MEMORANDUM

Date: September 23, 2009

To: Karen Roche, Secretary of Senate

From: Dr. Gillian Siddall, Dean, Social Sciences and Humanities

Subject: English MA Program Internal Review

As per I.B.2.e of the Academic Plan, the Department of English has prepared a report on its M.A. Program as part of the internal review process required prior to submission of an OCGS Periodic Appraisal Brief. The Faculty of Social Sciences and Humanities Council approved that report at its April 2009 meeting. As per I.B.2.e, the Faculty now requests that this report be referred to the Faculty of Graduate Studies and the Senate Budget Committee. As per I.B.2.e of the Academic Plan, these committees must recommend Senate approval of this program before the OCGS Periodic Appraisal Brief can be submitted to OCGS. We have been informed that the internal review must be completed and the Brief submitted to OCGS before February 2010 at which time OCGS will no longer be accepting reviews, as the transition will be underway to establishing the Quality Assurance Framework, which will provide the new provincial framework for reviewing graduate programs.

Gillian Siddall, Dean
Faculty of Social Sciences and Humanities
Lakehead

UNIVERSITY

Report on the M. A. Program in English

Department of English

February 2009

Introduction

As required by section I.B.2.e. of Lakehead’s 2006 Academic Plan, this report reviews the M. A. Program offered by the Department of English for the purpose of an internal review prior to the submission of an OCGS Periodic Appraisal Brief in July 2009. In the following sections the M. A. Program is described in accordance with the criteria outlined in section I.B.1.b.(2) of the Academic Plan.

Established in 1967, the program offers a two-year M.A. degree in English, with no indicated fields of specialization. We offer students a choice of three options: coursework option (8 half courses), research-project option (6 half courses and research project), and thesis option (4 half courses and thesis).

In addition, we participate in the collaborative graduate program in Women’s Studies, offering our students the option to pursue a specialization in Women’s Studies (available through course-work, research-project, and thesis options).
Critical Mass of Core Faculty

Currently, all 14 full-time faculty members of the department, including one at the Orillia campus, are involved in the delivery of the program. In addition, two faculty members currently in administrative positions are also members of the program’s core faculty.

Current Core Faculty:

Alice den Otter, Associate Professor (Chair of Interdisciplinary Studies at Orillia campus)
Kim Fedderson, Professor (Dean of Orillia campus)
Monica Fлегel, Assistant Professor
Jim Gellert, Professor
Anna Guttmann, Assistant Professor
Daniel Hannah, Assistant Professor
Douglas Hayes, Assistant Professor
Frederick Holmes, Professor
Douglas Ivison, Associate Professor and Graduate Coordinator
Judith Leggatt, Associate Professor and Chair
Chris Parkes, Assistant Professor
Scott Pound, Associate Professor
J. Michael Richardson, Professor
Gillian Siddall, Associate Professor (Director of Instructional Development Centre, Acting Dean of Social Sciences and Humanities)
Batia Stolar, Associate Professor
Rachel Warburton, Associate Professor

Faculty Research Intensity

All core members of the faculty are active researchers and productive as per the Faculty of Graduate Studies membership criteria. Please see the Appendix for a list of the publications, presentations, and research funding of all members since 2002. In summary, since 2002 faculty members have published a total 47 refereed journal articles (including those in press and forthcoming) and many book chapters. In addition, members of the faculty have published five books, three edited collections, and an edited issue of a refereed journal. Faculty members have also presented many conference papers at national and international conferences.

Teaching Effectiveness of Core Faculty

The Department of English has a strong commitment to teaching excellence at both the undergraduate and graduate levels. Since 2002, three faculty members – Gillian Siddall, Batia Stolar, and Douglas Ivison – have been awarded a Contribution to Teaching Award, and one, Mike Richardson, was the recipient of the Distinguished Instructor Award.
The English M.A. program has a good record of placing its top students in doctoral programs in Canada and elsewhere. Below is a list of recent graduates who have gone on to pursue doctoral studies (year of graduation from Lakehead in brackets):

Adam Bryx (2006), University of California Irvine
Carmela Coccimiglio (2006), University of Ottawa
Andrea Collins (2003), Dalhousie University
Isli Côté (2008), University of Waterloo
Rebecca Davis (2005), Memorial University of Newfoundland
Jonathan Deman (2003), University of Waterloo
Elizabeth Murray (2004), York University
Jerry De Piero (2002), York University
Rebecca Hardie (2004), University of Manitoba
Branden Wesseling (2008), University of Otago (New Zealand)

Many graduates from our program also go on to professional training (e.g. law, public relations, education) and many pursue careers as elementary or secondary school teachers in Northwestern Ontario and elsewhere.

Of those students enrolled since 2002 who completed their degree by December 2008, 77.1% completed their program requirements within two years (six terms) and 96.9% within three years (nine terms). In each year covered by this report, the median time to completion was 4 or 5 terms and the mean ranged from 4.23 in 2006 to 5 in 2004 and 2007. In the past couple of years we have instituted a number of changes to the program (e.g. the introduction of a project option, and increased monitoring of the progress of thesis students) to improve time-to-completion rates.

Please see the Appendix for information about the graduate supervision by individual members of the faculty. Please note that as the majority of our students pursue the coursework option most students are not assigned a supervisor.

**Demand**

Demand for the M.A. program in English has remained consistent over the past seven years, and in fact has increased in recent years. We received approximately 25 applications for each of the last couple of years, and to date we have received 27 applications for Fall 2009 admission. This increase in applications has allowed us to increase our intake of incoming students without sacrificing our admissions standards, as the following table indicates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Incoming Students</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>2003-2004</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>2004-2005</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2005-2006</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>2006-2007</td>
<td>10</td>
<td>21</td>
</tr>
</tbody>
</table>
2007-2008  15  28
2008-2009  15  29

Some of the factors that have lead to the increase in applications and enrollment in our program are: intensification of recruitment of Lakehead undergraduates; introduction of the research-project option (which makes it easier for students to potentially complete the program in less than two years); and increases in graduate-student funding. Given the declining undergraduate enrollment on the Thunder Bay campus, we have identified intensified external recruitment as essential if we wish to maintain the current size of the program. The maintenance of the existing level of financial support (Graduate Assistantships and scholarships) is essential if we are to maintain our numbers, and increased funding would help us to remain competitive in a very competitive field (a number of new English M.A. programs have been established since 2002, e.g. Brock, Trent, Ryerson, Winnipeg).

Our current enrollment target is approximately 15 students in each of the next five years.

Sustainability

The M.A. program in English is sustainable given current enrollment trends, and our current resources. Two factors are crucial to maintaining enrollment:

Funding: We must be able to offer all incoming students a Graduate Assistantship, and must be able to offer our top incoming students relatively competitive total funding packages, with scholarships of at least $4000 a year, for each of the two years of the program. If we are not able to at least maintain existing funding levels, the enrollment will likely decline.

Faculty: As indicated above, we currently have a core faculty of 16 participating in the M.A. program. Unfortunately, given her current and potential administrative duties Gillian Siddall is unable to teach graduate courses or participate in the program except as a supervisor or second reader. If the program is to maintain itself, or even grow, we need a replacement for Dr. Siddall, and for Jim Gellert, due to retire at the end of this year. Moreover, as a result of her secondment to Orillia, Alice den Otter is also currently unable to teach graduate courses, and Kim Fedderson’s administrative duties and presence in Orillia similarly limit his ability to contribute to the graduate program. As of 2009-2010, then, the program will have a graduate teaching complement of 12, which will make it difficult to staff our current roster of graduate courses (4 FCE) without compromising our undergraduate program, particularly given the increase in graduate supervision resulting from our introduction of the research-project option last year. Any decrease in graduate course offerings will likely lead to a decrease in enrollment.

It should be noted that in 2007 the English department was awarded a growth position, and we responded in the next two years with significant maintained growth (despite a university-wide decline in graduate students in 2008-2009). If we do not receive a
position to replace Dr. Gellert, however, the impact of that growth position will be negated.

**Interdisciplinarity**

The M.A. program in English is strongly committed to providing our students with a strong background in the discipline, while also encouraging and supporting interdisciplinarity. English is an increasingly interdisciplinary discipline, and many of our graduate seminars reflect that trend; for example, recently offered courses have engaged with animal studies, childhood studies, cultural studies, new media studies, urban studies, cultural geography, globalization studies, film studies, and theoretical approaches (e.g. queer theory) that are intrinsically interdisciplinary, and we support graduate-student research in these and other areas. We are also a constituent program of the collaborative graduate program in Women's Studies (an interdisciplinary program), and we strongly encourage interested students to pursue the Women's Studies specialization.

**Commitment to Learning**

The M.A. program in English is dedicated to meeting Lakehead’s commitment to educate “students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities,” as outlined in the Academic Plan. Many of our graduate courses explicitly address socio-political and environmental issues, and we facilitate independent research on such topics. Moreover, in all our courses students further develop the critical thinking and research skills necessary to actively engage with and advocate on such issues. In their roles as Graduate Assistants, our M.A. students develop leadership and interpersonal skills, and a broader sense of responsibility, through teaching, evaluating, and consulting with students.

Students graduating with an M.A. in English will be able to:

- Read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies;
- Write well (grammatically correct, clear, effective prose);
- Write lengthy, sophisticated texts (e.g. research essays, research projects, and/or theses);
- Think critically about their own writing;
- Access and utilize appropriate secondary sources (e.g. theory, criticism);
- Comprehend, apply, and engage with a variety of theoretical perspectives;
- Conduct independent research;
- Communicate their research orally and in writing;
- Meet disciplinary standards of analysis, research, documentation, and presentation;
- Where appropriate, utilize research and methodologies from other disciplines;
- Lead class discussion effectively;
- Prepare and present formal presentations;
- Write research grant proposals (e.g. OGS, SSHRC);
- Apply for doctoral studies in English (depending on student achievement).

Student achievement is evaluated in terms of the oral and written work students produce in graduate seminars, and, depending on the option they pursue, by evaluation of their research project or thesis.

Students are also encouraged to present their research in public forums, such as our brown bag seminar series and our year-end student conference, and at conferences (the Department budgets $1500/year to support student participation in conferences). Where appropriate, students are encouraged to submit their work for publication, and faculty members provide assistance in preparing their work for publication.
Appendix:
Publications, Presentations, External Research Funding, and Graduate Supervision

Alice den Otter

Refereed Journal Articles


Conference Presentations


“Sexual Prohibition and William Blake’s Excisions.” Association of Canadian College and University Teachers of English, Congress of Social Sciences and Humanities, University of Western Ontario. May 2005


“Gift Exchange in Blake’s ‘Mental Traveller’.” Association of Canadian College and University Teachers of English, Congress of Social Sciences and Humanities, Dalhousie University. May 2003.

Graduate Supervision

M. A. Thesis


M. A. Research Project


Kim Fedderson

Chapters in Books


Refereed Journal Articles


Conference Papers


“The Location of Writing: Writing Instruction in Canadian Universities,” University of Western Ontario, 3 March 2005. (invited lecture)

“Trauma and Memorialization from the Vietnam War Memorial to Libeskind’s Memory Foundations,” co-authored with J. M. Richardson. Western Humanities Alliance, University of Utah. 16-18 October 2003.

“‘Purpose is but the slave to memory’: Memory, Identity and Revenge from Hamlet to 9/11,” co-authored with J. M. Richardson. Popular Culture Association, New Orleans. 16-19 April 2003.


Monica Flegel

Book


Chapters in Books


Refereed Journal Articles

“Masquerading Work’: Class Transvestism in Nineteenth-Century Texts for and about Children.” Children’s Literature 37, in press.


**Conference Papers**


**Graduate Supervision**

**M. A. Research Projects**


**James Gellert**

**Conference Papers**


“Advancing Decolonization: Canadian Native Literature.” Center for Interdisciplinary Studies of Science and Culture, Kyositsu Women’s University, Tokyo, Japan. 14 January 2002.

**External Research Funding**


**Anna Guttman**

**Book**


**Book Edited**


**Book Chapters**


**Refereed Journal Articles**


**Conference Papers**


“Unity in Diversity Beyond the Nation-State in Rupa Bajwa’s The Sari Shop.” Canadian Association of Commonwealth Language and Literature Studies, York University. May 2006.


“Moors, Moguls and Survivors: The Figure of the Jew in Contemporary Indian Fiction.” Canadian Association of Commonwealth Language and Literature Studies, University of Western Ontario. 26-28 May 2005.

“Jews are News: The Figure of the Jew in the Global Literary Field,” School of Oriental and African Studies, London. 18-20 May 2005.


**External Research Funding**

Shastri Indo-Canadian Institute. India Studies Faculty Research Fellowship. 2008.

**Graduate Supervision**

M. A. Research Project


**Daniel Hannah**

**Book Chapters**


**Refereed Journal Articles**


**Conference Papers**


**Douglas Hayes**

**Book**


**Book Chapters**

Conference Papers


Graduate Supervision

M. A. Thesis


Frederick Holmes

Book


Book Chapters


**Refereed Journal Article**


**Graduate Supervision**

M. A. Thesis


**Douglas Ivison**

**Books Edited**


**Book Chapters**


**Refereed Journal Articles**


**Conference Papers**

“’Tinnitus is the spirit of the age’: Noise and the City in Russell Smith’s *Noise* and Bernard Cohen’s *Snowdome*.” Canadian Association of Commonwealth Literature and Language Studies, Congress of Social Sciences and Humanities, York University. 29 May 2006.


“Margaret Atwood, Science-Fiction Writer.” Sixth Academic Conference on Canadian Science Fiction and Fantasy, Toronto. 4 June 2005.

“’It’s no different than anywhere else’: Regionalism and Popular Culture in Lynn Coady’s *Saints of Big Harbour*.” Association of Canadian College and University Teachers of English, Congress of Social Sciences and Humanities, University of Western Ontario. 29 May 2005.

"The Failure of Silence: Music and the City in Russell Smith’s *Noise.*” Association of Canadian College and University Teachers of English, Congress of Social Sciences and Humanities, University of Toronto. 28 May 2002.

"Toronto, the world with a city: Nalo Hopkinson’s *Brown Girl in the Ring* as Postcolonial Urban Renewal.” Fourth Academic Conference on Canadian Science Fiction and Fantasy, University of Toronto. 28 May 2002.

"‘They was Australians’: The Vernacular Narrator in Rolf Boldrewood’s *Robbery Under Arms* and Peter Carey’s *True History of the Kelly Gang*.” Canadian Association of Commonwealth Literature and Language Studies, Congress of Social Sciences and Humanities, University of Toronto. 25 May 2002.

**External Research Funding**


**Graduate Supervision**

**M. A. Thesis**

Tamara Arthur, “Writing Bodies into History: Margaret Atwood’s *Alias Grace* and *The Blind Assassin.*” 2003-2008 (part-time).


**Judith Leggatt**

**Book Chapters**


**Refereed Journal Articles**


**Conference Papers**


“Representations of the First Nations in Dystopian Canadian Science Fiction.” Academic Conference on Canadian Science Fiction and Fantasy, Toronto. 9 June 2007.


“Time Travel, Culture and Identity in Drew Hayden Taylor’s *Toronto at Dreamer’s Rock*.” Academic Conference on Canadian Science Fiction and Fantasy, Toronto. 5 June 2005.

“‘Where No Indian Has Gone Before’: Thomas King’s Science Fiction.” Association of Canadian College and University Teachers of English, University of Western Ontario. 27-31 May 2005.


“From the Red Room to Rochester’s Haircut: Mind Control in *Jane Eyre*,” co-authored with Christopher Parkes. Association of Canadian College and University Teachers of English, Dalhousie University. 1 June 2003.


Graduate Supervision

M. A. Theses


Christopher Parkes

Refereed Journal Articles


Conference Paper


Graduate Supervision

M. A. Research Project


Scott Pound

Book Chapter

Refereed Journal Articles


“Lucid/Ludic.” *boundary 2*, in press.


Conference Papers


“Stein and Benjamin at the Movies.” Louisville Conference on Literature and Culture since 1900, University of Louisville. 21-24 February 2008.


John Michael Richardson

Book


Book Chapters
“Liberty’s Taken” or how ‘captive women may be cleansed and used’,” co-authored with J. D. Rabb. *Apocalyptic Shakespeares*, ed. Melissa Croteau and Carolyn Jess-Cooke. McFarland, forthcoming.


**Refereed Journal Articles**


**Conference Papers**


“Trauma and Memorialization from the Vietnam War Memorial to Libeskind’s Memory Foundations,” co-authored with Kim Fedderson. Western Humanities Alliance, University of Utah. 16-18 October 2003.

“‘Purpose is but the slave to memory’: Memory, Identity and Revenge from Hamlet to 9/11,” co-authored with Kim Fedderson. Popular Culture Association, New Orleans. 16-19 April 2003.


Graduate Supervision

M. A. Thesis


Gillian Siddall

Refereed Journal Articles

“‘This is what I told Dr. Jordan’: Public Constructions and Private Disruptions in Margaret Atwood’s Alias Grace.” Essays on Canadian Writing 81 (2004): 84-102.

**Conference Papers**


**External Funding**


Batia Stolar

Book Chapters


Refereed Journal Article


Conference Papers

“Framing the Immigrant City: Imagining Immigrant Spaces in the Iconic City.” Film Studies Association of Canada, Congress of Social Sciences and Humanities, York University. May 2006.


“Nativism and Othering in Jane Urquhart’s Away.” Association of Canadian College and University Teachers of English, Congress of Social Sciences and Humanities, University of Toronto. 25 May 2002.
Graduate Supervision

M. A. Theses


Rachel Warburton

Journal Issue Edited


Book Chapters


Refereed Journal Articles


“‘The Lord hath joined us together, and wo be to them that should part us’: Katharine Evans and Sarah Cheevers as Travelling Friends.” *Texas Studies in Literature and Language* 47.4 (2005): 402-424.


**Conference Papers**


“Marriage is a Curse we find; Especially to Women kind’: Warnings Against Marriage in Seventeenth-Century Ballads and Margaret Cavendish’s *Convent of Pleasure* (1668).” Canadian Society for Renaissance Studies, University of Manitoba. 1 June 2004.


**Graduate Supervision**

**M. A. Research Project**