

Department of Linguistics

Graduate Student Handbook

Updated November 4, 2016

Introduction

Welcome to the University of Chicago Department of Linguistics!

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

If you have any questions, feel free to reach out to Jason Moore, the Department Administrator, who can be found in our main office (Rosenwald 224).

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 five 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 chosen from a selection of thirteen available options. 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.

In years two and three, when students are writing qualifying papers, they must also take the Research Seminar (47900).

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. Upon completion of the qualifying papers and course and language requirements and defense of 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 12 courses** prior to admission to candidacy for the Ph.D. (typically, by the end of the fourth year). These twelve 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 among the following (a graduate introduction is a 3-level course):

- Phonological Analysis 1 (LING 30101)
- Phonological Analysis 2 (LING 30102)
- Syntactic Analysis 1 (LING 30201)
- Syntactic Analysis 2 (LING 30202)
- Semantics and Pragmatics 1 (LING 30301)
- Semantics and Pragmatics 2 (LING 30302)
- Morphology (LING 31000)
- Historical Linguistics (LING 31300)
- Language in Culture 1 (LING 31100)
- Language in Culture 2 (LING 31200)
- A graduate introduction to Contact Linguistics (AY 16-17: Contact and Cognition, LING 40200)
- A graduate introduction to Psycholinguistics (AY 16-17: Psycholinguistics: Language Processing, LING 30401)
- A graduate introduction to Computational Linguistics

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).

No class 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 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 **Linguistic Proseminar** (LING 47800); grading is P/F; attendance and grading is done by the colloquium organizer.

Although attendance to 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 effect, 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 **one additional language other than English**. This requirement must be met with a language that it would be useful for the student to know in order to conduct research in their area(s) of interest, 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 a language must be approved by the Director of Graduate Studies. The language exam consists either of the University's language exam or of a Departmental language exam. The latter may consist of a written translation of a passage of approximately 750-1000 words in length selected by a faculty member, or a comprehension exam (answers to questions in English) based on such a passage, or a combination thereof; the student has two hours to complete the exam and may use a dictionary. 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: <http://linguistics.uchicago.edu/languages>.

Dissertation

Dissertation proposal and advancement to candidacy

After completing the two qualifying papers, the student prepares the dissertation proposal, presenting their project in the context of previous research. The dissertation proposal should be a minimum of 20-30 double-spaced pages (though exact length depends on the topic and should be discussed with the advisor) and describe a course of work in some detail, laying out issues, questions, and problems for investigation, relevant data, and methods for investigation, examining also how the proposed work will bear on larger theoretical issues in the field and demonstrating a mastery of the relevant literature on the topic.

In consultation with a faculty advisor (who will likely be their future dissertation chair), the student should assemble a tentative dissertation proposal committee, and notify the DGS of the topic of their dissertation as well as the composition of the tentative committee (including the chair) by the end of the first week of the spring quarter in the student's fourth year in the program. Although the composition of the committee need not be decided until this time (and can in fact change after the initial decision is made), in practice, a student cannot work on a dissertation proposal unless it is under the supervision of their future dissertation chair. The composition of the committee is to be decided jointly by the student and the future dissertation chair. The committee should have at least three professors, at least two of whom should be from the Department of Linguistics. The chair must be a faculty member in the Department of Linguistics.

The final step before advancement to candidacy is the presentation and public defense of the dissertation proposal. Five members of the department faculty (including the members of the dissertation proposal committee) must be present at the defense. The defense will proceed as follows. After the student presents the proposal and answers questions from the audience, everyone except the faculty members present will be asked to leave the room. The faculty members present will then discuss the merits of the student's work and decide whether to pass or fail the proposal defense. The student will then be asked to enter the room, at which point the faculty present will let them know of their decision, and will give them any feedback they deem appropriate. A student who fails the proposal has until the end of the summer after the proposal is first due to pass it, as explained in the Student year-end assessment section below.

Upon successful completion of all of the above requirements, including passing the dissertation proposal defense, the student becomes a candidate for the Ph.D. degree, at which point the student starts working on their dissertation. Advancement to candidacy must occur by **the end of the Spring quarter in the student's fourth year in the program.**

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.

Note on Students Who Started the Program Before 2016

A student who started the graduate program before 2016 and who has not advanced to candidacy may choose to complete either the graduate curriculum in effect when they started the program, or the current one. This decision must be made and communicated to the DGS before the end of the Fall 2016 quarter.

MA Program

The Department of Linguistics does not offer a stand-alone Masters degree. However, applicants interested in MA-level training in Linguistics at the University of Chicago may apply to the Master of Arts Program in the Humanities (MAPH).

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

- Successful completion of eight foundational courses.
- Satisfaction 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 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 students' performance, and will be written by the Director of Graduate Studies. The intent of the assessment is to provide constructive feedback on individual students' 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 students' 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 successful defense of a dissertation proposal by the end of the fourth year in the program.

In a student's second and later years in the program, their performance during the year may lead the faculty to conclude that the student has not made satisfactory progress towards successful completion of the program. The main reasons for reaching this conclusion include the student failing their qualifying paper (at end of the second year for the first paper, at end of the third year for the second paper), or the student not passing a dissertation proposal defense by the end of the fourth year.

The first time a student's progress is deemed as not satisfactory by the faculty, the year-end assessment letter sent by the Director of Graduate Studies will inform the student that they should complete the missed requirement (passing a qualifying paper or dissertation proposal defense) by the end of the summer. If the student fails to meet this deadline, the faculty may conclude that the student will not succeed in the PhD program, in which case the Director of Graduate Studies will write them a letter notifying them of the faculty's decision that they cannot continue in the program, and the student may file paperwork to receive a terminal MA if the requirements for the MA are met.

The second time a student's progress is deemed as not satisfactory in their year-end assessment, the faculty may conclude that the student will not succeed in the PhD program, and the function of the year-end assessment letter sent by the Director of Graduate Studies will be to communicate the faculty's decision that the student cannot continue in the program, and the student may file paperwork to receive a terminal MA if the requirements for the MA are met.

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 students in the program receive 5 years of financial support. This includes a yearly [stipend](#) and teaching remuneration, up to 4 summer stipends, full [tuition](#) aid, and [health insurance](#). Renewal of this award is contingent on satisfactory academic progress.

For doctoral students starting the program in 2016–17, the stipend and teaching remuneration is \$24,000 over 9 months, and will increase to \$25,000 beginning in the academic year 2017-18. Students are eligible to receive up to 4 summer stipends of \$3,000. In order to receive the 4th stipend, they must be in candidacy by the end of spring quarter of their 4th year.

Teaching Requirements

Practical pedagogical experience is a requirement under the GAI, and forms a central component of graduate training in the Department of Linguistics. During their five years of GAI support, students must fulfill a “5 unit” teaching obligation, calculated as follows: Language Assistant/Drill Instructor = .5 units; Course Assistant (CA)/College Core Writing Intern = 1 unit; Graduate Student Lecturer = 2 units. In practice, only the second two categories are relevant for students in Linguistics, who rarely serve as Language Assistants or Drill Instructors.

The default graduate student teaching schedule for graduate students in the Department of Linguistics, over the course of their five years of GAI support, is as follows (where a “1 position” means serving in the relevant role for one quarter):

- Year 1: none
- Year 2: none
- Year 3: 1 CA position (1 unit)
- Year 4: 2 CA/Intern positions (2 units)
- Year 5: 1 Graduate Lecturer position (2 units)

CAs are assigned each year to the core undergraduate major courses (Introduction to Linguistics, Introduction to Syntax, Introduction to Phonetics and Phonology, Introduction to Semantics and Pragmatics), and, depending on enrollment levels, to other courses covering central topics in linguistics, such as Historical Linguistics, Morphology, Psycholinguistics, and Languages of the World. Individual students are assigned to particular CAships based on Department needs, but whenever possible, we try to assign students as CAs to courses that complement their particular areas of research and interest.

The default courses for graduate lecturers are Introduction to Linguistics, which is taught every quarter, and Languages of the World, which is usually taught in the spring. Students who wish to serve as lecturers for these courses are expected to serve as CAs for them in advance. Students may also propose their own courses during the spring quarter of the fourth year of GAI funding, which must be approved by the faculty. Finally, all lecturers are assigned faculty mentors who serve as advisors and monitor their teaching.

As mentioned earlier, the schedule outlined above is a default, and there is a certain amount of flexibility in the scheduling of graduate teaching, to accommodate the needs of students and instructors, to allow for interactions with other Departments and units, and to keep in line with other Departmental requirements. In particular:

- Second year graduate students may occasionally serve as CAs, if there is a need and only if they have relevant experience (e.g., a MA degree and prior advanced work in the relevant area) and are making good progress through the program, as measured by performance in the first year and the status of their first qualifying research paper. For example, in the past few years, we have assigned one student with a MA degree in phonology as a CA for the undergraduate phonology course; a second student with a MA degree in philosophy served as a CA for Introduction to Logic (run by the Philosophy Department).
- Some students serve as Writing Interns in the [College Core](#), typically in “Language and the Human”, the Core Course run by the Department of Linguistics. This option provides teaching experience of a different sort from what students get in a typical linguistics course (i.e., a more generalized liberal arts/humanities sort of experience), which can be both gratifying and professionally useful. Students interested in this opportunity must first be accepted into a training course run by the [University Writing Program](#). Note, however, that service as a Writing Intern counts towards the GAI teaching requirements in the same way as service as a CA, so a student who chooses to pursue this opportunity will generally serve as a CA for fewer linguistics courses. Students interested in this option should discuss it with the Chair or Director of Graduate Studies before submitting an application to the Writing Program.
- Lectureships are not guaranteed. Department policy is that students must defend their dissertation proposal before serving as a Lecturer, and otherwise be making good progress through the program. In addition, if the faculty determine that a student is not yet ready to teach an independent course by Year 5, the student will be assigned two additional CA positions rather than a Lectureship, in order to provide additional pedagogical training under the direct supervision of a faculty instructor.

In addition to direct feedback from faculty in the courses for which students serve as CAs, students receive training for their roles as course assistants and lecturers in a Linguistics Pedagogy course (LING 48001) that is offered by the Department at least every other year, so that all students have the opportunity to take it before they begin teaching in their third years of GAI funding.

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 2016-2017, 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: February 8, 2017.**

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 2016-2017. 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. **Department-internal deadline for applications: December 5, 2016.**

[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 for applications: January 23, 2017.**

[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: March 20, 2017.**

[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: March 20, 2017.**

In addition, the following internal [Dissertation Research Travel Awards](#) are available for students who have been advanced to candidacy. **Deadline for applications: Spring 2017.**

- o **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.

o **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 is **April 7**. 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 2016	
Date	Event/Deadline
Monday, September 26, 2016	Autumn Quarter begins
Mon.-Fri., November 14-18, 2016	Winter Quarter Registration
Thurs.-Fri., Nov. 24–25, 2016	Thanksgiving Break
Monday, December 5, 2016	Dolores Zohrab Liebmann Fellowship (Dept. Deadline)
Friday, December 9, 2016	Convocation
Saturday, December 10, 2016	Quarter ends
Wednesday, December 14, 2016	Grades due
Winter 2017	
Date	Event/Deadline
Tuesday, January 3, 2017	Winter Quarter begins
Monday, January 16, 2017	Martin Luther King, Jr. Day
Friday, January 20, 2017	Add/drop period ends
Monday, January 23, 2017	Stuart Tave Teaching Fellowships (Dept. Deadline)
Wednesday, February 8, 2017	Foreign Language and Area Studies (FLAS) Fellowships
Mon.-Fri., February 20-24, 2017	Spring Quarter Registration
Friday, March 17, 2017	Convocation
Saturday, March 18, 2017	Quarter ends
Monday, March 20, 2017	Hanna Holborn Gray Fellowship (Dept. Deadline)
Friday, March 31, 2017	Grades due
Spring 2017	
Date	Event/Deadline
Monday, March 20, 2017	HumDiv Dissertation Completion Fellowship (Dept. Deadline)
Monday, March 27, 2017	Spring Quarter begins
Friday, April 7, 2017	Rella Cohn Research Fund Proposal Submission Deadline
Friday, April 14, 2017	Add/Drop period ends
Spring 2017 (Specific date TBA)	Dissertation Research Travel Awards
Monday, May 29, 2017	Memorial Day
Saturday, June 10, 2017	Quarter ends
Saturday, June 10, 2017	Convocation
Tuesday, June 13, 2017	Grades Due

Helpful Links

Academic:

Linguistics website homepage: <http://linguistics.uchicago.edu/>

Course Listings: <https://coursesearch.uchicago.edu>

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

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

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

Language Center: <http://languages.uchicago.edu/>

Center for Teaching: <http://teaching.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu/>

Student Resources:

General Student Manual of the University: <http://studentmanual.uchicago.edu/>

Financial Services: <https://finserv.uchicago.edu/>

Financial Aid: <http://humanities.uchicago.edu/students/financial-aid>

Fellowships: <https://grad.uchicago.edu/fellowships/fellowship-database>

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

Student Health and Counseling: <http://wellness.uchicago.edu/>

Title IX (Discrimination, Harrassment, and Sexual Misconduct):

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

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

Campus Map: <https://maps.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu/>