justification of expenses. The application

should also identify the name of a faculty member who can serve as a reference for the project. Proposals are evaluated by a committee of Linguistics faculty members, and awards are made based on merit and availability of funding. Students may request up to \$750 in research funds, though actual awards may be smaller.

Rella Cohn received her Ph.D. in Linguistics from the University of Chicago in 1995, with a dissertation on Yiddish names. This work, published in 2008 as *Yiddish Given Names: A Lexicon* by Scarecrow Press, provides both a linguistic history of Yiddish first names and insights into the structure and history of Yiddish more generally.

Conference Funding

The Division provides up to \$400 in reimbursement to PhD students who present their work at a conference. More information can be found on the Division website.

In addition, the Graduate Council Travel Fund provides one-time grants of \$350-600.

CLS also offers funds for conference travel. Each grad student is entitled to reimbursements of up to \$500 per academic year for conference-related expenses (travel, hotel, registration, etc.). There is no limit on the number of conferences that can make up this \$500, but left-over funds from previous years do not roll over into the new academic year. Requests for reimbursements for a given year must be made by the start of the fall quarter of the following year at the latest. Requests for reimbursements made after that will count towards the funds available for the new academic year. For more information, you can contact current CLS officers.

Important Dates

Autumn 2019	
Date	Event/Deadline
Monday, September 23, 2019	Autumn Registration Opens
Tuesday, October 1, 2019	Autumn Quarter Begins
Monday, November 18, 2019	Winter Quarter Registration Opens
Thursday-Friday, November 28-29, 2019	Thanksgiving Break
December, 2019	Dolores Zohrab Liebmann Fellowship (Dept. Deadline)
Saturday, December 14, 2019	Autumn Quarter Ends
Winter 2020	
Date	Event/Deadline
Monday, January 6, 2020	Winter Quarter Begins
Monday, January 20, 2020	Martin Luther King, Jr. Day
February, 2020	Stuart Tave Teaching Fellowships (Dept. Deadline)
February, 2020	Foreign Language and Area Studies (FLAS) Fellowship Deadline
Monday, February 24, 2020	Spring Quarter Registration Opens
Saturday, March 21, 2020	Winter Quarter Ends
Spring 2020	
Date	Event/Deadline
Monday, March 30, 2020	Spring Quarter Begins
April, 2020	Hanna Holborn Gray Fellowship (Dept. Deadline)
April, 2020	Humanities Division Dissertation Completion Fellowship
April, 2020	Rella Cohn Research Fund Proposal Submission Deadline
April, 2020	Dissertation Research Travel Awards
Monday, May 25, 2020	Memorial Day
Saturday, June 13, 2020	Spring Quarter Ends

Helpful Links:

Academic:

[Linguistics Website Homepage](http://linguistics.uchicago.edu/): <http://linguistics.uchicago.edu/>

[The Library](https://www.lib.uchicago.edu/): <https://www.lib.uchicago.edu/>

[Linguistics Subject Librarian](https://www.lib.uchicago.edu/about/directory/staff/june-p-farris/): <https://www.lib.uchicago.edu/about/directory/staff/june-p-farris/>

[The Dissertation Office](https://www.lib.uchicago.edu/research/scholar/phd/): <https://www.lib.uchicago.edu/research/scholar/phd/>

[Language Center](http://languages.uchicago.edu/): <http://languages.uchicago.edu/>

[Center for Teaching](http://teaching.uchicago.edu/): <http://teaching.uchicago.edu/>

[UChicago GRAD](https://grad.uchicago.edu/): <https://grad.uchicago.edu/>

Student Resources:

[General Student Manual of the University](http://studentmanual.uchicago.edu/): <http://studentmanual.uchicago.edu/>

[Financial Services](https://finserv.uchicago.edu/): <https://finserv.uchicago.edu/>

[Financial Aid](http://humanities.uchicago.edu/students/financial-aid): <http://humanities.uchicago.edu/students/financial-aid>

[Fellowships](https://grad.uchicago.edu/fellowships/fellowship-database): <https://grad.uchicago.edu/fellowships/fellowship-database>

[Safety and Security](http://csl.uchicago.edu/get-help/safety-security-resources): <http://csl.uchicago.edu/get-help/safety-security-resources>

[Student Health and Counseling](http://wellness.uchicago.edu/): <http://wellness.uchicago.edu/>

[Title IX \(Discrimination, Harassment, and Sexual Misconduct\)](http://provost.uchicago.edu/issues/discrimination-harassment-and-sexual-misconduct):

<http://provost.uchicago.edu/issues/discrimination-harassment-and-sexual-misconduct>

[Family Resource Center](http://grad.uchicago.edu/life-community/family-resources/family-resource-center): <http://grad.uchicago.edu/life-community/family-resources/family-resource-center>

[Campus Map](https://maps.uchicago.edu/): <https://maps.uchicago.edu/>

[UChicago GRAD](https://grad.uchicago.edu/): <https://grad.uchicago.edu/>