

THE UNIVERSITY OF CHICAGO

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# COMMITTEE ON THEATER AND PERFORMANCE STUDIES

## **Graduate Student Handbook 2023-2024**

The Student Handbook for Graduate Program in Theater & Performance Studies serves as your guide to graduate study in the program. It is intended as a supplement to the handbook from your partner department (or from the MAPH program) and to the “University Student Manual of University Policies and Regulations”  
<http://studentmanual.uchicago.edu/university>.

Many academic matters are determined by University and Divisional Policy, and students are expected to familiarize themselves with these policies and follow them accordingly. The contents of the TAPS handbook are subject to revision. If the handbook does not answer specific questions, please consult the Academic Administrator or the Director of Graduate Studies.

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## **Section 1. General Information**

Committee on Theater and Performance Studies  
University of Chicago  
Reva and David Logan Center for the Arts  
915 East 60th Street, 2nd floor  
Chicago, IL 60637

### **Chair**

Ellen MacKay, LC-219, [emackay@uchicago.edu](mailto:emackay@uchicago.edu)

### **Director of Graduate Studies**

Leah Feldman, Foster 401, [feldmanl@uchicago.edu](mailto:feldmanl@uchicago.edu)

### **Director of Creative Research**

Tina Post, Walker 418, [tinapost@uchicago.edu](mailto:tinapost@uchicago.edu)

### **Director of Undergraduate Studies**

Leslie Buxbaum, LC-225 [lbdanzig@uchicago.edu](mailto:lbdanzig@uchicago.edu)

### **Director of Dance**

Julia Rhoads, LC-219 [jrhoads1@uchicago.edu](mailto:jrhoads1@uchicago.edu)

### **Director of Performance**

Devon de Mayo, LC-224 [ddemayo@uchicago.edu](mailto:ddemayo@uchicago.edu)

### **Library Resources**

Research and Study Guide information: <http://guides.lib.uchicago.edu/theater>

### **Interim Library Contact for TAPS**

Andrea Twiss-Brooks, Director of Humanities and Area  
Studies, [atbrooks@uchicago.edu](mailto:atbrooks@uchicago.edu)

## **STAFF**

### **Vicki Walden, Academic Administrator**

[vwalden@uchicago.edu](mailto:vwalden@uchicago.edu)

Logan #216, phone 773.834.0267

Takes care of: all academic/curricular administrative concerns, including course scheduling, instructor support, enrollment, teaching appointments, document wrangling, supplemental funding applications, payment processing, and generally helping students navigate UChicago systems. You can direct any TAPS or UChicago question to me and if I can't answer it, I will know who can. I am a resource for you—don't hesitate to reach out about anything.

### **TBA, Production Manager**

Logan #226

Takes care of: Space reservations in Logan (including 501, 701, Theaters East and West) and BARS. If you need a room outside of class time, email the production manager.

**Nathan Rohrer, Costume Shop Manager**

[nrohrer@uchicago.edu](mailto:nrohrer@uchicago.edu)

Logan #032

Costume shop hours: MTRF 9:00am-6:00pm

Students are allowed to borrow costumes from our shop for course work or research. Students should email Nathan to set up a time to come by and look through costume storage (or drop by during normal shop hours) to formally check out costumes. The only requirement is to treat the garments respectfully (no altering, dyeing, gluing, or modifying the costume pieces in any way—this may seem like a no brainer but it bears repeating) and users agree to pay a replacement fee if they damage/destroy the garment. Students must return any borrowed items directly to the costume shop in person during normal open shop hours, when they will be inspected for damage.

**Jenny Pinson, Props Manager**

[jpinson@uchicago.edu](mailto:jpinson@uchicago.edu)

Logan #064

Phone: 773.834.3928

Prop Shop Hours: MTRF 11:00am-4:00pm

There are a wide variety of objects available for class use in Jenny's Room of Requirement. Students may contact her directly or instructors may submit a list of prop needs for their class that Jenny can pull together. As always, the more lead time you give her the better, especially for those classes/rehearsals that occur outside of normal shop hours.

**Sam Rausch, North Theater Manager**

[rausch@uchicago.edu](mailto:rausch@uchicago.edu)

Phone: 773.251.9788

Logan #218, FXX Theater, Reynolds Club

If you are teaching in BARS (Bartlett Gym), then Sam is your go-to person if you need a hand with access or if something isn't functioning, etc. Sam's position is currently part-time, so you can always cc Vicki on communications if you have an urgent question or need.

**Ben Caracello, Technical Director**

[benc@uchicago.edu](mailto:benc@uchicago.edu)

Logan #111G, Scene Shop

Ben knows a lot of different things about the theater technology in the building as well as the building itself. He works in the shop and makes sure things get built for shows, but if you need something traditionally theater stock-like (flats, platforms), you can ask him to see if he has it.

**Neel McNeill, Managing Director**

[nmcneill@uchicago.edu](mailto:nmcneill@uchicago.edu)

Logan #226

Neel is the point person for student production logistics and budgeting. Among her many skills and responsibilities, she can help secure rights and guide you to event marketing resources.

## **TAPS Spaces**

In the main TAPS Suite on the second floor of the Logan Center, you will find (and may access) the lecturer office/conference room as well as a copier—the passcode for which is TAPS (8277). You do not need a pin number. If you need to resupply the paper tray, there are reams on the script library shelves and in the lecturer office. This space also houses student workstations that you are welcome to use. They are configured to print to the copier. If you need to log in to one of those machines, you may do so with your CNetID. You are welcome to work or lounge in the lounge!

The main entry doors to the TAPS Suite are unlocked from 8:30am – 7pm Monday through Friday. You will need your UCID to access the suite outside of those hours. If you are having issues with access, please email Vicki Walden.

**Logan Center** – tours for incoming students occur in fall quarter

TAPS Performance Labs – 501 and 701

Theater East

Theater West

Scene Shop

Prop Shop

Costume Shop

Lighting and Sound Shops

### **Around Campus**

Bartlett Rehearsal Space (BARS)

FXK Theater

Ida Noyes Dance Rehearsal Space

### **Logan Media Center** (aka The Cage)

Located on the basement level of the Logan Center, LMC has all manner of tech equipment available—cables, adapters, cameras, laptops, etc. You will need your UCID for them to scan for checkout. Depending on the nature of the equipment you are hoping to use, you may need to complete a training/orientation session before getting access.

### **Faculty/Staff Mail**

TAPS mailboxes are located by the elevators on the second floor of the Logan Center, and house mail for the Chair, DGS, DUS, TAPS Visiting Faculty, and staff. Most other TAPS faculty mailboxes are located in the departments in which they have their primary appointments.

## **Administration, Division of the Humanities**

Dean – **Deborah Nelson**

Walker 773.702.8512

[dnelson@uchicago.edu](mailto:dnelson@uchicago.edu)

Dean of Students / Associate Dean - **Shea Wolfe**

Walker 213A 773.834.4241

swolfe1@uchicago.edu

Associate Dean of Students, Student Affairs - **Joyce Kuechler**

Walker 111A 773-702-8498

jkuechler@uchicago.edu

## University Offices and General Resources

Registrar <http://registrar.uchicago.edu/>

Bursar <http://bursar.uchicago.edu/>

Graduate Financial Aid <https://financialaid.uchicago.edu/graduate>

Office of International Affairs <https://internationalaffairs.uchicago.edu/>

Humanities Division <https://humanities.uchicago.edu/>

UChicagoGRAD & PATHS <http://grad.uchicago.edu/>

Chicago Center for Teaching <https://teaching.uchicago.edu/>

Ratner Athletics Center <http://athletics.uchicago.edu/facilities/ratner/index>

University Bookstore <http://uchicago.bncollege.com/>

Logan Center for the Arts <https://arts.uchicago.edu/explore/reva-and-david-logan-center-arts>

The Seminary Co-Op <https://www.semcoop.com/>

57th Street Books <https://57th.semcoop.com/>

Library Services <https://www.lib.uchicago.edu/>

Special Collections <https://www.lib.uchicago.edu/scrc/>

IT Services <http://its.uchicago.edu/support/>

UChicago Transit Information <https://uchicago.transloc.com/>

Information about schedules and tickets for bus service in Hyde Park and South Shore is posted on bulletin boards throughout campus and available on the web at <http://safety-security.uchicago.edu/transportation/>. Your UCID gives you free access to UChicago shuttles and certain CTA buses.

UChicago Marketplace <https://marketplace.chicagomaroon.com>

Dissertation Office <https://www.lib.uchicago.edu/research/scholar/phd/>

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## Student Wellness

### Medical Care

Student Wellness Center

840 East 59th Street

773-834-WELL

M-F: 8 a.m.–5 p.m. If possible, please call before walking in.

### Mental Health

Student Wellness Center

840 East 59th Street

773-834-WELL

M-F: 8:30 a.m.–5 p.m. If possible, please call before walking in.

Meet with a therapist by dropping into one of our informal and confidential [Let's Talk](#) sessions.

**Student Insurance** - Student Wellness Center  
840 East 59th Street  
773-834-4543  
M-F: 8 a.m.-4:30 p.m.

## **After Hours & Emergency** - [Get Help Now](#)

### **Urgent Medical Care**

Nurse Line: 773-834-WELL  
Emergency: 911

For those on campus, University of Chicago Medicine's Emergency Department is located at 5656 South Maryland Avenue - 773.702.6250

Students who go to the Emergency Department should bring their insurance card and their student ID. Emergency Department costs are not covered by UChicago Student Wellness or other University programs; services will be charged to you and your personal insurance.

### **Urgent Mental Health Care** - 24/7 Mental Health Support

Students may call 773.702.3625 to reach the Therapist-on-Call, who is available 24/7 to discuss students' concerns and determine next steps for support.

Students also have access to [TimelyCare's](#) 24/7 on-demand service, TalkNow. TalkNow and the Therapist-on-Call provide similar services, although TalkNow offers both video and phone capability. If you are in a crisis and haven't downloaded the TalkNow app, we encourage you to call the Therapist-on-Call at 773.702.3625.

### **During UChicago Student Wellness Office Hours**

If you feel the need to meet with someone urgently during counseling and psychiatry office hours (Monday-Friday, 8:30 a.m.-5 p.m.), call 773.834.WELL and ask to speak with the urgent care counselor.

You will be connected with the on-call UChicago Student Wellness staff therapist. The therapist will ask about your concerns and will suggest the most appropriate services.

If you declare that you are experiencing a psychological emergency, you will complete paperwork and meet with an urgent care therapist as quickly as possible. The urgent care therapist will take time to clarify and address your emergency concerns. Following the meeting, you may be assigned to a UChicago Student Wellness clinical staff member, referred to a private therapist or clinic, or scheduled for a more extended intake evaluation as soon as possible.

## **Contact Information for on campus resources:**

### **Confidential Support**

Sexual Assault Dean-on-Call 773.834.HELP  
Student Counseling Services 773.702.9800  
Student Health Services 773.702.4156  
Members of the Clergy

### **Title IX**

Title IX Coordinator, **Bridget Collier**  
([bcollier@uchicago.edu](mailto:bcollier@uchicago.edu)) 773.702.5671  
Deputy Title IX Coordinator for Students, **Rena DeSautel**  
([desautel@uchicago.edu](mailto:desautel@uchicago.edu)) 773.702.0438

### **Other Resources**

[Student Disability Services](#) 773.702.6000  
[Health Promotion and Wellness](#) 773.834.9355  
[Equal Opportunity Programs](#) 773.834.6367  
[Campus and Student Life](#) 773.702.5243  
[Center for Identity and Inclusion](#) 773.702.5710  
[Spiritual Life](#) 773.834.1885  
Safety Escorts 773.702.8181

For reporting a bias incident, contact the Bias Education and Support Team (BEST) at  
<https://csl.uchicago.edu/get-help/bias-education-support-team-best>

Access the form to report harassment, discrimination or sexual misconduct [here](#).

## **University Policy on Harassment, Discrimination, and Sexual Misconduct**

## **Section 2. MA Program Overview and Requirements**

### **TAPS Option in the MA Program in the Humanities (MAPH)**

The Committee on Theater and Performance Studies offers both a Masters program and a separate PhD program. The MA degree is available as a program option through the MA Program in the Humanities, and is described in the following two pages. Information follows about the PhD program, offered jointly with a range of partner departments at the University.

The TAPS program option in the Master of Arts Program in the Humanities (MAPH) is ideally suited to students who seek an intensive immersion in the field of theater and performance studies and/or who seek to extend their training in the theory and practice of theater and performance studies at the graduate level. It is designed to take advantage of the vitality and rigor of the **MAPH program**, while capitalizing on the university's faculty strengths in theater and performance studies and the culture



of collaboration between the TAPS program and Chicago's professional theater and performance communities.

The TAPS option seeks to animate the intersection of theory and practice in the arts. The program asks its students to develop facility in at least one component of theater or performance practice (e.g., directing, writing, devising, acting, choreography, production design, dramaturgy, etc.) while gaining fluency in the critical analysis of that practice and in the field generally.

### **MAPH TAPS Course Requirements**

MAPH students choosing the TAPS program option must complete the following courses:

- The MAPH core course
- One course designated to fulfill either the theory or history core requirement in TAPS (see the TAPS DGS or MAPH liaison for a list of these courses)
- Three elective courses in theater and performance studies, of which one or two—depending on the student's professional ambitions—will have a significant practice-based component (e.g., TAPS courses such as advanced acting, directing, dramaturgy, choreography or design; courses in Visual Arts such as video, experimental animation, writing for performance; or similar courses in Music and Creative Writing)

Students in the TAPS option are expected to participate in the TAPS graduate workshop. See Section 3B for more information.

### **MA Thesis Requirements**

Students choosing the TAPS option must also complete an MA thesis in theater and performance studies under the supervision of a TAPS faculty member. Depending on a student's focus, the thesis may combine performance work with critical analysis. The final topic and form of the thesis project will be determined in consultation with the thesis advisor and the Director of Graduate Studies in TAPS.

## **Section 3. PhD Program Overview and Requirements**

The joint PhD program in TAPS at the University of Chicago is designed to be dialogical, experimental, and highly individualized. Students develop a program of study within the TAPS graduate program that reflects their particular training and interests, and complement their training with a joint doctorate in a cooperating field: Art History, Cinema and Media Studies, Classics, Comparative Literature, East Asian Languages and Civilizations, English Language and Literature, Germanic Studies, Music, or Romance Languages and Literatures. They extend their experience through the development of performance work, and many engage with nationally and internationally renowned artists. Students graduate with a joint PhD in TAPS and an aligned discipline, attesting to multiple capacities and preparing them for professional possibilities within and beyond the academy.

The program consists of four main components: course work, the preparation of oral field examinations, a joint PhD dissertation, and teaching. Compared to single degree programs, we expect the joint degree to involve up to an additional year of coursework.

Students in the joint degree program adhere to the Language Requirement(s) of their partner department. There is no separate language requirement for TAPS.

Graduate students already enrolled in PhD programs in partnering departments at the University of Chicago who wish to pursue a joint degree in TAPS should first consult with the TAPS DGS and the Divisional Dean(s) of Students, and then complete the Application to Affiliate with TAPS form as well as the divisional process.

### **Advising**

You must have at least one [TAPS faculty member](#) on your orals exam committee and your dissertation committee.

### **DGS Meetings**

Students typically meet with the Director of Graduate Studies in the autumn quarter and again in the spring for the yearly review. You may always request additional meetings as needed.

### **Spring review**

In April, the academic administrator will send requests for you to update your Student Progress Checklist in preparation for your spring review. The graduate program committee will also solicit comments from your advisor(s) and other faculty with whom you have worked during the academic year, for use in determining your progress through the program. After the committee meets in May, you will meet with the DGS to go over the committee's findings and you will receive a memo detailing your progress and goals for the upcoming year.

## **PhD Degree Requirements**

### Section Summary

- A. Coursework
- B. Workshop Participation
- C. Oral Examination
- D. Teaching (See section 4)
- E. Qualifying Portfolio
- F. Professionalization
- G. Dissertation

### **A. Coursework**

Students take a total of 12 courses toward the TAPS degree, typically by the end of the third year. Those who have completed relevant graduate coursework prior to matriculation can petition the DGS to count up to three of those courses as electives (or in rare cases, as core classes) toward the TAPS degree. The coursework in TAPS will include:

- Two core classes designed to provide a rigorous introduction to advanced study in the discipline: One graduate course in **performance theory** and one in **performance practice as research (typically TAPS 49700)**.
- At least **three seminars within the partner department**, to be determined in consultation with the TAPS DGS. These may be but need not be cross-listed in TAPS. Please consult with the DGS if the partnering department is unlikely to offer three relevant graduate courses during your coursework years.
- The **September Lab in Performance as Research (SLIPAR)**: This required practicum is typically taken after Performance Practice as Research and before the beginning of year 3, but the timing may vary for students in some degree pairings. If this 3-week course is taken for credit, it may count as one of the 12 courses toward the TAPS degree. It may also be taken as a non-degree course. Students may be allowed to participate in SLIPAR more than once, but will only be allowed to take it for credit toward the TAPS degree once.
- **Six elective courses**, of which up to 3 can be courses in neither TAPS nor the partner department.

## **B. Participation in TAPS Graduate Workshop**

All TAPS graduate students are expected to consistently engage with the workshop, either as attendees, presenters/respondents or coordinators. The workshop typically meets from 4:30-6:00pm on alternating Tuesdays or Wednesdays throughout the academic year. Access the current schedule on the [workshop website](#).

The [TAPS Graduate Workshop](#) brings together faculty and graduate students from across the university whose research involves theater and/or performance. The workshop provides a forum for work in theater and performance studies that spans a variety of disciplines across the Humanities and Social Sciences, including anthropology, cinema and media studies, East Asian languages and cultures, English, Germanic studies, history, music, romance languages and literatures, and Slavic languages. In addition, the workshop seeks to nurture productive reflection on the longstanding divide between the theories and practices of performance. In any given quarter, the workshop serves as a forum for graduate student dissertation chapters in progress, artists who are presenting work in progress, and professors from UChicago and beyond presenting current research.

TAPS Workshop coordinators for AY23-24 are:

**Jamie Lee** (jamienlee92@uchicago.edu)

**Jennifer Williams** (jhw26@uchicago.edu)

## **Internship in TAPS (optional)**

The program recommends, depending on one's career's trajectory, that students complete one internship in theater or performance practice with a professional theater, dance, or performance company, either in Chicago or with national or international partners. We invite students to check in with the TAPS Academic Administration for information on possible internship opportunities and funding.

[Internship Proposal Form](#)

[Internship Report Form](#)

### **C. Qualifying Oral Examination**

The qualifying oral exam provides an opportunity for the student to look back and lend coherence to their coursework and also to look forward to the dissertation proposal and to the longer-term project of developing a profile as a scholar, artist, or scholar-artist.

The makeup and timing of the qualifying exam will vary by partner department; please cross-reference the expectations for particular degree pairings. In any case, the TAPS exam should be prepared and administered in consultation with at least one faculty member in TAPS and a second faculty advisor from the partner department.

Ideally preparation should begin in the spring of the third year or earlier, and the exam should be completed no later than the beginning of Autumn quarter in year 4. Oral exams are typically not held during summer quarter. Note that some of our partner departments, including Music, may expect students to complete the proposal on an earlier schedule. Typically, a student must have completed all required coursework (with no outstanding grades or incompletes) and any foreign language requirements before taking the TAPS oral examination.

Where there is disciplinary overlap between the two programs, relevant examinations may be counted jointly toward both programs' requirements, with approval of the Directors of Graduate Studies in both programs. In general, we expect TAPS students, including those whose partner departments have written exams only, to complete an oral exam based on a list of at least 20-30 items relevant to their TAPS research before a joint exam committee.

The exam has two chief aims:

1. To give students knowledge of material that will prepare them for teaching.
2. To focus their knowledge and the questions they ask moving toward the Dissertation Proposal.

With these objectives in mind, examiners will look for:

- A capacity for careful analysis
- The ability to make connections and distinctions between items and across the disciplinary fields in which the student is working
- The ability to present critical ideas orally
- Historical knowledge in the chosen area(s)
- An awareness of basic critical problems in the area and of different critical modes by which such problems are pursued

- An ability to account for the interplay between their performance practice and concepts covered in the exam

### **Guidelines for a separate TAPS exam**

If (and only if) the TAPS oral exam is conducted separately from the partner department exams, the format and procedures will be as follows. If the oral exam is conducted as a hybrid with the partner department exam, please refer to the guidelines for that degree pairing.

### **The TAPS orals committee**

The examining committee comprises two faculty members (at least one appointed in TAPS and one appointed in the partner department) plus an additional faculty member assigned by the department who will serve as Moderator of the examining committee. One or both primary examiners may be cross appointed in both TAPS and the partner program. Orals examiners may be different from the dissertation directors the student expects to work with, though there is often overlap. Students may invite other advisors or mentors from their partner department to the exam if they wish, but they will not typically ask questions.

### **The TAPS list**

The TAPS list will serve different purposes for different students, but typically the list will do one or both of the following: establish competency in a field or area in TAPS the student is likely to work and teach in (black performance studies, early modern drama, performance theory, etc.), and/or explore a topic central to the student's work in TAPS.

If the student is preparing a TAPS oral exam separate from their partner department qualifying and/or oral exams, the TAPS list should have 20-30 items, most of which will not appear on exam lists in the home department. The question of what constitutes "an item" should be worked out in consultation with the student's faculty examiners. As a general guideline, an item might be one or more plays, one or more performances, a book of criticism or theory, a cluster of theoretical or critical articles on one topic, a novel, a cluster or book of lyric poems, or a similar amount of material from a different artistic or literary genre.

In choosing the works that will constitute the orals lists, students should:

- Consult sample lists available from the program
- Discuss with prospective faculty examiners and a range of faculty
- Consider developing lists that will meet their interests and professional needs
- Bear in mind that the configuration of a list should reflect a thoughtful engagement with both the way the profession organizes fields of knowledge and with other ways of constituting lines of inquiry

### **Scheduling a TAPS-only exam**

1. All third-year students should meet with the DGS for approval of the general topics of their lists and to discuss potential examiners. (Students in some programs may begin these discussions at the end of their second year.)
2. The quarter before the one in which a student wishes to take the exam: Students should coordinate an examination date with their orals committee members and notify the TAPS program administrator of that date. Students taking separate exams in the partner department should discuss with the DGS how best to time the exams in relation to each other.
3. Four weeks before the proposed exam date: a final version of the list must be approved by the committee members on the orals fields exam approval form. The student should then submit the form, electronic copies of the TAPS list and, for reference, any partner department list(s) already prepared and/or completed to the Program Administrator, who will forward them to the DGS for final approval. The DGS will confirm that the student has completed all coursework and requirements (with no incompletes remaining) before signing the form.
4. At least two weeks before the examination: The program will assign to the examining committee an additional faculty member, who will serve as Moderator of the examination. Students are welcome to contact that faculty member and, if possible, to arrange a meeting in advance of the exam.
5. Note: Examiners do not send students questions in advance, but students are welcome, if they wish, to share with examiners one week before the exam a list of questions they could imagine being asked in the area(s) their list covers.

### **Format of a TAPS-only exam**

The faculty committee administers and evaluates the student's exam. Examiners can join the conversation between the candidate and any other examiner if it is appropriate.

The exam itself is 1 hour long, often divided as follows: 15 minutes of questions from one examiner, 15 minutes of questions by the second examiner, 10 minutes of questions by the moderator, and 20 minutes of open conversation. Should the examiners agree unanimously to have the entire exam period be an unstructured conversation, they are welcome to do so.

After the 1-hour exam and a brief recess for the examiners to confer, the student will return for a concluding discussion with the examiners for up to 20 minutes. The total time for the exam and discussion will thus be around an hour and 30 minutes.

### **After the exam**

The Chair of the exam fills out the Oral Field Examination Report and forwards it to the Academic Administrator in Logan Center 216 or by email to [vwalden@uchicago.edu](mailto:vwalden@uchicago.edu)

If a student's performance on the exam is judged unsatisfactory, they must retake the exam in the presence of the full committee (the same committee, with appropriate substitutions for any examiners who may be unavailable).

#### **D. Teaching in TAPS**

Students will be expected to complete two quarters of TAPS-related teaching, one of which is typically a teaching assistantship or instructorship in the partner department, and one of which is assigned by the TAPS program. For more information, please refer to the TAPS Pedagogical Training Plan, reproduced below as Section 4: Teaching in the TAPS PhD Program.

#### **E. Dissertation Proposal and Qualifying Portfolio**

The qualifying portfolio offers a snapshot of the student's independent work in the TAPS program in the first 3-4 years. In most cases, we expect that assembling it will involve collecting material already completed rather than undertaking a substantial new project. The portfolio will typically be completed and the proposal submitted one quarter after the PhD exam (not counting the summer). Students should aim to complete the portfolio by the end of year 4, and in any case no later than the end of the fifth year.

The portfolio will include, as separate PDF files in a shared folder:

- A joint dissertation proposal prepared in consultation with a committee comprising faculty from both programs, typically following the proposal writing conventions of the partner department. The exact structure and length of a student's proposal will be determined in consultation with both Directors of Graduate Studies. In any case, the proposal should include three components: (1) the scholarly and artistic stakes of the project; (2) the methodologies to be employed; and (3) a detailed outline of the planned chapters and, if appropriate, the planned creative work.
- An annotated portfolio of creative work to date, including written work and documentation from projects in the Performance Practice as Research class and SLIPAR
- A TAPS-relevant article-length paper, of 6000-10,000 words, that can be submitted for publication. This could be a paper prepared in a partner department's article-writing or advanced writing workshop. If the partner department has no such proseminar, students will work with a TAPS faculty advisor to revise a piece of writing, typically from their coursework, for publication.
- Copies of the qualifying and oral exam lists for the partner field & for TAPS
- Evidence of completion of the partner department's language requirement(s)
- Evidence of regular participation in the TAPS workshop

Students will need to submit their portfolio for approval before advancing to candidacy.

## F. Professionalization

TAPS aims to equip students to pursue a range of careers within and beyond the academy. To that end, as a supplement to the formal and informal mentorship offered by faculty, we ask that all students submit to the Academic Administrator, typically one quarter after advancing to candidacy, a draft of a TAPS-oriented teaching portfolio together with an articulation of their professional aspirations. We encourage students to contact the program for samples of these materials.

## G. Dissertation

Students complete a single dissertation which has committee members from both programs and meets all requirements of each program. The dissertation will be defended in accordance with standard processes, typically at a joint dissertation defense before members from both programs. The timeline for finishing can vary and should be discussed with one's committee, but in general TAPS encourages students to complete the dissertation by the end of the sixth year.

## Section 4. Teaching in the TAPS PhD Program

What follows is the current Theater & Performance Studies Pedagogical Training Plan (PTP).

The pedagogical needs and expectations of students in the TAPS joint program vary considerably depending on their career trajectories and on the teaching required in their partner department. In some cases, the expectations for a given joint degree pairing may differ from the overview below. We encourage students to consult with their partner department DGS and handbook to clarify Pedagogical Training Plan (PTP) expectations for joint students in that program.

### General expectations for joint TAPS students and their programs:

- In order to develop teaching expertise in two fields, TAPS students should expect to teach one additional course over their graduate career compared to their peers in their partner department. In some cases, assuming disciplinary and methodological overlap and with approval of the TAPS DGS, students may be able to satisfy the TAPS Pedagogical Training Plan (PTP) completely using their teaching assignments for the partner department's PTP. In any case, the minimum number of teaching assignments required for TAPS is the minimum required by the partner department. The maximum teaching allowed by TAPS, in exceptional circumstances and assuming the student agrees to take on additional teaching, is two courses in addition to that required by the partner department's PTP.
- **One** of the two courses counted toward the TAPS PTP will be a relevant Graduate Student - TA or Graduate Student - Lecturer for a TAPS-related course in the partner department.
- The other course will typically be a course **assigned by the TAPS program**. Depending on the student's career trajectory and prior teaching experience,



the TAPS-hosted teaching experience could be as a Graduate Student TA (formerly known as course assistant), as a preceptor, or as a Graduate Student Lecturer either in the TAPS core (during the academic year or the summer term), or a free-standing course.

- NOTE: See the section below about coordination between programs. Partner programs should expect that TAPS will assign one of the student's courses. In practice, this means that once during each joint student's time at the university, TAPS will notify the partner department by Feb 15 of a teaching assignment scheduled for the following year that the partner department will need to schedule around. The partner department may choose—before finalizing their teaching assignments—to offer the student the opportunity to teach during the same year, and perhaps even the same quarter provided the teaching opportunities do not cause the student to exceed the 20 hour/week limit set by the Student Employment policy. The student can, in this case, turn down a partner-department course scheduled during the same quarter(s) as the TAPS teaching assignment.
- TAPS students should have the opportunity before they graduate to teach a free-standing course of their own design as a Graduate Student Lecturer, often but not necessarily cross-listed with the partner department. If a student's free-standing course is cross-listed in the partner department and TAPS, students can petition the TAPS DGS to count the course toward both PTPs. If such a petition is approved, the student will be required to have a TAPS-assigned mentor to consult with before and during the course.

### **Coordinating Joint Teaching plans – 2nd year planning meeting**

TAPS and partner departments should expect to coordinate to meet the pedagogical needs of joint students. To that end, TAPS hosts a pedagogical goals meeting, typically during the Autumn quarter of each joint student's second year. At that meeting, both DGSs and the student will discuss the student's professional and intellectual goals and will make note of aspirations and constraints to keep in mind. DGSs will pass along the student's hopes and any constraints to the person or people responsible for assigning their program's teaching. These meetings will provide a starting point for the student's pedagogical goals, with the understanding that student interest and needs will often shift over time.

TAPS does our best to notify our partner departments each year of upcoming courses hosted by TAPS that will be cross-listed with that department so departments can include them among the courses students may apply to teach. We encourage partner departments to check in with the TAPS DGS and/or the TAPS curriculum committee as they're making teaching decisions. In any case, we ask partner departments to add language like the following to the annual teaching application forms their students complete: "Are you in a joint program? If so, please describe which PTP expectations you have already fulfilled in your partner program, and which you still need to fulfill. If your partner program has

already assigned you teaching for next year, please list the quarter(s) and details here.”

### **Additional Training**

TAPS aims to equip students to pursue a range of careers within and beyond the academy. The required Performance Practice as Research core course includes discussion about performance pedagogy, and both the Director of Creative Research and the Director of Graduate Studies are available to counsel students about pedagogy. We also encourage joint students to take advantage of the pedagogical training available via the Center for Teaching. We encourage students to complete their Center’s College Teaching Certificate (CTC), and to consider the CTC with an emphasis on Writing Pedagogy if they are interested in positions at teaching-intensive institutions.

Beyond these resources, students are encouraged to pursue—and should expect reasonable logistical support of TAPS faculty and staff in pursuing—pedagogical training experiences oriented toward teaching within a performance department. Students should aim to complete **at least two** such experiences during their graduate career. The experiences they complete will depend on the student’s needs and professional goals, but may include observing one or more course meetings, meeting with or collaborating with TAPS faculty (including potentially having a TAPS teaching mentor while serving as a Graduate Student TA for a relevant partner department course), meeting with professional staff or visiting artists, assisting with running the September Lab in Performance as Research (SLIPAR), attending technical training sessions, and/or volunteering on production teams.

To aid students in articulating their teaching approaches and goals, we ask that all students submit, typically one quarter after advancing to candidacy, a draft of a TAPS-oriented teaching portfolio and a draft of a professional futures plan.

Students who have successfully completed their coursework and teaching requirements are invited to apply for [Humanities Division Teaching Fellowships](#).

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## **Section 5. Summaries of Each Program Pairing (under construction)**

In the section that follows, we have done our best to indicate the expectations for each degree pairing. But please double check the information in this section with the DGSs in both programs. TAPS does not always know when degree requirements in our partner programs have changed.

### **A. Art History and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

**Oral Qualifying Exam.** Students generally follow the guidelines for the qualifying exam as outlined in the Art History Student Handbook. The third list in Art History should be relevant to TAPS and undertaken with a TAPS faculty member. Students in Art History also complete an oral examination for the entire exam committee, ideally within one week of having completed the written Art History exam.

The Art History **Qualifying Paper** should typically be used as the article-length work shared in the TAPS qualifying portfolio.

## **B. Cinema & Media Studies and TAPS**

Formal summary under construction. We have not yet had students in this pairing. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

## **C. Classics and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

## **D. Comparative Literature and TAPS**

### Coursework

In consultation with the DGSs in both programs, students in the joint degree take **16 courses** for credit in the first two years, and complete a qualifying paper with faculty in Comparative Literature. Students entering with an MA can, with approval from the DGSs, transfer course credits on a case-by-case basis as relevant to the student's joint degree, up to a maximum of 6 course credits. Students should approve their course selections with the DGSs of both programs.

Coursework includes the following required courses:

- The two-course sequence of CMLT 501 and 502, in fall and winter quarter of the first year.
- Two core courses in TAPS: Performance Practice as Research and Performance Theory
- The TAPS September Lab in Performance as Research (SLIPAR), typically taken in summer before the third year (Can be taken for a course credit or as a noncredit course)

### Language Requirement

TAPS-CMLT students must complete the CMLT language requirement as described in the departmental handbook

### Qualifying Exams

TAPS-CMLT students will take their qualifying exams as described in the CMLT

departmental handbook. The only condition is that one of the student's three examination lists must be relevant to TAPS and be done in consultation with a TAPS faculty member. This faculty member should also serve on the student's exam committee.

#### Proposal and Dissertation

TAPS-CMLT students will complete their dissertation proposal according to departmental guidelines spelled out in the CMLT handbook. One of the student's committee members must be a TAPS faculty member. The dissertation will be a joint project overseen by faculty from both CMLT and TAPS.

#### Pedagogical Training Requirements

Students should consult the CMLT and TAPS pedagogical training plans and work with their primary adviser and/or DGS to draw up a suitable plan. CMLT expects joint students to fulfill two Graduate Student – TA roles (in 4, or sometimes 3), typically one with CL faculty one with TAPS faculty) and one Graduate Student - Lecturer (usually in year 5 or 6). It is generally expected that the student's standalone course will combine their interests in TAPS and CL, but if a student chooses to teach separate standalone courses in each discipline, they may petition to do so. In any case, the maximum number of teaching experiences at UofC will be four. We also encourage, but do not require, students to complete courses and workshops in pedagogical training. Students who wish to teach in the TAPS core (whether as instructor or writing intern) should consult with the TAPS DGS.

#### Additional TAPS requirements

(1) A qualifying portfolio in TAPS. The qualifying portfolio offers a snapshot of the student's independent work in the TAPS program before candidacy. In most cases, we expect that assembling it will involve collecting material already completed rather than undertaking a substantial new project. (see TAPS degree requirements for details).

(2) Regular participation in the TAPS graduate workshop.

(3) RECOMMENDED: Completion of at least one internship in theater or performance practice if relevant to a student's career trajectory.

### **E. East Asian Languages & Civilizations and TAPS**

#### **EALC and TAPS Joint Degree Requirements**

##### Coursework:

In the first two years of study, joint degree students in EALC and TAPS are required to take **18 courses** for credit toward the EALC degree. No more than 2 courses can be taken for an "R" or "P" grade. This includes the following required courses:

- At least 3 EALC courses focused on the student's primary area of specialization
- 2 East Asian courses focused on a geographical area other than the primary area of specialization
- A Directed Translation

- Language courses taken to fulfill the language requirement.

For the TAPS requirements, a student must take a total of **12 courses** for credit, including the following required courses:

- Two core courses in TAPS (in practice as research and performance theory); both of which can typically be counted toward your EALC total
- At least three TAPS-related seminars within EALC.
- The TAPS September Lab in Performance as Research (SLIPAR)

As long as you adhere to the coursework requirements of each program, there is no limit to the number of courses that can overlap, counting toward both TAPS and EALC totals. ***All TAPS required courses can count toward your EALC total of 18.***

#### Language Requirement

TAPS-EALC students must complete the EALC language requirement as described in the departmental handbook.

#### Qualifying Exams

TAPS-EALC students will take their qualifying exams as described in the departmental handbook. The only condition is that one of the student's three examination lists must be relevant to TAPS and be done in consultation with a TAPS faculty member. This faculty member should also serve on the student's exam committee.

#### Proposal and Dissertation

TAPS-EALC students will complete their dissertation proposal according to departmental guidelines spelled out in the handbook. One of the student's committee members must be a TAPS faculty member. The dissertation will be a joint project overseen by faculty from both EALC and TAPS.

#### Pedagogical Training Requirements

Students should consult the department's pedagogical training plan and work with their primary adviser and/or DGS to draw up a suitable plan. EALC expects students to fulfill three Graduate Student – TA roles (usually in years 3 and 4) and one Graduate Student – Lecturer role (usually in year 6). We also encourage, but do not require, students to complete courses in additional pedagogical training.

## **F. English and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

#### Coursework

As long as the student adheres to the coursework requirements of each program, there is no limit to the number of courses that can count simultaneously toward both the TAPS and the English course totals.

### Oral Exam

Students generally follow the guidelines for the qualifying exam as outlined in the English Student Handbook. TAPS-English students take their English and TAPS orals exams at the same time, with a total of two lists. One of the two orals lists must be relevant to TAPS, and must have a chair or co-chair who is a member of the TAPS faculty and who will join the exam event.

### Proposal and Dissertation

TAPS-English students complete a joint proposal, typically within the English department's dissertation proposal proseminar in year 4. At least one member of the committee must be a TAPS faculty member. The dissertation will be a project overseen jointly by faculty from both English and TAPS.

## **G. Germanic Studies and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

## **H. Music and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

## **I. Romance Languages & Literatures and TAPS**

Formal summary under construction. Students complete the requirements of each program, and consult with the DGSs if or when the two programs present conflicts in substance or in schedule.

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## **Section 6. Administrative Guidelines, Requirements, And Other Information**

### **The Graduate Program Committee**

The Graduate Program Committee supplements the guidance our students receive from individual instructors, advisors, field examiners, and dissertation directors. The committee meets once annually to review students' overall progress in the program. The committee's assessment of a student's academic progress may, in some cases, lead to concrete recommendations, specific deadlines, or other appropriate action.

### **Satisfactory Progress During Years 1 and 2 (Coursework)**

Students who have completed all their coursework in a satisfactory manner (B- or better) or who have only one incomplete outstanding by the end of the Spring Quarter of either Year 1 or 2 are making satisfactory progress.

*Students entering the summer with more than one incomplete are considered to be making unsatisfactory progress.* In such instances, the following procedures come into play:

1. Any student with more than one incomplete at the end of the Spring Quarter must meet with the Director of Graduate Studies before July 1.
2. All incomplete work and any outstanding substantial papers must be completed by the first day of the following Autumn Quarter. ***Anyone not meeting the deadline will be notified they are on academic probation*** and must schedule a meeting with the Director of Graduate Studies before the beginning of Autumn Quarter. In that meeting deadlines will be set in consultation with faculty for the completion of the work by the end of the eighth week of Autumn Quarter. Note that Incompletes remaining at the start of Autumn Quarter will automatically change to UWs or “Unofficial Withdrawals” per divisional policy. Faculty still have the option to change this grade to a grade for credit within 8 quarters.

### **Academic Standing and Deadlines**

Students in a joint program must maintain good academic standing in both programs. What follows describes what it means to be in good standing in TAPS but may not be the same rules for being in good standing in your home program (and vice versa).

To be in good academic standing in TAPS, students must maintain a minimum of a B in all courses and complete all departmental requirements on schedule. A student not in good standing in either program will be placed on academic probation or, depending on the situation, may be asked to leave the TAPS program. Students in candidacy who do not make any progress after one academic year will not be in good academic standing and will be given a deadline to produce proof of progress to the dissertation committee. The deadline will be set by the dissertation committee in consultation with the DGS.

Academic probation is a warning given to students who are not adequately meeting the deadlines for their program, whether adequate progress in coursework or deadlines set for their comprehensive or field exams, proposal submission, or dissertation writing. The designation of academic probation will be made after communication with the student, mentor, DGS and Dean of Students.

Students will be provided a timeline for completion of requirements to be removed from academic probation. If the student does not meet those deadlines, the student will be withdrawn from the TAPS program. The department may judge that extenuating circumstances recommend an updated timeline for the completion of requirements. If a student receives a revised timeline for lifting probation, that will be the final allowance provided. Failure to meet a second deadline will be grounds for removal from the TAPS program. (Due to the nature of the joint degree, students withdrawn from TAPS may be eligible to remain in the partner program, but students removed from the partner program cannot remain in the TAPS program.)

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## Section 7. Fellowships and Funding

### TAPS PhD Supplemental Project Funds (SPF)

TAPS joint degree students can expect at least \$2,500 in supplemental funding as needed during their time in the doctoral program. You may apply for financial support toward **artistic or scholarly** activities clearly related to your graduate studies and/or professional aspirations. Applications will be accepted on a rolling basis. If you would like funding for a current or summer project, please aim to apply by April 20, 2024.

For this funding cycle we are allowing students to apply to defray any relevant expense (artistic project expenses, conference fees, teaching expenses including paying visitors to join your classes, extracurricular training, other research expenses, etc.). Priority will be given to projects or activities not eligible for other funding streams from your partner department or other entities. Students who have received TAPS supplemental or artistic funding in the past are encouraged to apply, though the committee may take into account in their deliberations past award history and resources available from the partner department.

To apply for funding, please submit:

PROJECT SUMMARY (approximately 500 words)

- Content and form of project
- Connections to graduate studies and/or professional aspirations
- Collaborators and advisors (if applicable)
- Practical considerations (timeline, space, resources, etc.)

PROJECT BUDGET (include categories below as applicable)

- Material expenses
- Travel
- Personnel fees
- Other funding confirmed or pending (list sources and amounts requested/confirmed)
- Requested amount from the TAPS supplemental project fund up to \$2500.
- A summary of discretionary research funds provided for you by your partner department, if any.
- A summary of TAPS artistic project or supplemental funding received to date.

Please submit proposals to Vicki Walden at [vwalden@uchicago.edu](mailto:vwalden@uchicago.edu). Review will begin April 20, 2024, or earlier if you have a pressing deadline. Send questions to Tina Post (Director of Creative Research).

### Conference Travel Grants

[Humanities Division](#) – up to \$400 of reimbursement

[Graduate Council](#) – research and personal development fund



### **Additional Funding Sources**

Fellowships from public or private agencies can supplement a student's overall financial support, and applicants are encouraged to explore all funding opportunities available to them. The [Division of the Humanities](#) has additional information on the types of financial support available to doctoral students.

Students pursuing fieldwork or source studies abroad are encouraged to apply for [Fulbright Fellowships](#) through [UChicagoGRAD](#); many countries also offer their own research fellowships to international students (such as the DAAD Fellowships for Germany). Students are encouraged to explore all fellowship opportunities through the Fellowship Kiosk maintained by [UChicagoGRAD](#).