

THE GRADUATE PROGRAM IN FRENCH



*Information for Incoming Students
2009-10*

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INFORMATION FOR INCOMING STUDENTS

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THE GRADUATE PROGRAM IN FRENCH INFORMATION FOR INCOMING STUDENTS

I. THE GRADUATE PROGRAM IN FRENCH AT HARVARD

The graduate program in French, one of several in the Department of Romance Languages and Literatures, offers students outstanding opportunities to work in the French and Francophone literary traditions, alone or in combination, leading to Master of Arts and Doctor of Philosophy Degrees. After the first two years of graduate study, students receive practical training in teaching both language and literature courses. (See *Higher Degrees in Romance Languages and Literatures* on the Department's website at <http://www.fas.harvard.edu/~rll/graduate/applicants.html>)

The French literature faculty is committed to interdisciplinary work, including philology, history, philosophy, psychoanalysis, film studies, literary theory, and literary history. Students are encouraged to situate literature in the broad context of cultural productions, ranging from the canonical to alternative modes. Graduate students in the French program are required to take at least two full years of course work, demonstrate solid competence in French (through additional language and translation study when necessary), attain competence in Latin, and take at least one literature course in an additional modern language (see IV: Requirements). Each graduate student takes a first-year exam allowing the section faculty to evaluate progress toward the doctorate and advise the student on future course work and emphases. Each student takes the Ph.D. General Exam, covering all periods of French literature. Within this required framework, the Harvard program offers students the freedom to work in a range of periods, genres, and theoretical emphases, and to formulate their individual study programs with the help of their advisors, around their specific interests. While students take courses chiefly with members of the Department, they may also participate in courses and seminars with faculty working in related areas in the Departments of Comparative Literature, History, Fine Arts, Visual and Environmental Studies, Women's and Gender studies, Philosophy, Political Science, Sociology, and others.

The normal period of time for completion of the Ph.D. is seven years, during which the Graduate School and the department offer funding through fellowships and teaching stipends. During this time, most students are given the opportunity to spend time abroad studying or teaching.

II. THE FACULTY IN FRENCH

Janet Beizer, Professor of Romance Languages and Literatures

B.A., Cornell University; Ph.D., Yale University

Interests: 19th and 20th Century French Literature, Feminist Studies, Narrative Theory, Psychoanalysis and Literature, Cultural Studies, Literature and Medicine, Biography/Autobiography.

Tom Conley, Abbott Lawrence Lowell Professor of Romance Languages and Literatures

M.A., Columbia University; Ph.D., University of Wisconsin

Interests: Early Modern French Literature; Film and Media Studies; Intersection of Literature and Graphic Imagination.

Verena Conley, Visiting Professor of Literature and of Romance Languages and Literatures

B.A., M.A., Ph.D., University of Wisconsin, Madison

Interests: Modern French and Comparative Literature; Contemporary Cultural Theory; Ecology and Technology.

Virginie Greene, Professor of Romance Languages and Literatures and of History and Literature

Licence, Maîtrise, Université de Paris IV, Sorbonne; Ph.D., University of Illinois at Urbana-Champaign.

Interests: Medieval Literature and Philosophy, subject and subjectivity, author and authorship, texts and images.

Sylvaine Guyot, Assistant Professor of Romance Languages and Literatures

ENS-Ulm; Licence, Université de Paris IV-Sorbonne; Maîtrise, D.E.A. and Ph.D, Université de Paris III-Sorbonne Nouvelle.

Interests: 17th-Century French Literature; Early Modern Theater; Classical Tragedy; Racine; History of the Performance Arts; Visual Culture; Intersection of Drama and Painting; Representations and Social Uses of the Body.

Alice A. Jardine, Professor of Romance Languages and Literatures and the Committee on Degrees in Studies of Women, Gender, and Sexuality

A.B., Ohio State University; AM, M.Phil., Ph.D., Columbia University.

Interests: 20th and 21st Century Fiction; Feminist Theory; Cultural Criticism and Politics; Women and Technology.

Stacey Katz, Director of Language Programs

B.A., Tufts University; M.A., University of Michigan; Ph.D., University of Texas at Austin.

Interests: Applied linguistics; theoretical French linguistics (syntax and pragmatics); foreign language teaching methods and approaches.

Christie McDonald, Smith Professor of the French Language and Literature

B.A., Mount Holyoke College; Ph.D., Yale University.

Interests: 18th- and 20th-Century French literature. Literary, Cultural, and Feminist theory; The Dialogue of Literature and Criticism with Philosophy and the Arts; Questions of Change in

Thought.

Mylène Priam, Assistant Professor of Romance Languages and Literatures.

Maîtrise in English Studies, DEA, Université de Cergy-Pontoise; Ph.D., University of Illinois, Champaign-Urbana.

Interests: The French Caribbean; Francophone Maghreb, Machreq Africa; French Culture and Civilization; Contemporary Francophone Literature; Metropolitan French 18th- to 20th-Century Literature

Susan R. Suleiman, C. Douglas Dillon Professor of the Civilization of France and Professor of Comparative Literature

A.B., Barnard College; AM, Ph.D., Harvard University.

Interests: 20th-Century French Literature and Culture; Avant-garde Movements and Theories of the Avant-garde; Feminist Theory; Problems of Narrative; Writers and Politics; Film and Literature of the Holocaust.

III. FACILITIES AT HARVARD

Harvard offers an unusually rich variety of resources for graduate studies. These include a vast library system with world-renowned collections in the humanities, social sciences, fine arts, and related fields. Students will find most of the books they need in the Widener, Pusey, and Lamont library complex. The Houghton Library of Rare Books has one of the most extensive collections of rare printed books and manuscripts in the world, including important holdings in French literature and history of all periods. The Harvard Film Archive possesses a magnificent collection of world cinema comprising thousands of titles. The Fine Arts Library offers a collection of books and journals on art history, an extensive slide library, and a print room for original photographs and prints. These are supplemented by Harvard's superb teaching museums, which include the Fogg, the Sackler, the Busch-Reisinger, and the Peabody. Other libraries at Harvard useful to students of literature and culture include the Countway Library of Medicine, the Music Library and libraries of the Law School, Graduate School of Design, and the Divinity School.

Besides its outstanding libraries, Harvard has a number of important Centers for interdisciplinary research and exchange. The Center for European Studies (CES) and the Center for Literary and Cultural Studies (CLCS) sponsor many talks and study groups attended by faculty and students from Harvard and surrounding institutions. The CES focuses on post-Revolutionary European culture and politics, while the CLCS focuses on all aspects of literary and cultural studies, including psychoanalysis and literature, literature and the law, politics, literature and the arts, eighteenth-century studies, etc. Students may join the mailing lists of both these Centers to stay informed of their activities. The Radcliffe Institute for Advanced Study brings together each year, as Radcliffe Fellows, a select group of writers, artists, scientists, and intellectuals who present their work at weekly public colloquia. Other relevant Centers at Harvard include Asian Studies, Russian Studies, World Religions, and the W.E.B. Dubois Institute.

The House system, where most of Harvard's undergraduates live, offers opportunities for graduate students as resident and non-resident tutors. Each House sponsors numerous concerts, lectures, plays, and discussions throughout the year. Harvard's Office for Information Technology (OIT) offers courses, services such as data recovery, and discount prices on selected consumer products such as micro-computers, laptops, modems and printers.

Harvard's athletic facilities include organized classes, indoor and outdoor tennis courts, squash courts, tracks, and several swimming pools and gyms. On the cultural front, the Harvard Film Archive offers several films daily; the American Repertory Theater has an international reputation for its innovative theater productions. And, of course, Boston offers its wealth of concerts, opera, theater, museums, and cinema -- as well as the Red Sox, Bruins, Celtics, and Patriots.

IV. REQUIREMENTS FOR A.M. AND PH.D. DEGREES IN FRENCH

Master of Arts

Although our Ph.D. program incorporates a Master's degree, new applicants will be considered for the full doctoral program only. However, faculty may decide to confer a final A.M. on students who will not be completing requirements for the Ph.D.

All students are formally examined by a committee comprised of three section faculty at the end of their second term of study in the department. The results of this exam, as well as performance in courses taken during the first year, will be evaluated by the full section faculty. This evaluation determines whether further course work will be required for the A.M., and in exceptional cases, whether a student should continue in the program. The same evaluation determines credit for previous graduate work to be considered by the registrar.

All work for the A.M. must be completed by the end of the first year of graduate study. Successful completion of the A.M. requirements is a prerequisite for the Ph.D. program.

General Requirements for the A.M. Degree

1. One year's residence at Harvard and a program of eight courses, to include three 200-level half-courses, one of which must be designated as a seminar.
2. Proficiency in the oral and written use of the French language, to be demonstrated either by examination upon entrance or by performance in course work during the period of residence.
3. The ability to read Latin, demonstrated by successful completion (B- or better, or grade of "Satisfactory") of Harvard Latin A and Latin B, or their equivalents elsewhere. Any work offered in satisfaction of this requirement must be taken in addition to the eight half-courses required for the A.M. degree.
4. Sound knowledge of the major aspects of French literature, to be tested by examination at the end of the first year of study.

The Doctor of Philosophy Degree

General Requirements for the Ph.D. Degree

1. All students entering the Ph.D. program should expect to take two full years of course work (16 half-courses), including course work done in fulfillment of the Harvard A.M. requirement. Students entering the program with Masters' degrees from other institutions may apply, at the end of the first year, for transfer of credit for a maximum of four half-courses from their previous programs.

The 16 required half-courses must include:

- a. One half-course in the history of the French language.
- b. One half-course in a second Romance literature at the 100 or 200 level. In order for

a course to satisfy the second literature requirement, it must be at the 100 level or higher, and taught in the language. Papers may be written either in English or in the target language. Certain other options (e.g., German, Greek, Romance Studies) may be considered in place of this requirement by petition to the Curriculum Committee and with the approval of the student's advisor.

- c. For students specializing in literature of the Medieval or Renaissance, an additional term of Latin beyond the requirement for the AM.

NOTE: Students must consult with their advisors before registering for 320-level (Supervised Reading and Research) courses for credit. Only one 320 course may count among the 16 required courses for the Ph.D.

2. The passing of a Ph.D. General Examination (see Examinations, below), which should be taken no later than the end of the third year of graduate studies.
3. Training and experience in teaching is strongly encouraged in order to prepare students for a competitive academic job market. Those teaching in the Harvard Language Program must take Linguistics 200 and attend a practicum on teaching techniques; Linguistics 200 does not count as one of the 16 required half-courses.
4. A dissertation on a subject of the student's choosing in consultation with the advisor, to be completed by the end of the sixth year of graduate studies.

Specific Requirements for the Ph.D. in French

Through a combination of course work, seminars, and individual study, students are expected to acquire a general familiarity with major figures, works, and trends in the history of French literature from the earliest texts to the present day.

V. EXAMINATIONS

Oral and written language proficiency examinations for incoming students

These are normally scheduled during the week prior to the first day of classes of the fall term. Incoming students will receive a mailing during the summer prior to entrance specifying the exact time and place of these examinations.

First-year exam

The first-year exam, administered in the spring, focuses on work done during the first year of study at Harvard. In preparation for this examination students are asked, by the day before spring break, to submit to the Graduate Coordinator a list of their fall and spring term courses and readings completed for each, as well as a list of their primary interests. The form appears at the back of this booklet. Interests may be generic (the novel, theatre, the essay, etc.), related to a period (the Middle Ages, Romanticism, twentieth century, etc.) or defined as a problem (realism, politics and literature, intertextuality, etc.). Each student should also choose **at least six** texts from which his or her committee chair should choose passages, one of which he or she will select to discuss during the examination.

Using this material, the Director of Graduate Studies will constitute a committee of three faculty members (usually professors with whom the student has studied) to serve as the exam committee. One of the three will be assigned to serve as the chair for the exam (See below, VI. Advising). The exam will be conducted in French, and will last an hour and a half. Each student will be asked to present a 15-20 minute oral *explication de texte* (based on his/her choice of one of three passages from the selected works and prepared one hour before the exam). A question-and-answer period on course work and interests will follow. The exam is given each year during the Spring Reading Period, at a date arranged by the Director of Graduate Studies.

For those students who do not already possess an A.M. degree in French, the first-year exam (along with the evaluation of course work and performance during the year) will serve as the basis for awarding the Harvard A.M. degree, provided the student has satisfied the A.M. course requirements. For all students, the recommendation to continue toward the Ph.D. degree will be based on the faculty's evaluation of course work and performance during the year and in the exam.

Ph.D. General Examination

The Ph.D. General Examination tests ability to speak and write with confidence and clarity about some aspects of all periods of French literature from the Middle Ages to the present. The examination consists of a three-hour oral examination, conducted in French, followed by an evaluation, with all members of the French faculty in residence. A written examination is scheduled after successful completion of the oral. The three-hour written examination consists of essay questions, tailored to the perceived weaknesses and strengths demonstrated in the oral.

The Ph.D. General Exams are given during the May exam period. All exams should be scheduled during the semester prior to the term in which the exam is to be taken, and must be set at least two months prior to the date chosen. Since scheduling a time when both student and faculty can be present is often complicated, once an exam has been set, changes in the date can be made only under exceptional circumstances. The Department's Graduate Coordinator is in charge of scheduling all exams. Students are notified in writing of the results of the oral and written examinations.

Since no one can be expected to discuss every aspect of all periods, it is up to each student to compose his or her own reading lists for this examination, with an emphasis on those areas of strongest interest. Students are asked to state in one or two short paragraphs (one page single or double-spaced) the general range of interest that determines the criteria used in drawing up the list. They should involve faculty and consult with them frequently on readings and the constitution of each list. They should consult with all the members of the department, even if they will be on leave at the time of the examination. It is not always possible to predict schedules of leaves or examinations. In some cases it will be necessary to consult only one faculty member for a given period; in others where more than one faculty member specializes in a period, the student must confer with both faculty members in drawing up the list. **All reading lists should be approved no less than two months prior to the date of the examination.** All faculty members, as well as the Graduate Coordinator, must be provided with a copy of the final list at that time.

Additional Guidelines: Students often ask about their specific interests and “general coverage” of the canon in each century with each departmental faculty member. With faculty help in making judicious choices, students should be able both to focus on issues that interest them and to acquire a broad background. While the list must be organized along temporal lines (Middle Ages, sixteenth century, etc.), it should stress at least two topics and one period. The definition of topics is left up to the student: a topic can be a problem (e.g., travel literature, the novel, drama, autobiography). These topics will shape the lists in all the periods (balanced against the “general coverage” criterion). As for the period of specialization, it should be the one (or two) on which the student plans to write the dissertation. The list for this period (or periods) should be longer than the other lists.

VI. ADVISING AND THE DISSERTATION

Upon enrollment, first-year graduate students have as their advisor for one year the Director of Graduate Studies. This means that they discuss their proposed program with the DGS at the beginning of each semester and obtain his or her signature where needed. Before the spring break, all first-years will fill out the First-Year Review Questionnaire, located in the back of this booklet, indicating courses taken and areas of interest. They will then be assigned exam committee chairs (both senior and junior faculty members may chair exams) to help in preparing the first-year exam. Normally this person will continue to act as the advisor until the student chooses a dissertation director.

In preparing for general exams, students should also be starting to formulate an area, or even a specific subject, for the dissertation. Therefore, they may wish to choose an advisor to help prepare for generals who will also act as the dissertation advisor; however, a student may stay with the first-year advisor through the generals and choose a dissertation director after that. (Note that “choosing a director” involves the student’s asking, and the faculty member’s accepting. This also applies to other members of the dissertation committee).

A student may *change* advisors at any time after the first-year exam, by filling out a simple written form (available in the Graduate Coordinator’s Office); similarly, an advisor may decide that his or her advisee would benefit by working with someone else. Students must notify the Graduate Coordinator of such a change. This system is designed for flexibility on both sides, and is above all meant to insure efficient, *ongoing* communication between at least one faculty member and every student throughout the course of graduate studies. Please note, furthermore, that students are encouraged to consult with faculty members often, and variously. **Students should not restrict their consultations to their formal advisors, nor need they limit their discussions to strictly practical matters like examinations.** Faculty members are available during office hours or by appointment.

The dissertation: Within six weeks (at the latest) following official receipt of a satisfactory grade on the general examination, the student must choose a thesis director; together they select a committee to supervise the research and writing of the Ph.D. thesis. The committee, chaired by the thesis director, is made up of three (exceptionally four) faculty members. Ordinarily, two members

of the committee represent the principle language and field; a third may come from another language or discipline. Two of the committee members *must* be members of the Faculty of Arts and Sciences at Harvard.

The committee members approve the dissertation prospectus, which must be submitted within six months of the date on which the student receives the official satisfactory general exam grade. They then establish the schedule for completion, and review progress regularly. With the Graduate School's expectation that students finish the dissertation within six years of entering the program, it is essential that students set themselves a deadline and work continuously toward meeting it, in regular consultation with the dissertation director and the other members of the committee.

The dissertation may be written in English or in French. The final manuscript must conform to the requirements described in the on-line booklet, *The Form of the Doctoral Dissertation*, available at the GSAS web site.

The dissertation defense

It is useful to think of the dissertation defense as “not a hurdle, but significant.” This means that the defense must take place **before** the thesis is bound and handed in to the registrar, in order to allow time to make recommended changes—and to correct minor or major errors—prior to the GSAS final submission deadline. We say this is “not a hurdle” because in all cases the dissertation will already have been “vetted” by each reader. But it is significant, as an opportunity for the author to present his or her work and to receive a final public evaluation from the readers.

In order to accommodate a timely and purposeful thesis defense, all finishing students must submit the final draft to all three readers by mid-April for the June degree; mid-August for the November degree; and mid-December for the March degree. The final draft will, of course, be the result of prior discussions with readers.

All candidates must defend their dissertations at least **ten days** before the bound and boxed copies are due at the registrar. After the candidate has handed in his or her completed first draft, the Graduate Coordinator will schedule the defense. The table on the following page summarizes all pertinent dates for the 2009-10 year. Holding the defense in advance of submitting the approved and final version will not jeopardize degree candidacy. Rather, it will allow for fine-tuning and presentation of the candidate’s very best work to the University Archive.

Completion Year Deadlines

Action required	June Degree	March Degree	November Degree
File degree application	March 26	November 30	August 10
Submit final draft to all readers	April 1	December 4	August 10
Schedule defense	April 1	December 7	August 13
Defend thesis	by May 14	by January 5	by Sept. 20

VII. TEACHING OPPORTUNITIES

First- and second-year students in French do not teach so that they may devote their time to their course work without other academic obligations. After the second year, teaching opportunities abound, both within the department and in interdisciplinary programs. Students ordinarily begin by teaching the first-year language course, French A. This is a highly structured and very well supervised teaching experience, which every graduate student in French is expected to undertake. After teaching French A successfully, students may teach other language courses at a more advanced level depending on their interests and abilities and the needs of the department.

Besides language teaching, the department offers opportunities as Teaching Fellows (TFs) in lecture courses on literature which have weekly discussion sections in addition to the lectures. The TF leads a weekly discussion with a small group of undergraduates, and grades their papers and examinations. TFs have regular meetings with the professor in charge of the course to discuss their teaching, grading and any problems they may have; the professor normally visits each discussion section once a semester.

Those interested in being a Teaching Fellow (TF) in a literature course should talk to the appropriate professor one or two terms in advance. Formal application for teaching language and literature is made through the office of the Director of Language Programs. Teaching contracts are offered in the spring for the following year. The Director of Language Programs normally discusses teaching duties in the department and offers contracts, but it is very helpful to ask a professor personally if a student wish to be a TF in her or his course.

In addition to lecture courses in French, students may apply for TF positions in the Core Program or in a different department or interdisciplinary program. Here again, personal contact with a professor who teaches the course is the best way to proceed. The Department of Literature and Comparative Literature, the Committee on Degrees in History and Literature, and the Committee on Studies of Women, Gender, and Sexuality also have positions for tutors who meet individually or in small groups with undergraduates; students must apply for tutor positions to each program separately, usually after they have completed at least two years of graduate study.

The Graduate School sets certain limits to the number of teaching assignments a student may take on each year, as well as during the student's total number of years at Harvard. Although teaching in a variety of positions and courses can provide invaluable experience as well as income, the student should keep in mind that the primary goal is to complete his or her own studies and obtain the degree.

Tutorial Board

Each year, eligible graduate students are encouraged to apply for positions on the Romance Languages and Literatures Tutorial Board. Those selected may serve as tutors for individuals junior tutorials (culminating in a junior essay) or as assistant tutors to faculty advisors of senior honors

theses. Tutorial appointments may be renewed annually, depending on departmental needs and previous performance.

VIII. OPPORTUNITIES FOR STUDY, RESEARCH, AND WORK ABROAD

The Department offers a number of opportunities for research and study abroad, as well as information for students seeking outside fellowship support at the dissertation stage. Three programs in particular facilitate graduate students' immersion in French culture and research possibilities: (1) Teaching exchanges in Lyon and at the Université de Tours. Two students per year (normally those preparing for or just having passed their Ph.D. Generals) spend a year teaching English. Both positions offer a salary and opportunities for intellectual exchange. (2) Three graduate students per year may go to the Ecole Normale Supérieure in Paris (rue d'Ulm) as *pensionnaires étrangers*, a status giving them housing and inclusion in the rue d'Ulm intellectual community. Two of these students receive a fellowship of \$12,500. The third student may receive a small fellowship or can teach in the French Ministry of Education assistant program. (3) Full scholarship support is awarded to one student each year for summer study at the Institut d'Etudes Françaises at Avignon (the Bryn Mawr Program). (4) Additional funds may be available, in small grants for specific summer research projects, in France or Francophone countries. (Consult the Fellowships Office, the Office for Career Services, and the publication *Grants for Graduate Study, Travel, Dissertation Research and Completion* prepared by the Graduate Coordinator. Also consult the Director of Language Programs).

In addition to the above departmental opportunities, the Faculty of Arts and Sciences at Harvard offers a number of internal competitive fellowships for advanced graduate students, including the Lurcy Fellowship for dissertation research in France, a Merit Fellowship for fourth- or fifth-year students of outstanding achievement, and Kennedy and Sheldon Teaching Fellowships. Recent years have seen a considerable increase in GSAS funding available to students both at the pre-dissertation and dissertation writing stages of their graduate careers. Other possible fellowship resources for dissertation research include Fulbright Fellowships, Bourses Chateaubriand, AAUW Fellowships, Gilbert Chinard Scholarships, Getty Grant Programs, Phi Beta Kappa's Mary Isabel Sibley Fellowships, National Women's and Studies Association Graduate Scholarships, and the Center for European Studies. The GSAS Director of Fellowships can offer advice to help students with fellowship applications. Students should always confer with their advisors when applying for funds.

IX. JOB PLACEMENT

Normally, students begin to apply for full-time teaching jobs in the fall of the year when they expect to get the degree. Applying for jobs is a time-consuming process, but those well along with the dissertation should not find it daunting. Applying too early, "for practice," is not a good idea, but it *is* a good idea to start reading the MLA Job List (which comes out four times a year) the year before the candidate intends to apply for a position. Some students also find it useful to attend the MLA Convention, held in late December each year, before applying for jobs. Most job interviews for starting positions are held at the MLA Convention, which is very large and can be extremely

confusing and intimidating for the first time attendees.

The application process is facilitated by frequent consultations with the dissertation director, the DGS, and with the Office of Career Services (OCS). OCS helps students set up a dossier (which contains recommendation letters and a copy of the CV), and give general advice; the dissertation director will help in drafting letters of application, as well as other matters relating specifically to the candidate's work and area of specialization. The DGS will hold information meetings for prospective job applicants in the spring and fall of each year, and will arrange for mock interviews with colleagues to prepare candidates for the real thing.

Over the past few years, it has become obvious—and has been recognized by the Graduate School as well as by professional associations like the MLA—that full-time teaching is not the only career option open to holders of the Ph.D. degree. Both the Department and GSAS now encourage students to think broadly and creatively about the possibilities they will have as Harvard Ph.D.s in modern languages and cultures. Well-paying jobs in editing, college administration, foundations, secondary school teaching and international business have been available to qualified Ph.D.s in the humanities. While it is undoubtedly true that most seekers of the Ph.D. in French envision a career in college teaching, students should keep these alternative possibilities in mind as they work toward completion of the degree. At the MLA Convention each year, there are panels on non-academic careers; in addition, the MLA publishes a handbook and has established a task force on alternative careers. The Harvard Graduate School Alumni Association sponsors a yearly colloquium on the same subject and provides networking opportunities.

APPENDIX

TIMELINE TO THE DOCTORATE

Year One: A.M. Requirements, First-Year Exam

Upon enrollment, first-year graduate students have as their advisor for one year the Director of Graduate Studies. This means that they discuss their proposed program with the DGS at the beginning of each term and obtain his or her signature where needed. Prior to spring break of the first year, all first year students fill out the First Year Review Questionnaire in preparation for the first year exam, indicating courses taken and areas of interest. On that basis, each student will be assigned an interim advisor (both senior and junior faculty members may act as advisors) to help in preparing the first year exam.

Students ordinarily complete the eight courses needed for the Master's Degree, as well as the Latin requirement. These courses include three 200-level seminars. Students should spread these out over the fall and spring terms to avoid course overload resulting in Incompletes.

NOTE: Graduate students in Romance Languages and Literatures may commit to writing a maximum of three article-length research papers per semester. Students assigned such papers in 100-level courses should petition for an alternate assignment, such as an exam, a series of smaller papers, etc. Students should consult the Graduate Coordinator regarding administrative procedures for this.

Some students choose to take Latin at Harvard during the summer. Early in the spring term, the financial aid office and the Harvard Summer School offer several tuition scholarships to graduate students fulfilling such departmental requirements. These are available on a competitive basis. Students may also choose to fulfill the Latin requirement in summer school elsewhere in a course comparable to Harvard's offering.

Many first-year students take a language course at the undergraduate level, in preparation for fulfilling the requirement of a literature course in a second Romance Language.

In early May of the first year, students are evaluated by the faculty members of their section, through formal oral and written review. Those who entered the program with a previous Master's degree may, at this time, apply for up to four half-courses worth of graduate credit acquired at other institutions.

First-year students may apply for the Harvard Master's Degree following their successful exam, provided they have completed their eight courses that year, and the Latin requirement. (*Note:* Credits from other institutions cannot be counted among the eight courses for the Master's Degree. However, such credits may count toward the Ph.D.) Passage of the first-year examination and satisfactory completion of these eight courses indicates readiness to continue with the Ph.D. program.

Students who will have completed their AM course work by the end of their first year of studies may apply for the AM degree that June.

Year Two: Finishing Required Courses, Thinking Ahead to Generals

During the second year, students typically complete their remaining Ph.D. course requirements. These include the history of the principal language, provided it is offered that year; the third semester of Latin for Medieval and Renaissance scholars; and the literature course in a second Romance language. (Note: readings for this course must be in the language.) The exception to this timeline is Linguistics 200, which is taken in conjunction with the first semester of teaching. Linguistics 200 does not count among the 16 half courses required for the Ph.D.

During this time, students are expected to begin thinking ahead to the general exam, which they must complete by May of their third year of the graduate program; and possible dissertation topic. Normally, the interim advisor will continue to act as the student's advisor until the student chooses a dissertation director.

A student may change advisors at any time after the first year. To do this, the student fills out a Change of Advisor Form (available from the RLL Graduate Coordinator). The student must obtain the new advisor's signature before the change is considered official. He or she must also notify the former advisor of the change.

Year Three: Generals

Provided students have met their AM requirements, they may now begin teaching. The four-unit credit for teaching is designated as Time T, and equals one half-course. The usual teaching load for a beginning Teaching Fellow is 2/5 of a full-time load, or one half-course. Students also take Linguistics 200, a course on language pedagogy and a requirement outside of the 16 for the Ph.D., during their initial semester of teaching.

The other units, if not in specific courses, are designated as Time R (research) and Time C (independent course work). With their advisors' approval, students may also register for a maximum of one reading course at the 320 level in preparation for generals.

After two years, the residency requirements are met provided a student has been enrolled full-time in residence throughout this period. Therefore, students may now choose to travel in order to teach or conduct research abroad under the auspices of one of the exchange programs offered by the Graduate School, the Department, or other institutions.

Under a new departmental and Graduate School policy, all students are to have completed their generals before the end of the third year.

NOTE: Students must make up grades of INC in required courses before sitting for general examinations. The Department faculty strongly discourages students from taking an Incomplete in a course. The Department of Romance Languages and Literatures adheres strictly to the policies established by the Graduate School of Arts and Sciences regarding unfinished course work.

Year Four: Prospectus, Fellowship Applications for Year Five

Once the general exam is successfully completed, students have six months to prepare a dissertation prospectus. (For students taking exams in May, the prospectus is due in November.) During the first month, students are expected to select a dissertation advisor and committee. In consultation with them over the following five months, the prospectus is prepared and then formally approved. With an approved prospectus, the student is now eligible for many dissertation research fellowships.

Once the prospectus is approved, students must begin submitting at least one chapter yearly. The first chapter is due within the year following the approval of the prospectus. In other words, if the prospectus is approved in May of 2010, the first chapter is due by April, 2011. In following this schedule, students allow themselves two to three and a half years after approval of the prospectus to earn the degree.

Financial Aid During the Gap Year

It is now very important to note that in the fifth year, financing graduate studies is the student's responsibility. Funding is available competitively through fellowships, or through teaching or loans. It is, of course, very much to one's advantage to position oneself so that one is eligible for fellowships. This requires considerable planning in the early years of graduate studies, during which students should complete all course requirements, general exams, and prospectus.

NOTE:

The Deans of the Graduate School carefully monitor the progress of students in the seventh year of studies and beyond. With the potentially conflicting needs to meet expenses and write the dissertation, students who remain registered in year seven may now face difficult demands on their time. It is incumbent upon each student, especially those registered beyond six years, to communicate frequently with *all* of their committee members, establish a firm schedule for completion, and adhere to it.

The student's advisor is the director of the dissertation and chair of the dissertation committee. Students may travel to conduct dissertation research. Those remaining in Cambridge will register for Time T (teaching), Time R (research not related to dissertation), Time C (course work related to the dissertation) and 330 courses (independent post-prospectus dissertation preparation, under the guidance of the student's advisor).

Year Five, Six, and Seven: Researching and Writing the Dissertation, Considering the Job Market

The Graduate School expects students to obtain the Ph.D. by the end of the seventh year of studies or sooner. Dissertation completion funding is therefore now available to all graduate students who demonstrate ability to finish the dissertation by submitting two completed chapters by March of the sixth year. Students who entered the program prior to 2005-06 are guaranteed a Dissertation

Completion Fellowship (DCF) regardless of G-year. For those who entered in 2005-06 or later, there is no guarantee of a DCF beyond the seventh year. **Thus it is very much to a student's advantage to take the general exam during the third year, obtain prospectus approval early in the fourth year, and submit the first chapter on time during year five. In following this schedule, students allow themselves three and a half years after approval of the prospectus to earn the degree.**

Toward the end of the dissertation preparation, students ordinarily prepare a CV and seriously consider the job market. The Department schedules mock interviews for those involved in an active search. Other valuable resources are available to assist in job market preparation and searches, at the Office of Career Services and through the Department. Students are encouraged to make use of these early on in their graduate years, and to incorporate career preparation into their scholarly lives.

Once the dissertation is completed and ready for committee approval, candidates must present an oral defense to which all members of the Department are invited, as well as individuals from other departments. This ordinarily takes place at least three weeks before the Registrar's deadline for approved dissertation submission.

The defense is followed by a question and answer period. Upon completion of a successful dissertation defense and delivery of the approved dissertation to the registrar, the candidate is eligible receive his or her degree.

G-10 Enrollment Cap

Students remaining in the program beyond the tenth year must apply through the Dean's Office for a one-year grace period by demonstrating particular hardship or extenuating circumstances, *and* evidence of ongoing academic progress. They will be expected to finish their dissertation during the grace period. Should they fail to do this, they will be withdrawn from the graduate program. A withdrawn student may apply for readmission once his or her dissertation is nearing completion.

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES
GRADUATE PROGRAM

FIRST YEAR REVIEW QUESTIONNAIRE

NAME: _____ DATE: _____ SECTION: _____

1. HARVARD GRADUATE COURSES (PLEASE INCLUDE COURSE TITLES)

Fall Term:

Spring Term (in progress):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. OTHER GRADUATE COURSES FOR WHICH YOU INTEND TO REQUEST CREDIT (maximum of four):

Course Title

Topics Addressed

Institution

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. PRIMARY INTERESTS: Please list two or three general themes that have emerged from your coursework, e.g., “problems of national identity”, “representations of women”, “concepts of space.”

4. READING LIST: On a separate sheet, please list all primary texts you have read for the courses listed in section 1. Attach additional sheets if necessary. Indicate with an asterisk (*) those works from which you are prepared to discuss passages in depth. Please mark at least six works.

*To be completed by the day before Spring Break
and returned to Frannie Lindsay, Graduate Coordinator*