

**HANDBOOK FOR CONCENTRATORS**  
**DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES**

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## INTRODUCTION

The purpose of this handbook is to provide prospective and current concentrators with a detailed and comprehensive overview of RLL curriculum, presented year by year. Concentrators should also use the appropriate requirements sheet given in Appendix A to record their plan of study and bring it with them at advising sessions.

### **The Department of Romance Languages and Literatures**

Harvard has offered courses in French, Italian and Spanish since at least the early nineteenth century. Portuguese was added in 1886, Catalan in 2000. In 1900, the Department of French merged with several Romance branches of the Modern Language Department to form the Department of Romance Languages and Literatures.

The Department of Romance Languages and Literatures focuses on the four most widely used Romance languages--French, Italian, Portuguese and Spanish--and on their literary traditions around the globe. Introductory Catalan and independent studies in Catalan Literature are also available.

The RLL curriculum honors both the shared origins of this cultural community and the variety of the directions it has taken throughout history. Examples of fields of study offered in RLL are: modern Italian cinema; early modern French and Spanish theater; the Francophone literature of the Caribbean and Africa; Spanish and Portuguese in their intersections with other languages and cultures in America; comparative studies of the development of Romance languages and cultures.

Concentrations in RLL focus on language, literature, and culture. They share the following important features:

- **Individualized programs** to enable students to pursue their particular interests.
- **Small classes** that enable close contact with Faculty members.
- Concentrations that foster **comparative and interdisciplinary work**.
- **Study abroad** to enhance language skills and knowledge of culture.
- Many **activities beyond the classroom**: films, language tables, visiting lecturers.
- Courses that embrace activities-based learning.

Our concentrators go on to various careers, such as investment banking, consulting, teaching, translating, publishing, performing arts, law, business, public policy, ministry, and medicine.

### **Where and how to find information about RLL?**

The department is located in Boylston Hall; administrators and staff offices are all located on the fourth floor; offices of faculty members, teaching assistants and teaching fellows are located on the third, fourth and fifth floor of Boylston Hall. Some teaching assistants and fellows have their offices on the ground floor (level G) of Boylston Hall; others are located at 2 Arrow Street. To find the exact location of an office, check the directory affixed to the wall directly across from the elevator on the fourth floor, or ask the receptionist. Mailboxes are all to be found on the fourth floor.

For complete and regularly updated information on the department, check our website: [www.fas.harvard.edu/~rll](http://www.fas.harvard.edu/~rll)

If you want to meet someone for advice on undergraduate studies in RLL, your first point of contact is Walter Hryshko, our Undergraduate Program Coordinator: ([hryshko@fas.harvard.edu](mailto:hryshko@fas.harvard.edu), 5-1860, Boylston 413).

### **RLL Administration of Undergraduate Programs**

The department is divided into four sections (French, Italian, Portuguese, Spanish) but has a common chair. The Director of Language Programs coordinates language courses in all the languages taught in RLL. The Director of Undergraduate Studies and the Associate Director of Undergraduate Studies supervise and coordinate undergraduate programs for concentrators. They organize regular meetings of the Board of Undergraduate Studies (BUS), which includes all the Undergraduate Advisers and the Undergraduate Program Coordinator.

Names of the persons currently in charge of these functions:

Chair: Luis Fernández Cifuentes

Director of Language Programs: Kim Campbell

Director of Undergraduate Studies: Virginie Greene

Associate Director of Undergraduate Studies: Elvira DiFabio

Undergraduate Program Coordinator: Walter Hryshko

### **What can Undergraduates do in RLL?**

The Department of RLL offer Harvard undergraduates different levels of specialization in Romance languages. Students can indeed take only a few elective courses in one or several Romance languages and literatures. But they can also structure their electives in order to obtain a language citation, or to fulfill the requirements for a secondary field in French, Italian, Portuguese or Spanish. The next step is to decide to become a concentrator.

#### **Language Citation**

To obtain a language citation in French, Italian, Portuguese or Spanish, students need to take four half-courses in one of the four languages. In general, language courses at the second-year level and above can count toward a citation if they are taken in sequence and if they meet the criteria set forth in the Harvard College Handbook for Students.

Literature courses taught in the target language usually offer citation credit, but students should consult course descriptions in the online catalog for exact information.

Concentrators in RLL can take language citations in languages other than those in which

they are specializing. Students can take as many language citations as they want, but cannot blend, for example, two courses in French and two courses in Spanish to obtain a “Romance Language citation.” For a detailed description of the requirements in each Romance language, see the section “Citations in a Foreign Language” in the FAS Handbook for Students or online:

[www.fas.harvard.edu/~advising/docs/language\\_citations.pdf](http://www.fas.harvard.edu/~advising/docs/language_citations.pdf)

Or on the RLL website:

[www.fas.harvard.edu/~rll/undergraduate/language\\_citations.html](http://www.fas.harvard.edu/~rll/undergraduate/language_citations.html)

**Note:** The person in charge of signing the Language Citation Study Plan in RLL is **not** the Director of Undergraduate Studies **but the Director of Language Programs, Kim Campbell**. For any question on RLL language citations, please contact Professor Campbell at Boylston Hall 436, 5-2524.

### **Secondary Field**

In the Fall 2006, the Department of RLL designated secondary fields in each of its four main languages. Students can take only one secondary field. To fulfill the requirements for a secondary field in French, Italian, Portuguese, or Spanish, students must take five half-courses according to the following distribution:

In French or Spanish: a maximum of one half-course at the 40-60 level, a maximum of two half-courses at the 70-90 level, and a minimum of two half-courses at the 100-level or above.

In Italian or Portuguese: a maximum of two half-courses at the 40-90 level, and a minimum of two half-courses at the 100-level or above.

Up to one half-course in a related field may be accepted towards a secondary field in all four tracks. Up to two half-courses taken abroad and approved by the Office of International Programs and by the Undergraduate Adviser in the relevant section may be also accepted towards a secondary field.

For further details, please see the RLL website:

[www.fas.harvard.edu/~rll/undergraduate/secondary\\_field.html](http://www.fas.harvard.edu/~rll/undergraduate/secondary_field.html)

Or see the Office of Academic Programs website:

[www.fas.harvard.edu/~secfield/](http://www.fas.harvard.edu/~secfield/)

For any questions on RLL secondary fields, contact the Undergraduate Program Coordinator, Walter Hryshko ([hryshko@fas.harvard.edu](mailto:hryshko@fas.harvard.edu), 5-1860).

### **Concentration**

Students interested in concentrating in RLL should read this handbook and come to informational meetings and open house sessions organized by RLL (see announcements on our RLL website, either on the Home page or in the “Undergraduates” page). To set up an appointment with the relevant RLL Undergraduate Adviser, a student should contact the Undergraduate Program Coordinator, Walter Hryshko ([hryshko@fas.harvard.edu](mailto:hryshko@fas.harvard.edu), 5-1860). If a student is undecided about which of the various

RLL tracks to follow, he/she can also contact directly the Director of Undergraduate Studies.

**List of Main Abbreviations Used in this Handbook**

BUS: Board of Undergraduate Studies

DLP: Director of Language Programs

DRCLAS: David Rockefeller Center for Latin American Studies

DUS: Director of Undergraduate Studies (equivalent to “Head Tutor” in some other programs and departments)

HCRP: Harvard College Research Program

OIP: Office of International Programs

RLL: Romance Languages and Literatures

UA: Undergraduate Adviser

## CHOOSING A CONCENTRATION IN RLL

### **Language proficiency**

The department of RLL welcomes students at all levels of proficiency: beginners in a Romance language can indeed become concentrators. However, language proficiency is not sufficient to obtain a BA in a Romance language or a combination of Romance languages. All concentrators are required to take courses in literature and culture.

### **Types of Concentration**

There are three main types of concentration designed to allow for various degrees of focus and interdisciplinarity.

**1. Full concentration.** A full concentrator focuses on one of the six main areas of study inside RLL. These areas are:

**French and Francophone Studies**

**Hispanic Studies**

**Italian Studies**

**Latin American Studies**

**Portuguese-Brazilian Studies**

**Romance Studies**

A full concentration track can be oriented more toward literary studies or more toward cultural studies.

Concentrators can also choose two special tracks:

**Latin American Studies** is intended for students who wish to focus on issues of culture and society in Latin America. Therefore, the Concentration offers the opportunity to study the multiple languages, literatures and artistic practices of Latin America, including the range of cultural registers (popular, traditional, modern, Western and non-Western) that shape the past, present and future of Latin America. Students are encouraged to develop knowledge about Afro-Caribbean, Brazilian, Hispanic, and indigenous cultures. This track is cross-cultural in focus and design in order to promote interdisciplinary and bi- or multilingual approaches to Latin America. For this track, students take up to four half-courses in related fields in other departments.

**Romance Studies**, allowing students to study *three* Romance languages and literatures. Cross-cultural in focus and design, the concentration acknowledges the commonalities and differences of the Romance traditions and fosters study of the interrelationships among the Romance languages. Since Romance Studies concentrators need to reach an advanced level in three languages to fulfill concentration requirements, they should have advanced proficiency in at least one Romance language and preferably intermediate proficiency in a second Romance language at the beginning of their sophomore year.

Since both tracks are interdisciplinary in nature, **joint concentrations with Latin American Studies and Romance Studies are not permitted.** There are also no citations or secondary fields in Latin American Studies or Romance Studies.

## **2. Combined concentration**

A student can combine two of the main Romance languages, e.g. Italian and French. These two languages will have equal share in the student's curriculum. For students more advanced in one Romance language than in another, it is generally recommended to do a full concentration in the stronger language and a language citation in the weaker. If a student in a combined concentration chooses and is approved to do honors, normally the senior thesis should address both of the fields combined. An example of a senior thesis in a combined concentration: "*Les Échos du Silence: Presence and Absence: The Silence of God in Twenty-Century French and Italian Literature.*"

## **3. Joint concentration**

This is an **honors** track that finds common ground between an RLL field and a discipline offered in another department or program. For example, students have joined French and English, Italian and History of Art and Architecture, Portuguese and Anthropology, etc. Examples of recent senior theses in joint concentration: "Cookies, Cakes and Castles: The Consolations of Ferrara in the Paintings of Giorgio De Chirico, 1915-1918"; "Idioms of Membership: Language and Symbolic Boundaries in the Catalan Discourse of Immigration."

The difference between a joint concentration and a concentration with a secondary field is that a joint concentration involves the writing of a joint senior thesis, evaluated by both departments or programs. A secondary field does not involve the writing of a common thesis. For obvious reasons it is impossible to do a joint concentration between French and Neurobiology, but it is now possible to choose Neurobiology as a primary field and French as a secondary field, or French as a primary field and Neurobiology as a secondary field.

Students who consider the possibility of doing a joint concentration should be ready to be proactive. It is up to them to contact both departments or programs and make sure that their intellectual project makes sense on both sides, and that they will find thesis advisors and readers in both departments and programs. Early in their concentrator career, they should inquire about the requirements of each department or program for their honors and joint tracks. Then they should make sure that their selection of courses in both sides compliment each other and prepare them to blend the methodologies used in each department or program in a single project.

One department or program will be called their primary concentration, the other the secondary, but this is mainly an issue of emphasis: usually the number of courses taken is equal or equivalent.

## **Requirements and Honors**

In all RLL tracks, the basic requirement is **12 half-courses**, including a one semester sophomore tutorial. With the exception of a Freshman Seminar, courses taken **Pass/Fail** may not be counted toward the concentration. **One** Freshman Seminar may count as a

concentration requirement, with the approval of the Undergraduate Adviser and if the student has received a grade of SAT.

Honors tracks require **14 half-courses**, including a one-semester junior tutorial culminating in a **junior essay**, and a year-long senior tutorial producing a **thesis**. Honors concentrators are also expected to take **oral and written examinations** at the end of their senior year. Only joint concentrations are “Honors only.” In all other tracks, students have the choice between the basic track and the Honors track.

**Please note:** In order to pursue Honors, students must maintain a grade average of **no less than a B+** in concentration courses (3.33 on the 4-point scale).

For a quick overview of the requirements in each track for full, combined and joint concentrations in RLL, consult the tables given in Appendix A of this handbook.

### **Advising in RLL**

The department of RLL provides advising to concentrators and prospective concentrators primarily through a team of six Undergraduate Advisers, one for each of the main languages plus one adviser for the Latin American Studies track and one for the Romance Studies track. Undergraduate Advisers hold regular office hours and welcome all RLL concentrators as well as prospective concentrators. Undergraduate Advisers review and sign concentrators' study cards and should be consulted for any question involving the choice of courses. They may also be consulted on programs abroad. They often write recommendations for grants and graduate schools.

Concentrators are invited to use RLL advising for all their needs and concerns related to their undergraduate studies. Advisers may not be able to find solutions to every difficulty or answers to every query or demand but they can always help students at least to figure out the degree of importance of an issue and whom to contact within the Harvard community if more assistance is needed.

### **Current List of Undergraduate Advisers**

**Virginie Greene**, Director of Undergraduate Studies, Undergraduate Adviser in Romance Studies. E-mail: [mgaylord@fas.harvard.edu](mailto:mgaylord@fas.harvard.edu). Office: Boylston 425. Telephone: 5-5509

**Elvira DiFabio**, Associate Director of Undergraduate Studies, Undergraduate Adviser in Italian. E-mail: [edifabio@fas.harvard.edu](mailto:edifabio@fas.harvard.edu). Office: Boylston 321. Telephone: 5-5478.

**Marie-France Bunting**, Undergraduate Adviser in French. E-mail: [bunting@fas.harvard.edu](mailto:bunting@fas.harvard.edu). Office: Boylston 422. Telephone: 5-5269.

**Clémence Jouët-Pastré**, Undergraduate Adviser in Portuguese. E-mail: [cpastre@fas.harvard.edu](mailto:cpastre@fas.harvard.edu). Office: Boylston 324. Telephone: 5-1929.

**Johanna Damgaard Liander**, Undergraduate Adviser in Spanish. E-mail: [jliander@fas.harvard.edu](mailto:jliander@fas.harvard.edu). Office: Boylston 421. Telephone: 5-5895.

**Mariano Siskind**, Undergraduate Adviser in Latin American Studies. E-mail: [siskind@fas.harvard.edu](mailto:siskind@fas.harvard.edu). Office: Boylston 427. Telephone: 5-9371.

## Sophomore Year

Students who decide to become concentrators in one of RLL tracks should first meet with the Undergraduate Adviser of that track to discuss their decision and plan of studies. This first encounter should happen either during the second semester of the Freshman year or during the first semester of the Sophomore year. Next, the Undergraduate Adviser will review and sign a concentration plan by December of the Fall Semester of the Sophomore Year. The actual date varies slightly from year to year; please consult the website of the Advising Programs Office at [www.fas.harvard.edu/~advising](http://www.fas.harvard.edu/~advising). At the beginning of the Spring term, students will meet again with their RLL advisor to discuss their courses for the term and have their study card signed.

### **Sophomore Tutorial**

All RLL concentrators must take a sophomore tutorial; that is, a small group course open to undergraduates only and led by a RLL faculty member. Three sophomore tutorials are regularly offered: French 97, Portuguese 97 and Spanish 97. Concentrators in Italian Studies should consult the Undergraduate Adviser in Italian for an appropriate substitute course. The tutorials are taught entirely in the target language and are generally an introduction to the methodology of reading and interpreting texts and films. Concentrators in the Latin American track take either Spanish 97 or Portuguese 97. Concentrators in Romance Studies take any one of the four sophomore tutorials offered (in general they choose the tutorial in their strongest language). Concentrators in combined fields normally take a sophomore tutorial in just one of their fields, and enroll in an appropriate 90- or 100-level course in the other field.

### **From Language to Literature and Culture**

The Fall semester of the Sophomore year should be the moment when the transition from language courses (up to courses numbered 60) to culture and literature courses (courses numbered 70 and above) is accomplished. For concentrators in Romance Studies, this should be the case for at least the strongest language. If concentrators still need to fulfill their requirement for one advanced language course, they should take it in the spring of their Sophomore year. Native speakers may replace the advanced language course by a literature or culture course, with the approval of their adviser.

### **Choosing Courses in Related Fields**

All RLL concentration tracks allow for half-courses in related fields as part of their course requirements:

- French and Francophone Studies allows **up to two** half-courses in related fields
- Hispanic Studies allows **up to three** half-courses in related fields
- Italian Studies allows **up to four** half-courses in related fields
- Latin American Studies allows **up to four** half-courses in related fields
- Portuguese/Brazilian Studies allows **up to four** half-courses in related fields
- Romance Studies allows **up to two** half-courses in related fields

Courses in a related field are usually taken outside the department of RLL in a broad variety of departments and programs. Their relation to a RLL track is usually quite obvious from their title or catalogue description. For instance, Anthropology 1161: Classic Mayan Language, Literature and Society counts as a related field for Hispanic Studies and Latin American Studies; Historical Study B-19: The Renaissance in Florence, counts as a related field for Italian Studies.

Some freshman seminars may count as related fields. Depending on the track, a course at the 25-level or above in another Romance language may also count as a related field.

Lists of sample courses counting as related fields are updated every year and can be found in **Appendix C** of this handbook and on the RLL website. *These lists are not exhaustive*; other courses may exist that could also be counted as related courses. Search the online catalogue with keywords, such as France, French, Francophone, Paris, Italy, Italian, Rome, Florence, Renaissance, Spain, Portugal, Brazilian, Latino, Latin America, Mesoamerica, Andean, etc.

Students should always check with their adviser to be sure that the courses they intend to take truly count as related fields. They may be required to devote the final paper or project to a Romance subject in order for the course to be given credit as a related field. Concentrators should confirm paper topics with the Undergraduate Adviser as early as possible in the semester and submit a copy of the paper to him or her at the end of the course.

### **Applying to a Junior Tutorial**

During the spring of their sophomore year (that is, their first term as concentrators), students will be asked to indicate on a form if they would like to consider an Honors track. (**Note that all joint concentrators are by definition on the Honors track**). If this is the case, they will have to take a one-semester junior tutorial with an assigned individual tutor. In order to find the adequate tutor for each student who plans to try the honors track, the BUS needs to have a list of students, their wishes about the academic area they would like to explore with their tutor, the Romance language or languages in which the tutorial will be conducted, and whether they prefer the Fall or Spring term for the tutorial. Many students prefer to take their junior tutorial during the Spring term of their junior year so as to give themselves more time to take courses with Department faculty and decide upon their interests.

*Taking a junior tutorial does not mean that the student will automatically be obliged or approved to write a senior thesis.* It keeps the options open between the honors and the non-honors tracks. Please note: students must have and maintain a minimum of a B+ (3.33) average in their concentration courses in order to be eligible for a junior tutorial. Students are also required to have taken at least one 100-level course on campus in RLL before enrolling in a junior tutorial.

### **Preparing to Study Abroad**

The best time to spend a semester or a year abroad is during the junior year. Choosing the right program and preparing for the departure should be done ideally amply in advance, in the fall or spring of sophomore year. Undergraduate Advisers in RLL can provide good advice about programs abroad and should be consulted as soon as one thinks about this possibility. At the same time students should use the central resource, the **Office of**

**International Programs**, which will provide the administrative guidance necessary for choosing programs, getting credits, information about visas, etc.

Their website is <http://www.fas.harvard.edu/~oip/>, and their office is located at 2 Arrow Street, Fourth Floor, 617 496 2722.

**Concentration Credit:** Full concentrators can earn *concentration* credit for up to *two* half-courses for summer study, *three* half-courses for one term's study, and *six* half-courses for an academic year. Joint concentrators can obtain a maximum of *two* half-courses of concentration credit in RLL for any amount of time spent abroad. Please note that all Sophomore and Junior tutorials must be taken and completed on campus, never abroad. Be prepared, upon your return, to furnish examples of work completed abroad (term papers, projects, graded translations) to your Undergraduate Adviser.

**Elective Credit:** Each half-course of non-concentration (elective) credit granted for course work done out of residence reduces by one half-course the amount of Independent Study credit a student may earn in residence.

**Independent Study:** Students who wish to take courses abroad as independent studies should remember that they are governed by the same policies as independent study in residence, that is, independent studies do not normally count towards concentration requirements.

**Good Standing:** In order to be granted credit for study elsewhere, both a student's previous academic record and their disciplinary record at Harvard must both be satisfactory; the student cannot be granted degree credit for any course work out of residence that begins when the student is on probation for any reason.

**Partial Credit and Payment:** The College requires that students ordinarily complete eight terms in residence. All seniors must be in residence for their final term, and all transfer students must complete at least four full semesters at Harvard. A term abroad for which the student receives full degree credit (four half-courses) is counted as a term in residence and therefore as a term for which s/he may register at Harvard. A term for which partial credit (one to three half-courses) is granted does not reduce the residence used to complete degree requirements.

**Types of Courses For Which Credit is Usually Granted:** Study out of residence must have an intellectual and academic justification. For a concentrator in Romance Languages and Literatures, the benefits of study abroad extend far beyond the classroom, as it provides a singular opportunity to become immersed in the target culture. Courses must be as demanding as ones at Harvard and should not be of a purely linguistic/survey-type nature. Please discuss your course selection with your Undergraduate Adviser prior to studying abroad.

**Level of Language Required:** As students will be taking courses in the language of the country, they must demonstrate adequate preparation in the language before

petitioning for credit. This usually means having completed the equivalent of two years of college-level language study.

**When to Petition:** Petitions for credit must be approved by the Faculty Committee on Study Out of Residence before students begin study at another institution, ordinarily during the term before they leave Harvard. For petitions for summer, fall, and academic year courses, students should begin the process by **mid-March** and for spring term courses, by **mid-October**.

### **Applying for Research and Travel Grants**

Students interested in traveling and/or doing research during summer terms, either independently or in connection with a senior honors track, should consider early the various funding possibilities that may help them to do so. The main resource for information on support for international travels and research is the website <http://www.funding.fas.harvard.edu/>.

There is a fund especially designated for students who want to travel and research in Romance language countries and regions: **the Dressler Family Traveling Grant**. The deadline for applications is toward the end of February. For more information, see: <http://www.fas.harvard.edu/~rll/undergraduate/dressler.html>. Note: this fund can only support one or two students a year.

Students who want to do research at Harvard can also be supported through the **Harvard College Research Program (HCRP)** (see: <http://www.seo.harvard.edu/resprog/hcrp.html>). They need to have a faculty sponsor and to apply by the deadlines (in early October for fall, early February for spring, and early April for summer).

A complete list of possible resources for funding Undergraduate research and travel projects can be found at [www.funding.fas.harvard.edu](http://www.funding.fas.harvard.edu)

### **Asking for Letters of Recommendation (During Harvard)**

During their career as undergraduates, students may need letters of recommendation from their RLL teachers and advisers for various purposes, such as: supporting their application for a grant, a program abroad, a prize, membership in a society such as Phi Beta Kappa, or for getting access to a specialized library for research purposes. Students should make sure they choose an appropriate recommender (in some cases a Teaching Fellow or Assistant is appropriate, in others, a Faculty member is preferable) and a recommender that will be able to write an efficient letter. Asking a letter from someone you never met in person or never studied with before is generally not going to provide an adequate support. Conversely, asking a letter from someone who knows you well but is not at all competent to judge your qualifications for the specific thing to which you apply may not work either. If you are in doubt about these delicate issues, consult your undergraduate adviser or the DUS.

If the choice of recommender is important, **timing** is crucial. **No teacher or adviser should be expected to write a last hour or last minute recommendation.** You should ask at least **two weeks in advance of the deadline**, and indicate clearly this deadline to the person of whom you request a recommendation. **Some recommenders prefer as**

**many as six weeks notice.** It is a good idea to send a brief and polite reminder to your recommender a week before the deadline. The third important aspect of the process is to provide your recommender with as much useful information as you can: the nature and purpose of your application, the name and address of the institution to which you apply, the deadline, the waiver form if there is one, and, when this can be useful, a copy of your letter of application and/or statement of purpose and a list of the material you send with it. Many applications are now online, but not all, and some recommenders will prefer to write their letter “offline.” In this case, you should provide your recommender with a stamped envelope either addressed to you or to the institution to which you apply.

## Junior Year

### **Honors or Non Honors?**

At the beginning of their junior year, students should have already decided whether they want to try the honors track. Those who have opted for a non-honors track can still change their mind before the spring term, but not later, because it is normally not possible for them to take a junior tutorial at the same time they start writing their thesis. A non-honors track is a perfectly honorable choice: many students of excellent standing prefer this option, which allows them to devote more time to explore other fields of interest in their electives or secondary field or to practice extracurricular activities. Students who decide to try the honors-track need to be independent, focused, well organized, and ready to devote at least six months of their life to a single project.

**Please note:** In order to pursue Honors, students must maintain a grade average of **no less than a B+ (3.33)** in concentration courses.

### **Junior Tutorial**

This one semester, one-on-one tutorial in the student's Romance language or primary language in the case of Latin American Studies, Romance Studies, or Combined tracks, aims to help concentrators to explore more independently an area of study that could become the background of their senior thesis. Students and tutors are matched with one another on the basis of common interests and the tutor's field of expertise. Together they determine a syllabus of primary and secondary sources they will read and discuss in the target Romance language during their weekly sessions. During the first half of the tutorial, students are expected to write short papers (response papers or more specifically focused assignments, as tutors and students find more appropriate) related to their readings. During the second half of the semester, the student works toward producing a junior essay, that is, a carefully researched and documented long paper (about 20-25 pages, including bibliography and notes, written in the target Romance language), in which interpretation of primary materials draws support from secondary sources.

The main goals of the tutorial are:

- to develop a student's ability to discuss and write about literature and culture in the language of the concentration
- to hone skills in interpretation of texts, films and other cultural productions of Romance language-speaking areas
- to provide a historical, critical, theoretical context enriching the interpretation
- to help a student determine whether s/he wishes to write an Honors Thesis.

The junior tutorial is required for honors tracks, but if a student does not continue this track in the senior year, the tutorial is counted as a 100-level course in a Romance literature/culture area.

## **Junior Tutorial Calendar**

Since the Junior Tutorial experience spans just about four months, during which not only careful reading but also a major writing project are undertaken, it is important to keep the following timetable in mind. Undergraduate Advisers oversee the progress of individual Junior Tutorials.

### **Official Junior Tutorial Calendar For Fall 2008 And Spring 2009**

#### **Fall 2008**

**Monday, September 15:** 5-7 pm general tutorial meeting with BUS and all tutors and students in 98 and 99 courses. First meeting of juniors and their tutors. Touch base, decide time of weekly meeting, begin to discuss syllabus. Boylston Hall, 4th Floor Lounge.

**September 16-30:** meetings with Mary Beth Clack (mclack@fas). Tutors and students sign up for an orientation session on library research in the 98-level courses.

**Wednesday, October 1:** Syllabus due: submit copy to Walter Hryshko.

**October 2-November 12:** Reading of primary texts and some secondary material; writing of short weekly or bi-weekly papers.

**Wednesday, November 12:** Written abstract for junior essay due, with question/s to be addressed, texts to be studied, and a preliminary bibliography. *A copy is submitted to the Undergraduate Program Coordinator.*

**November 13-December 10:** Reading of primary and secondary texts related to the junior essay; submission and discussion of partial drafts.

**Wednesday, December 10:** Full draft of junior essay due.

**Wednesday, December 17:** Draft returned to student with comments.

**Friday, January 9:** Junior essay due; submit one copy to tutor, one copy to Walter Hryshko.

**Friday, January 16:** Junior final grade due; essay returned to student with comments and tutorial evaluation form submitted to Walter Hryshko.

**Monday, April 6:** APPLICATIONS DUE FOR SENIOR TUTORIAL 2009-2010

**Monday, May 11:** Thesis adviser agreement form due with description of planned project and faculty signature.

## Spring 2009

**Wednesday, January 28:** 5-6 pm general tutorial meeting with BUS and all tutors and students in 98 and 99 courses. First meeting of juniors and their tutors. Touch base, decide time of weekly meeting, **begin to discuss syllabus.** Boylston Hall, 4th Floor Lounge.

**Jan 28 - Feb. 11:** meetings with Mary Beth Clack (mclack@fas). Tutors and students sign up for an orientation session on library research in the 98-level courses.

**Wednesday, February 11:** Syllabus due: submit copy to Walter Hryshko.

**Feb. 11 - Mar. 18 :** Reading of primary texts and some secondary material; writing of short weekly or bi-weekly papers.

**Wednesday, March 18:** Written abstract for junior essay due, with question/s to be addressed, texts to be studied, and a preliminary bibliography. *Submit copy to tutor and one copy to Walter Hryshko (hryshko@fas.harvard.edu)*

**March 18 - April 22:** Reading of primary and secondary texts related to the junior essay; submission and discussion of partial drafts.

**(Monday, April 6: APPLICATIONS DUE FOR SENIOR TUTORIAL 2009-2010)**

**Wednesday, April 22:** Full draft of junior essay due.

**Wednesday, April 29:** Draft returned to student with comments.

**Friday, May 8:** Junior essay due; submit one copy to tutor, one copy to Walter Hryshko.

**Wednesday, May 13:** Junior final grade due; essay returned to student with comments and tutorial evaluation form submitted to Walter Hryshko.

**Friday, May 15:** Thesis adviser agreement form due with description of planned project and faculty signature.

### Preparing to Write a Senior Honors Thesis

As they work through their junior tutorials, students should start thinking about their senior thesis.

#### Choosing a Topic

The Senior Thesis may, or may not, be related thematically to the Junior tutorial but it is hoped that the tutorial will have helped the student understand what constitutes a reasonable area of inquiry for a senior thesis. A senior thesis topic is basically a double-headed beast: one head being the primary materials to be studied and interpreted, the

other being the issue, question, argument, angle orienting the inquiry. Or more simply, the Material and the Problem. At the end of the junior spring semester, students embarking on a thesis will have to fill a form with a short description of the double-headed beast, which will allow them to start researching and reading during the summer, thus preventing many “if only I had known...” and gnashings of teeth toward December or January.

On the form they will also need the signature of a faculty member who would have accepted to be their thesis adviser.

### **Choosing a Thesis Adviser**

Full and combined concentrators in RLL will normally find a member of RLL faculty to advise their thesis. In some cases, the adviser may be a faculty member of another department. In joint concentrations, the student may have two co-advisers, or an adviser in one department/program and a tutor in the other. In any case, students must secure a firm commitment from at least one faculty member before leaving for the summer break. This will prevent last minute trouble and insure a smoother start in the Fall. Based on the topic chosen and in agreement with the thesis director, the BUS will find an assistant tutor for full and combined concentrators, and in some cases for joint concentrators.

### **Being Abroad**

If you are abroad during one or two terms of your junior year, you need to make sure that your adviser is aware of your plans, and has preapproved the courses you will take abroad for concentration credit (see above, pages 13-15). If any change in the courses you take occur, be sure to keep your adviser informed. If you are abroad during the spring semester, don't forget to write the Undergraduate Program Coordinator about your plans for the senior year: Honors or non-honors? If honors, on what topic and with whom will you write your thesis? Your adviser will help you to contact faculty members if necessary.

### **Junior Oral Competency Examination**

By the end of the junior year, all concentrators demonstrate proficiency in their Romance language by passing an oral competency examination. Romance Studies concentrators must take an oral competency exam in their two weakest languages. This examination is not graded, and is administered by the adviser in the Romance language.

## **Senior Year**

### **Fulfilling Concentration Requirements**

All concentrators should meet with their Undergraduate Adviser at the beginning of every term to check their progress toward fulfilling concentration requirements. During the Fall term of their senior year, the Undergraduate Program Coordinator will send them a list of courses they still need to take in order to graduate in Romance Languages and Literatures. Students should avoid postponing too many requirements for their last term, particularly if they plan to write a honors thesis. Students should not count on Independent Studies (listed as French, Italian, etc. 91r Supervised Reading and Research in the catalogue) to replace a requirement fulfilled ordinarily by a regular course. These courses are reserved for subjects not treated in regular courses.

### **Writing a Honors Senior Thesis**

After choosing a topic, finding a thesis director, and doing some preliminary reading and research during the summer, the next important step is to establish a good working relation with the advising team within the frame of the senior tutorial.

### **Senior Tutorial**

The Senior Tutorial (French, Italian, Portuguese, Spanish, Latin American Studies or Romance Studies 99) is a two-semester, full-year course, open to seniors who have successfully completed a Junior Tutorial in the concentration, and whose central focus is the researching and writing of the Senior Honors Thesis. It is graded Sat / Unsat. In RLL, thesis writers have the opportunity to work in a team of three, with both a Faculty Adviser and an Assistant Tutor, who is in most cases an advanced graduate student working in the Department. Joint concentrators often have a faculty thesis adviser in each department or program, sometimes in conjunction with an Assistant Tutor in RLL as well.

Most theses are written in English, in order to be eligible for prizes offered by the University, but students who prefer to write their thesis in the appropriate Romance language can do so with the agreement of their thesis adviser.

In the Senior Tutorial, the Faculty Adviser plays the leading role in guiding the student toward a promising approach and sources. Thereafter, it is the Faculty Adviser who rules on the acceptability of prospectus, drafts and final version of the thesis. Usually, thesis writers meet with their Faculty Adviser about twice a month. They meet weekly with their Assistant Tutor, who serves as sounding boards for developing ideas, offer assistance with bibliographic challenges, do preliminary readings of drafts in progress, and help to bring the final version of the thesis to a polished conclusion. It is important for the thesis writer to meet regularly with both the Adviser and the Assistant Tutor; but it is equally important that all members of the team meet together at least once at the beginning of the fall and spring terms, or at other crucial moments, in order to ensure agreement on the direction and progress of the thesis.

To make these meetings productive, the student should:

- 1) come to the meeting, come on time, and if prevented from doing so by illness or other good reason, do his or her best to inform the adviser or tutor before the meeting
- 2) come prepared to the meeting, that is, with notes taken from readings, outlines, drafts, bibliography, and specific questions
- 3) take advice into account as much as possible
- 4) feel fully responsible for his or her thesis

### **Calendar of the Senior Year**

Full concentrators writing theses in the Department of Romance Languages and Literatures and joint concentrators whose primary concentration is Romance Languages and Literatures must meet the following deadlines.

Joint concentrators whose primary concentration is not Romance Languages and Literatures follow the calendar of their primary concentration for all deadlines.

**Please note:** extensions on these deadlines are not given without an official University excuse or a letter from the thesis adviser.

### **Senior Tutorial Calendar 2008-2009**

**Monday, September 15:** 5-7pm general tutorial meeting with BUS and all tutors and students in 98 and 99 courses. First meeting of seniors and their tutors. Touch base, decide time of weekly meeting. Boylston Hall, 4th Floor Lounge

**September 16-30:** meetings with Mary Beth Clack. Tutors and students sign up for an orientation session on library research for senior thesis.

**Wednesday, October 15, by 5pm:** Prospectus due with outline and brief description of chapters, plus bibliography. 4-5 pp., submit one copy to adviser, one to tutor, one to Walter Hryshko.

**Friday, December 5:** First chapter due; submit one copy to adviser, one to tutor, one to Walter Hryshko.

**Monday, January 12:** Second chapter due; same submission procedure as above.

**Wednesday, February 11:** FULL DRAFT OF THESIS DUE.

**THURSDAY, MARCH 12:** Final deadline (5pm) for completed thesis. No exceptions. Two bound copies to Walter Hryshko. 5pm : Champagne reception for thesis writers. 4th Floor Lounge, Boylston Hall.

**March 13-May 3:** seniors and tutors work together to prepare for Senior Honors General examinations (written and oral)

**Thursday, April 30:** Senior Colloquium, 4-7 pm. Seniors present research and talk about their experiences writing the thesis.

**Monday, May 4, 9am:** Written general exams. 90-minute exam for joint concentrators, 3-hour exam for full concentrators.

**Tuesday, May 5 - Wednesday, May 13:** Oral general exams

After the Thesis has been submitted, the Assistant Tutor helps the Senior concentrator to prepare for the written and oral general examinations given in May.

Please note that there is plenty of time between each deadline, allowing for feedback from Faculty Advisers and Assistant Tutors, and for rewriting according to feedback.

On March 12, 2009 (the final deadline for senior theses), please submit two bound copies of the thesis (see details on binding below) to the Undergraduate Program Coordinator. Joint concentrators will submit one copy to the Undergraduate Program Coordinator in Romance Languages and Literatures and one to the other department.

**Penalties for late submission of the thesis (without an official medical excuse from the University Health Services) are as follows: one third of a grade subtracted per day of lateness (i.e. an A thesis submitted one day late becomes an A minus; an A minus becomes a B plus, etc.). Note that technology-related problems (printer, hard drive, virus, etc.) do not constitute acceptable excuses for late submission of work.**

Those who are graduating in November or March should consult their Advisers for specific instructions regarding deadlines.

#### **Formatting the Thesis**

**Length:** The normal length is 50-70 pages (12,500 to 17,500 words). These figures include only the text, not footnotes, documents, or appendices. If a student expects the essay to exceed 70 pages, he or she must obtain written permission from the thesis adviser and consult with the Director of Undergraduate Studies.

**Copies:** Prepare and submit two complete copies of the final product. Both copies should be on acid-free, 20-25% bond. This may require feeding sheets of bond paper into the printer or having two copies reproduced on bond paper. Clear Xerox copies are acceptable. Letter quality printing is desirable; however, the Macintosh high-resolution, high-contrast printing is acceptable. Students should allow ample time for possible

problems with typists and/or computers. Once these have been read, at least one copy will be returned to the author. A copy of the thesis is placed in the University Archives in the case of students who graduate from Harvard College with a degree of high honors or more.

**Title Page:** A title page is required and must conform to the following format:

<p style="text-align: center;">TITLE (in capital letters)</p> <p style="text-align: center;">by (Name)</p> <p style="text-align: center;">An Honors Thesis</p> <p style="text-align: center;">Presented in Partial Fulfillment of the Requirements for the Degree of Bachelor of Arts Department of Romance Languages and Literatures</p> <p style="text-align: center;">Harvard College Cambridge, Massachusetts</p> <p style="text-align: center;">(Month and Year of Submission)</p>
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**Binding:** Copies should be presented bound. No special binding is required; however, the color should be black. Black thesis binders may be purchased at the leading stationery stores in Harvard Square.

**Printing:** In recent years, several students have encountered last-minute printing problems that have seriously jeopardized their ability to meet the thesis deadline. **Please note:** printer and other technology-related matters do not constitute an acceptable excuse for late submission of work. Be sure to print out your thesis well in advance to avoid mishaps. In addition, check to see that all of the thesis pages are included in both copies. Otherwise, your thesis might be sent out to readers in an incomplete form.

**Photographs:** Photos, if applicable, may be mounted in the text or on separate sheets at the back. Make sure that the copies are of professional quality.

**Style:** The following notes cover only basic considerations. For all matters of style and documentation, follow *the MLA Style Manual*, unless instructed otherwise by your faculty thesis adviser. **“Writing with Sources,” published by the Expository Writing Program, is another useful guide. I’ve distributed this guide to your tutors: use it.**

**Format:** Pages should be 8 1/2” x 11”. Margins should be generous (1-1/2” on the left, 1” on the right), and pages must be numbered! The lines of type must be double-spaced, except for quotations of five lines or more, which should be single-spaced.

**Quotations:** Quotations of five lines or less, surrounded by quotation marks, may be incorporated into the body of the text. Longer extracts should be indented and single-spaced; they should not be included in quotation marks. Any quotation should be accompanied by a reference.

**Documents:** Historical and literary sources should be quoted verbatim if they are unpublished or for some other reason inaccessible (short ones in footnotes, longer ones in appendices).

**Footnotes:** You may use either footnotes (at bottom of page) or endnotes (at end of thesis). Footnotes or endnotes are properly used to acknowledge indebtedness for insights or arguments taken from other writers, to expand briefly an idea you cannot deal with fully in your text, or to quote in its original form a passage alluded to in your discussion. NB: In MLA format, footnotes or endnotes are not used to reference simple citations of author, title and page number, which are given in parenthesis after the quotation.

**Appendices:** An appendix is essentially an expanded footnote. One possible purpose is to supply further but incidental support for an argument developed in the text.

**Bibliography:** A bibliography, or list of works consulted, should appear at the end of your essay, including only those works which are directly quoted or from which material is borrowed.

**Translations:** If the thesis is written in English, passages of text and important terms quoted in other languages should be translated into English. Translations should follow the original version in the body of your text, as directed by the *MLA Style Manual*.

**Printing:** In recent years, several students have encountered last-minute printing problems that have seriously jeopardized their ability to meet the thesis deadline. **Please note:** printer and other technology-related matters do not constitute an acceptable excuse for late submission of work. Be sure to print out your thesis well in advance to avoid mishaps. In addition, check to see that all of the thesis pages are included in both copies, otherwise, your thesis might be sent out to readers in an incomplete form.

## **Thesis Grading**

As of October 2007, all theses in the Department of Romance Languages and Literatures receive letter grades instead of Latin grades. Thesis grades are determined by two readers who are Faculty members in the Department of Romance Languages and Literatures; for joint concentrators, one reader is a Faculty member of RLL and the other is usually a faculty member from the other department or program. In the event of readings differing by one full letter grade or more, the Director of Undergraduate Studies and the Undergraduate Adviser in the student's language will determine if a third reading is required, in agreement with the Thesis Adviser. The final thesis grade is calculated as the average of the three readings. A third reading is also normally required when a thesis receives one reading in the A or A- range and one reading below an A-.

All theses should show sound critical judgment, a substantial amount of research, judicious and careful handling of sources, and clarity of thought and exposition. Theses in the B+ or A- range fulfill these requirements to a high degree; theses that receive a grade of A represent an important original contribution to knowledge.

An average thesis grade of at least a 3.835 on the 4-point scale is required for recommendation for highest honors.

If the thesis does not receive a solid average grade of at least a B+ (3.33 on the 4-point scale) or receives two readings below a B+, the student will not be allowed to continue with the rest of the departmental honors process, i.e. general examinations. Students may still be eligible, however, to graduate, with a degree *cum laude*, based on their coursework at Harvard as a whole.

## **Prizes for Honors Senior Theses (Hoopes and Others)**

Each year, the best honors senior theses receive prizes. Theses written by concentrators in RLL may be eligible for the following prizes:

**Thomas Temple Hoopes Prize:** the thesis has to be nominated by a faculty member (a student cannot nominate him/herself); it usually should have received high readings (at least one summa), although this is not a rule. For more information see: <http://www.fas.harvard.edu/%7Esecfas/2007HoopesInfo.htm>

**Brazilian Studies Thesis Prize:** Established in 2005 by the David Rockefeller Center for Latin American Studies (DRCLAS) to recognize the Harvard College senior who writes the best thesis on a subject related to Brazil. Candidates may be nominated by their department/concentration/instructional committee, or candidates may nominate their own theses. This prize carries a monetary award of \$ 500, funded from the Jorge Paulo Lemann '61 Endowment for Brazilian Studies. The winner is determined in late May, and announced at the DRCLAS Certificate Ceremony held on the Wednesday before commencement. Deadline for submissions is the last day of classes.

**Jonathan Fay Prize:** As part of its mission, and in celebration of the Institute's origins in Radcliffe College, the Radcliffe Institute for Advanced Study awards the

Captain Jonathan Fay Prize annually. The prize is given to the graduating Senior who, in the opinion of the selection committee, has produced the most outstanding imaginative work or piece of original research in any field, reflecting the mission of the Radcliffe Institute to foster advanced work across a wide range of academic disciplines, professions, and creative arts, and to sustain a continuing commitment to the study of women, gender, and society.

**Reverend Peter J. Gomes Prize in Religion and Ethnicity:** The prize is named for the Reverend Dr. Peter John Gomes, Plummer Professor of Christian Morals and Minister in the Memorial Church, to honor the work and commitment he has made to Religious Studies, to the study of ethnicity and diversity, and to African American Studies. A prize will be awarded annually to the student, from any graduate or undergraduate program, with the most outstanding thesis or dissertation relating to Religion and Ethnic Studies. For further information, please contact the Department of African and African American Studies.

**James R. and Isabel D. Hammond Prize:** In 1992, a fund was established by a gift from James R. Hammond '57, an international banker specializing in Latin America and Treasurer of the Board of Trustees of the Latin American Scholarship Program of American Universities (LASPAU), to establish a first-ever prize at Harvard for theses in Spanish-American Studies. The James R. and Isabel D. Hammond Prize of not less than two hundred dollars (\$200) is to be awarded each year to the Senior in Harvard or Radcliffe College who writes a thesis on a subject concerning the Spanish-speaking countries of the Americas. The Standing Committee on Latin American and Iberian Studies (CLAIS) will invite each department and instructional committee to submit its best thesis by a Senior in Spanish-American Studies, and will choose a winner from among these submissions.

**Latino Thesis Prize:** The Inter-Faculty Committee on Latino Studies (IFCLAS) Annual Thesis Award, established in the spring of 2003 by David Rockefeller Center for Latin American Studies (DRCLAS) to recognize the Harvard College senior who writes the best thesis on a subject concerning Latinos (either recent immigrants or established communities of Latin American descent in the United States). Candidates may be nominated by their department/concentration/instructional committee, or candidates may nominate their own theses. The winner is determined in late May, and announced at the DRCLAS Certificate Ceremony held on the Wednesday before commencement. This prize carries a monetary award of \$500. Deadline for submissions is the last day of classes.

**Sohier Prize:** The prize of \$250 is given for the best thesis presented by a successful candidate for Honors in English, in modern literature, or in certain cases History and Literature. The thesis should preferably not contain more than 10,000 words of text. Candidates for the prize are nominated by the departments.

**Luisa Vidal de Villasante Award:** This award was established in 1975 by Katherine Lancelot Harrington Ph.D. '77 in memory of her grandmother Luisa Vidal de

Villasante. The Department of Comparative Literature may award a prize of \$100 annually for the best essay by a student, graduate or undergraduate, of Harvard University, on any subject in the field of Comparative Literature; preference will be given to subjects dealing in some way with Spanish Literature and/or language, either in themselves or in relation to other literature and/or languages. Prize seekers should submit their manuscripts at the office of the Department of Comparative Literature.

For more information on these prizes, contact the Prize Office at 495-4780, or by email to [fas-prizes@harvard.edu](mailto:fas-prizes@harvard.edu).

### **Thesis Writers Workshops and Other Resources for Thesis-Writers**

Writing a 50-70 pages research essay in usually less than six months is indeed a challenge. In order to help students fight writer's block, improve their organizational skills, or respond to the "lonely thesis-writer syndrome" the BUS offers **RLL thesis-writers workshops**. Students are not required but encouraged to take them. For the Academic Year 2008-2009, please consult the Undergraduate Program Coordinator for the dates, times, and locations of these workshops. The workshops involve members of the BUS and external experts in academic writing and are intended first and foremost to give senior writers an opportunity to talk about the process of writing the thesis to non-experts in their field and to share their experience with other RLL senior thesis-writers. Teachers, advisers, and experts present in these workshops come to moderate the discussion and to be used as consultant and resources on technical and practical points (for instance, issues of formatting, or juggling between reading more sources or starting to write, etc.). Students themselves help each other throughout the discussion. Other places where students can find support and help related to thesis writing:

**The Writing Center:** located in Room 019, Barker Center, 12 Quincy Street, this center dedicated to help Harvard undergraduates with any aspect of their writing has now a specific program for senior thesis writers. For more details, see their website: <http://www.fas.harvard.edu/~wricntr/thesis.html>.

**The Bureau of Study Counsel:** a resource center for student academic and personal development, located 5 Linden Street, Cambridge, MA 02138-5004  
Phone: 617-495-2581 Fax: 617-495-7680  
E-mail: [bsc@fas.harvard.edu](mailto:bsc@fas.harvard.edu)

The Bureau can provide help and advise in ways to cope with the added stresses of the senior year and thesis writing.

For more information, consult their website: <http://bsc.harvard.edu/>

### **Preparing and Taking Oral and Written Examinations**

All honors students must take a written and an oral examination at the end of their last term of their senior year. It is usually during the reading period, in early May. For concentrators pursuing a March degree, the examinations will take place during the reading period in January.

After spring break, students will meet with their assistant tutor to prepare for the examinations. Joint concentrators who do not have a tutor, should receive advice and support from their undergraduate adviser or their thesis adviser.

### **The Reading List**

The first step in the preparation is to establish a **reading list of texts**, on which the written and part of the oral examination will be based. The amount and distribution of titles vary according to the tracks:

Full concentrators: at least **30** books

Combined concentrators: at least a total of **30** books divided equally between their two fields

Joint concentrators: at least **15** books

Romance Studies concentrators: at least **30** books, approximately **12** in each of their stronger languages, and **6** in the weakest

Each candidate prepares his/her list with the help of his/her assistant tutor, both on the basis of the lists provided for each concentration (see these lists below in Appendix B, pages 45-52) and according to the courses s/he has taken at Harvard or abroad.

Hopefully, the student should have already read a good number of these books for class, the junior tutorial and the senior tutorial. The student's list should not be a subset of the thesis bibliography, although it may contain several titles of primary sources used in the thesis. Various historical periods and literary genres must be covered. Some important texts of literary criticism or cultural theory may be part of the list (e.g. Roland Barthes, *Le Degré zéro de l'écriture*, or Giorgio Agamben, *Stanze*) but the majority of the texts should be literary. Films can be included. All texts/films should be in the target language. The list should be established promptly after spring break and submitted to the Undergraduate Adviser for his/her approval. Then a copy of the finalized list is given to the Undergraduate Program Coordinator.

### **The Written Examination**

The examination lasts three hours for full and combined concentrators, 90 minutes for joint concentrators. It is normally held during the first week of Spring reading period.

#### **Format And Language**

Full concentrators must normally answer two long essay questions and write two text analyses (*explications de texte*). Joint concentrators must normally answer one long essay question and write one text analysis. Romance Studies concentrators must normally answer two long essay questions and one text analysis. There is always a choice of questions and texts to analyze. It is important for students to write clear, well-structured answers.

At least half the examination must be written in the target language (1 out of 2 for joint concentrators, or 2 out of 4 questions for full concentrators). Concentrators in the Romance Studies track must write at least one of the three essays/analyses in one of the three languages they study.

To consult past examinations, please see the Undergraduate Program Coordinator.

### **Grading**

Faculty members create questions and select excerpts to be analyzed based on the students' reading lists. When a student chooses to answer a particular question on the exam, that question is graded by the Faculty member who created it. Letter grades are assigned to each response and are averaged. Normally, results are obtained by the day of the oral examination.

### **Oral Examination**

The oral examination is normally held during either the first or second week of Spring reading period. It is fifty to fifty-five minutes long. At the end of fifty or fifty-five minutes, the student has been excused and the members of the board determine the student's grade and sign the record sheet. The student is then called in to receive her or his grade as well as feedback from the examiners.

### **The Examination Committee**

The student's thesis adviser is the chair of the examining board. The other examiners are usually two readers of the thesis. When possible and with the approval of the thesis adviser, the assistant tutor can also be part of the committee. For joint concentrators, a member of the other department or program will be invited (either the thesis adviser or a reader).

### **How the Examination Works**

During the first 10-15 minutes, the student will be given the opportunity to revisit his/her thesis and respond to the comments he/she received. Then members of the committee will intervene to move the conversation toward more general issues, derived from the thesis. Broader theoretical questions may be discussed as well as the social, historical, and cultural context of the materials studied in the thesis. The last 10-15 minutes of the examination should be devoted to the reading list in order to test the ability of the student to apply the reflection and argumentation developed in the thesis to other texts and periods, and to navigate his/her field of concentration. Part of the exam should be conducted in the language of the concentrator's specialty, at the Chair's discretion.

### **Determination of Honors**

Honors are calculated on the basis of the student's grades in coursework, the thesis, and the general examination (written and oral). Each of these three components is weighted as follows:

Course grades in the concentration*	45%
Thesis	35%
General examination	
Written exam	10%
Oral exam	10%

*\*Only grades from concentration courses taken at Harvard (including Harvard Summer Courses on campus and abroad) will be considered in the determination of a student's departmental ranking.*

We employ the 4-point scale currently used by the College (adapted as of September 2003 to replace the 15-point scale) in order to calculate overall grade point averages.

At the end of the Spring semester a full Faculty degree meeting is held, in which each honors candidate's performance is discussed. Upon completion of all calculations, the department presents its recommendation of Honors, High Honors, Highest Honors, or no honors, to the Administrative Board for transmission to the Faculty of Arts and Sciences, together with the Board's own recommendation.

To receive a departmental recommendation of Honors, the above average of coursework, thesis, and written and oral general exams must be at least 3.45; for High Honors, that average must be at least 3.65; for Highest Honors, that average must be at least 3.85.

The Faculty of Arts and Sciences will either accept the department's recommendation or amend it according to established rules. That is, a student recommended for Highest Honors by the Department of Romance Languages and Literatures will not necessarily graduate with Highest Honors. It should be noted that students not recommended for Honors in their field may still be recommended by the Faculty of Arts and Sciences for the degree *cum laude*. For more information, please refer to pages 62-63 in the 2008-9 *Handbook for Students: Fields of Concentration*.

### **The Senior Colloquium**

Since 2005, the BUS organizes a senior colloquium at the end of the spring term (usually on the last Thursday or Friday before reading period). Each senior in the department is invited to present his or her senior thesis for honors students, or, in the case of non-honors students, a special project done during the senior year. Each presentation lasts about 20 minutes and is followed by questions and comments from the audience, including other RLL concentrators or prospective concentrators, tutors, undergraduate advisers, faculty members. Parents and family members of the students are welcome to attend if they are on campus. Participation in the colloquium is not mandatory but we strongly encourage our students to share their expertise and experience with other students and teachers. This is good training for public speaking, in a friendly environment, and it gives each student a more personal sense of closure and achievement. Light refreshments are provided.

### **Letters of Recommendation (Post Harvard)**

For the general etiquette and strategy of securing letters of recommendation, see above, pages 15-16. In their senior year, students often need letters to support their application to graduate schools or to professional positions. Even if they "take a break" after graduating they may need recommendations down the road and should make sure that

their house has letters on file for them. These letters are very important for the future career development of the student. In most cases, seniors have been able to establish contact with various Faculty members and choosing recommenders is easier than in the preceding years. Thesis advisers are usually among the most desirable recommenders, or those who have already written a letter for you and can easily update it. Among the million things that may occupy your mind around graduation time, don't forget the letters of recommendation: it is easier to ask them when you are still on campus than later on when the prospective recommender may be away or on leave and without access to files or records.

**APPENDIX A: CONCENTRATION REQUIREMENTS**

**Appendix A1.1**

**CONCENTRATION IN FRENCH AND FRANCOPHONE STUDIES**

**Honors Y / N**

**I. Survey courses (BASIC REQUIREMENT):**

- 1. \_\_\_\_\_ French 70a Semester Taken \_\_\_\_\_
- 2. \_\_\_\_\_ French 70b or c Semester Taken \_\_\_\_\_

**II. Two of the following language courses (BASIC REQUIREMENT):**

- 3. \_\_\_\_\_ French 42 Semester Taken \_\_\_\_\_
- 4. \_\_\_\_\_ French 47 Semester Taken \_\_\_\_\_
- \_\_\_\_\_ French 48 Semester Taken \_\_\_\_\_
- \_\_\_\_\_ French 51 Semester Taken \_\_\_\_\_
- \_\_\_\_\_ French 52 Semester Taken \_\_\_\_\_

**III. Sophomore Tutorial (BASIC REQUIREMENT):**

- 5. \_\_\_\_\_ French 97 Semester Taken \_\_\_\_\_

**IV. Five half-courses in numbered 90 and above (at least one < 1800, at least three taught in French). HONORS: one of the courses in this category *must* be French 98.**

- 6. French \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 7. French \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 8. French \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 9. French \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 10. French \_\_\_\_\_ Semester Taken \_\_\_\_\_

**V. Two half-courses in a related field:**

- 11. \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 12. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**French 99 \_\_\_\_\_ Thesis Topic \_\_\_\_\_**

**Written \_\_\_\_\_ Oral \_\_\_\_\_**

**Faculty Adviser \_\_\_\_\_**

**Tutor \_\_\_\_\_**

**APPENDIX A1.2**  
**COMBINED/JOINT CONCENTRATION IN**  
**FRENCH/FRANCOPHONE LITERATURE/STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Honors Y / N**

**Combined:**

Other Language: \_\_\_\_\_

**Joint:**

Primary Concentration: \_\_\_\_\_

Secondary Concentration : \_\_\_\_\_

**I. Survey Courses (BASIC REQUIREMENT):**

- |    |                       |                      |
|----|-----------------------|----------------------|
| 1. | _____ French 70a      | Semester Taken _____ |
| 2. | _____ French 70b or c | Semester Taken _____ |

**II. One of the following language courses (BASIC REQUIREMENT):**

- |    |                 |                      |
|----|-----------------|----------------------|
| 3. | _____ French 42 | Semester Taken _____ |
|    | _____ French 47 | Semester Taken _____ |
|    | _____ French 48 | Semester Taken _____ |
|    | _____ French 51 | Semester Taken _____ |
|    | _____ French 52 | Semester Taken _____ |

**III. Sophomore Tutorial (BASIC REQUIREMENT):**

- |    |                 |                      |
|----|-----------------|----------------------|
| 4. | _____ French 97 | Semester Taken _____ |
|----|-----------------|----------------------|

**IV. Two half-courses numbered 90 and above (at least one of these courses must be in French). HONORS: one of these courses must be French 98.**

- |    |              |                      |
|----|--------------|----------------------|
| 5. | French _____ | Semester Taken _____ |
| 6. | French _____ | Semester Taken _____ |

**French 99** \_\_\_\_\_

**Thesis Topic** \_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**Appendix A2.1**  
**CONCENTRATION IN HISPANIC STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_  
**Honors Y / N**

**I. Survey Courses (BASIC REQUIREMENT):**

1. \_\_\_\_\_ Spanish 70a **or** 70b **or** 70c Semester Taken \_\_\_\_\_  
2. \_\_\_\_\_ Spanish 71a **or** 71b Semester Taken \_\_\_\_\_

**II. One of the following language courses (BASIC REQUIREMENT):**  
(NOTE: Spanish 45 or 55 may **NOT** be substituted in this category)

3. \_\_\_\_\_ Spanish 44, 48, 49a, 49b, 50, 54, or 60 Semester Taken \_\_\_\_\_

**III. Tutorials (BASIC REQUIREMENT):**

4. \_\_\_\_\_ Spanish 97 Semester Taken \_\_\_\_\_

**IV. One course in the Spanish 90 series:**

5. \_\_\_\_\_ Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_

**V. Four half-courses in Hispanic literature. At least two must treat literature before 1800; at least three must be taught in Spanish. May include one half-course in Catalan.**  
**HONORS: one of these courses must be Spanish 98 (Junior Tutorial).**

6. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_  
7. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_  
8. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_  
9. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_

**VI. Three half-courses in a related field:**

10. \_\_\_\_\_ Semester Taken \_\_\_\_\_  
11. \_\_\_\_\_ Semester Taken \_\_\_\_\_  
12. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**Spanish 99** \_\_\_\_\_ **Thesis Topic**  
\_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_ **Tutor** \_\_\_\_\_

**Appendix A2.2**

**COMBINED/JOINT CONCENTRATION IN HISPANIC LITERATURE/STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Honors Y / N**

**Combined:**

Other Language: \_\_\_\_\_

**Joint:**

Primary Concentration: \_\_\_\_\_

Secondary Concentration: \_\_\_\_\_

**I. Survey Courses (BASIC REQUIREMENT):**

- 1. \_\_\_\_\_ Spanish 70a **or** 70b **or** 70c Semester Taken \_\_\_\_\_
- 2. \_\_\_\_\_ Spanish 71a **or** 71b Semester Taken \_\_\_\_\_

**II. One of the following language courses (BASIC REQUIREMENT):**

- 3. \_\_\_\_\_ Spanish 44, 48, 49a, 49b, 50, 54, or 60 Semester Taken \_\_\_\_\_

**III. Sophomore Tutorial (BASIC REQUIREMENT):**

- 4. \_\_\_\_\_ Spanish 97 Semester Taken \_\_\_\_\_

**IV. Two half-courses in Hispanic Literature numbered 90 or above (at least one numbered 100 or above; at least one taught in Spanish). HONORS: one of these courses must be Spanish 98 (Junior Tutorial)**

- 5. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_
- 6. Spanish \_\_\_\_\_ Semester Taken \_\_\_\_\_

**Spanish 99** \_\_\_\_\_ **Thesis**  
**Topic** \_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**Appendix A3.1**  
**CONCENTRATION IN ITALIAN STUDIES**

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

**Honors Y / N**

**I. Dante (BASIC REQUIREMENT):**

1. \_\_\_\_\_ Italian 120a, 120b, 120c Semester Taken \_\_\_\_\_  
or: \_\_\_\_\_ Lit. and Arts A-26 Semester Taken \_\_\_\_\_

**II. One of the following language courses (BASIC REQUIREMENT):**

2. \_\_\_\_\_ Italian 40 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 44 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 48 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 50 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 60 Semester Taken \_\_\_\_\_

**III. Tutorial (BASIC REQUIREMENT):**

3. \_\_\_\_\_ Italian 97, or equivalent Semester Taken \_\_\_\_\_

**IV. Five half-courses in Italian literature. May include a *maximum* of two upper-level or advanced language/special interest courses (courses at the 30-level and above); a *minimum* of two 100-level courses taught in Italian other than 120-series, or equivalent seminar. **Honors: one of these courses must be Italian 98.****

4. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_  
5. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_  
6. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_  
7. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_  
8. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_

**V. Four half-courses in related fields:**

9. \_\_\_\_\_ Semester Taken \_\_\_\_\_  
10. \_\_\_\_\_ Semester Taken \_\_\_\_\_  
11. \_\_\_\_\_ Semester Taken \_\_\_\_\_  
12. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**13./14. Italian 99** \_\_\_\_\_ **Thesis Topic** \_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**Appendix A3.2**  
**Combined Or Joint Concentration In Italian Literature/Studies**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Honors** Y / N

**Combined:**

Other Language: \_\_\_\_\_

**Joint:**

Primary Concentration: \_\_\_\_\_

Secondary Concentration : \_\_\_\_\_

I. **Dante** (BASIC REQUIREMENT):

1. \_\_\_\_\_ Italian 120a, 120b, 120c Semester Taken \_\_\_\_\_  
or: \_\_\_\_\_ Lit. and Arts A-26 Semester Taken \_\_\_\_\_

II. **One** of the following language courses (BASIC REQUIREMENT):

2. \_\_\_\_\_ Italian 40 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 44 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 48 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 50 Semester Taken \_\_\_\_\_  
\_\_\_\_\_ Italian 60 Semester Taken \_\_\_\_\_

III. **Tutorial** (BASIC REQUIREMENT):

3. \_\_\_\_\_ Italian 97, or equivalent Semester Taken \_\_\_\_\_

IV. **One** other upper-level or advanced language/special interest language course (30-level and above). **JOINT/HONORS: This course must be Italian 98.**

4. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_

V. *Two 100-level Italian literature courses other than the Italian 120 series, or an equivalent seminar, one of which must be taught in Italian.*

5. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_  
6. Italian \_\_\_\_\_ Semester Taken \_\_\_\_\_

VI. 7./8. Italian 99 \_\_\_\_\_ Thesis Topic \_\_\_\_\_

Written \_\_\_\_\_ Oral \_\_\_\_\_

Faculty Adviser \_\_\_\_\_

Tutor \_\_\_\_\_

**Appendix A4**  
**CONCENTRATION IN LATIN AMERICAN STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_  
Honors Y / N

**I. One Basic Survey Course**

1. \_\_\_\_\_ Latin American Studies 70 Semester Taken \_\_\_\_\_

**II. One Introductory Literature Course (from Colonial times - 19th century)**

2. \_\_\_\_\_ Spanish 71a **or** Portuguese 121a Semester Taken \_\_\_\_\_

**III. One Introductory Literature Course (19th and 20th centuries) **or** Language course (40-level or above in Spanish, 30-level or above in Portuguese) with significant Latin American content.**

3. \_\_\_\_\_ Spanish 71b **or** Portuguese 121b Semester Taken \_\_\_\_\_  
or \_\_\_\_\_ Spanish 40, 43, 48, 49a, 49b; Portuguese 37, 38

**IV. One Sophomore Tutorial (Spanish 97 **or** Portuguese 97)**

4. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**V. Four half-courses numbered 90 or above in Spanish or Portuguese with a specific focus on Latin America. For students specializing in Spanish America: if no course in this category is focused on Brazil, then at least one course in category VI below must be on Brazil. For students specializing in Brazil: if no course in this category is focused on Spanish America, then at least one course in category VI below must be on Spanish America. **HONORS: One of these courses must be Spanish 98 or Portuguese 98.****

5. \_\_\_\_\_ Semester Taken \_\_\_\_\_

6. \_\_\_\_\_ Semester Taken \_\_\_\_\_

7. \_\_\_\_\_ Semester Taken \_\_\_\_\_

8. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**VI. Four half-courses in related fields, taken in at least two different departments other than Romance Languages and Literatures. At least one in History; at least one in the Social Sciences. May also include half-courses of an interdisciplinary nature in Spanish or Portuguese at the 90-level or above.**

9. \_\_\_\_\_ Semester Taken \_\_\_\_\_

10. \_\_\_\_\_ Semester Taken \_\_\_\_\_

11. \_\_\_\_\_ Semester Taken \_\_\_\_\_

12. \_\_\_\_\_ Semester Taken \_\_\_\_\_

VII. **Thesis:** Latin-American Studies 99 [Honors only].

13. \_\_\_\_\_

Semester Taken \_\_\_\_\_

14. \_\_\_\_\_

Semester Taken \_\_\_\_\_

**LAS 99** \_\_\_\_\_ **Thesis Topic** \_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**Appendix A5.1**  
**CONCENTRATION IN PORTUGUESE/BRAZILIAN STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Honors Y / N**

**I. Tutorial (BASIC REQUIREMENT):**

1. \_\_\_\_\_ Portuguese 97 Semester Taken \_\_\_\_\_

**II. Five half-courses in Portuguese/Brazilian literatures. May include a maximum of two courses in Portuguese at the 30, 40 or 60-level (e.g. Portuguese 40 and 60). Honors: one of these courses must be Portuguese 98 (Junior Tutorial).**

2. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

3. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

4. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

5. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

6. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

**III. Two half-courses in another Romance language at the 25-level or above.**

7. \_\_\_\_\_ Semester Taken \_\_\_\_\_

8. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**IV. Four half-courses in related fields:**

9. \_\_\_\_\_ Semester Taken \_\_\_\_\_

10. \_\_\_\_\_ Semester Taken \_\_\_\_\_

11. \_\_\_\_\_ Semester Taken \_\_\_\_\_

12. \_\_\_\_\_ Semester Taken \_\_\_\_\_

**Portuguese 99** \_\_\_\_\_ **Thesis Topic** \_\_\_\_\_

**Written** \_\_\_\_\_ **Oral** \_\_\_\_\_

**Faculty Adviser** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**Appendix A5.2**  
**COMBINED OR JOINT CONCENTRATION**  
**IN PORTUGUESE AND BRAZILIAN LITERATURES/STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Honors Y / N**

**Combined:**

Other Language: \_\_\_\_\_

**Joint:**

Primary Concentration: \_\_\_\_\_

Secondary Concentration: \_\_\_\_\_

I. **Tutorial** (BASIC REQUIREMENT):

1. \_\_\_\_\_ Portuguese 97 Semester Taken \_\_\_\_\_

II. **Four** half-courses in Portuguese/Brazilian literatures. May include a maximum of two courses in Portuguese at the 30, 40, or 60-level (e.g. Portuguese 40 and 60).  
**Honors: one of these courses must be Portuguese 98 (Junior Tutorial).**

2. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

3. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

4. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

5. Portuguese \_\_\_\_\_ Semester Taken \_\_\_\_\_

IV. **One** half-course in a related field:

6. \_\_\_\_\_ Semester Taken \_\_\_\_\_

Portuguese 99 \_\_\_\_\_ Thesis Topic \_\_\_\_\_

Written \_\_\_\_\_ Oral \_\_\_\_\_

Faculty Adviser \_\_\_\_\_

Tutor \_\_\_\_\_

**Appendix A6**  
**CONCENTRATION IN ROMANCE STUDIES**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Languages \_\_\_\_\_

**Honors Y / N**

I. **Three** courses in advanced language study. May include courses at 40-level or above in French and Spanish or at the 30-level or above in Italian and Portuguese. Courses must be in at least two of the languages being combined.

1. _____	Semester Taken _____
2. _____	Semester Taken _____
3. _____	Semester Taken _____

II. **Sophomore Tutorial (French 97, Portuguese 97, Spanish 97, or equivalent in Italian)**

4. _____	Semester Taken _____
----------	----------------------

III. **Four** Literature courses in the Department of Romance Languages and Literatures at the 70-level or above. At least **one** in each of the three languages being combined, at least **two** numbered at the 100-level or above, at least **one** on literature before 1800. **ALL** must be taught in the target languages. **HONORS ONLY: one of these courses MUST be Romance Studies 98 (Junior Tutorial)**

5. _____	Semester Taken _____
6. _____	Semester Taken _____
7. _____	Semester Taken _____
8. _____	Semester Taken _____

IV. **Two** courses in Romance Studies, other than tutorials:

9. _____	Semester Taken _____
10. _____	Semester Taken _____

V. **Two** courses in Related Fields. These may include courses in Anthropology, Classics, the Core Curriculum, English, General Education, Government, History, History of Art and Architecture, Linguistics, among others. May include a maximum of one course at the 25-level or above in a Romance language or one course in Latin above the introductory level.

11. _____	Semester Taken _____
12. _____	Semester Taken _____

**VI. Honors Only: Senior Thesis Tutorial (Romance Studies 99)**

13. \_\_\_\_\_

Semester Taken: \_\_\_\_\_

14. \_\_\_\_\_

Semester Taken: \_\_\_\_\_

**Thesis Topic** \_\_\_\_\_

**Written** \_\_\_\_\_

**Oral** \_\_\_\_\_

**Faculty Adviser:** \_\_\_\_\_

**Tutor** \_\_\_\_\_

**APPENDIX B  
READING LISTS  
FOR SENIORS HONORS WRITTEN AND ORAL EXAMINATIONS**

**Appendix B1 French**

**Medieval:**

- Chansons de troubadours et trouvères
- Marie de France, *Les Lais*
- *La chanson de Roland*
- *Roman de Renard* (extraits) ou choix de fabliaux
- *Le charroi de Nîmes*
- Chrétien de Troyes, one of his five Romances
- *La Mort du Roi Artu*
- *Le Jeu de la Feuillée*
- Jean Joinville, *La vie de Saint-Louis*
- *La farce de Pathelin* ou *La farce du cuvier*
- François Villon, *Le Testament*

**Early Modern:**

- Ronsard, *Les Amours* (extraits)
- Du Bellay, *Les Regrets* (extraits)
- Rabelais, *Gargantua*
- Montaigne, *Essais* (extraits)
- Descartes, *Discours de la Méthode*
- Corneille, *Le Cid*, *L'illusion Comique*, or another play
- Pascal, *Les Provinciales*
- Molière, *Le Misanthrope* or another play
- La Fontaine, *Fables*
- Racine, *Phèdre* or another play
- Mme de La Fayette, *La Princesse de Clèves*

**Enlightenment:**

- Marivaux, *L'Ile des Esclaves*
- L'Abbé Prévost, *Manon Lescaut*
- Montesquieu, *Les Lettres Persanes*
- Voltaire, *Candide* or *Traité sur l'intolérance*
- Diderot, *Le neveu de Rameau* or *La religieuse*
- Rousseau, *Les Confessions* or *La Nouvelle Héloïse* or *Les Rêveries* or *Discours sur l'origine de l'inégalité*
- Bernardin de Saint-Pierre, *Paul et Virginie*
- Beaumarchais, *Le Mariage de Figaro*
- Laclos, *Les Liaisons dangereuses*

**19th century:**

- B. Constant, *Adolphe*
- Balzac, *Eugénie Grandet* or *Le lys dans la vallée* or *La fille aux yeux d'or* or *Sarrasine*
- Stendhal, *Le Rouge et le Noir*
- Baudelaire, *Les Fleurs du Mal*
- Flaubert, *Un coeur simple* or *Madame Bovary* or *L'éducation sentimentale*
- Zola, *Nana* or *Germinal*

**20th century:**

- Proust, *Un amour de Swann*
- A. Gide, *L'immoraliste* or *Les Faux-Monnayeurs*
- A. Breton, *Nadja*
- Colette, *Chéri* or *La Vagabonde*
- Céline, *Voyage au bout de la nuit* or *D'un château l'autre*
- Sartre, *Les mots* or *Huis clos*
- Camus, *L'étranger* or *La peste*
- M. Duras, *L'Amant* or *Le ravissement de Lol.V. Stein*
- A. Robbe-Grillet, *Projet pour une révolution à New York*
- S. Beckett, *En attendant Godot* or *Premier amour*

**Francophone:**

- Fanon, *Les damnés de la terre*
- Césaire, *Cahier d'un retour au pays natal*
- M. Condé, *La traversée de la Mangrove*
- S. Schwarz-Bart, *Pluie et vent sur Telumée Miracle*
- T. Ben Jelloun, *Les yeux baissés* or *Harrouda*
- Assia Djebar, *Femmes d'Alger* or *L'amour, la fantasia*
- Camara Laye, *L'enfant noir*
- M. Beti, *Le pauvre Christ de Bomba*
- Cheikh Hamidou Kane, *L'aventure ambiguë*
- Sembene Ousmane, *Le mandat* or another title

**Appendix B2 Hispanic**  
**LISTA DE LECTURAS PARA UNDERGRADUATES**

**Escoger 16 de los siguientes 21 títulos y 16 del segundo grupo. Total: 32 títulos.**

**Literatura peninsular:**

- *Poema de Mio Cid* (Cátedra, ed. Colin Smith)
- Don Juan Manuel, *El Conde Lucanor* (Cátedra)
- Fernando de Rojas, *La Celestina* (Alianza (ed. Dorothy Sherman Severin)
- Arcipreste de Hita, *Libro de buen amor* (Castalia Didáctica, ed. Girón Alconchel; Princeton, ed. Raymond Willis)
- *Lazarillo de Tornes* (Castalia, ed. Alberto Blecua)
- *Poesía lírica del Siglo de Oro* (Cátedra, ed. Elías Rivers) [selections by Manrique, Garcilaso, Fray Luis, San Juan, Góngora, Quevedo]
- Miguel de Cervantes, *Don Quijote de la Mancha* (Castalia, ed. Luis A. Murillo; Juventud, ed. Martín de Riquer; Cátedra, ed. J. J. Allen)
- Pedro Calderón de la Barca, *La vida es sueño* (Cátedra, ed. Ciriaco Morón)
- Lope de Vega, *El caballero de Olmedo* (Castalia, ed. Joseph Pérez) o *Fuente Ovejuna* (Cátedra)
- Tirso de Molina, *El burlador de Sevilla* (Cátedra, ed. Joaquín Casalduero)
- Santa Teresa de Jesús, *Libro de la vida* (Cátedra, ed. Dámaso Chicharro)
- José Zorrilla, *Don Juan Tenorio* (ed. Luis Fernández-Cifuentes)
- Gustavo Adolfo Bécquer, *Rimas* (Castalia, ed. José Carlos de Torres)
- Benito Pérez Galdós, *Tormento* (Alianza)
- Leopoldo Alas (Clarín), *Doña Berta*
- Miguel de Unamuno, *San Manuel Bueno, mártir* (Cátedra, ed. Mario Valdés)
- Ramón del Valle Inclán, *Sonata de otoño* (Austral, ed. Leva Schiabo)
- *Poesía española contemporánea* (Taurus, ed. Gerardo Diego) [selections by Antonio Machado, Juan Ramón Jiménez, Jorge Guillén, Federico García Lorca, Luis Cernuda]
- Federico García Lorca, *La casa de Bernarda Alba* o *Poeta en Nueva York*
- Camilo José Cela, *La familia de Pascual Duarte* (Destino)
- Carmen Laforet, *Nada*

**Literatura hispanoamericana:**

- Sor Juana Inés de la Cruz, “Respuesta a Sor Filotea” y selección de poemas
- El Inca Garcilaso, *Comentarios reales* (Primera Parte)
- Jorge Isaacs, *María*
- Teresa de la Parra, *Las memorias de Mamá Blanca*
- Rubén Darío, *Azul...*
- José Eustasio Rivera, *La vorágine*, o Rómulo Gallegos, *Doña Bárbara*
- Jorge Luis Borges, *Ficciones*
- Julio Cortazar, *Alguien anda por ahí*
- Gabriel Garcia Marquez, *Cien años de soledad*
- Juan Rulfo, *Pedro Páramo*

- Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España*
- José Martí, “Nuestra América“ y selección de *Ismaelillo*, *Versos sencillos* y *Flores del destierro*
- César Vallejo (selección de *Los heraldos negros*, *Trilce* y *la poesía póstuma*)
- Pablo Neruda (selección de los *20 poemas de amor*, *Residencia en la tierra* y *Canto general*)
- Vicente Huidobro, *Altazor*
- José María Arguedas, *Los ríos profundos*
- Octavio Paz, *El laberinto de la soledad*
- Miguel Ángel Asturias, *El señor presidente*
- Guillermo Cabrera Infante, *Tres tristes tigres*
- Luis Rafael Sánchez, *La guaracha del macho Camacho*
- Mario Vargas Llosa, *El hablador*

**Appendix B3 Italian**  
**LISTA DI LIBRI DA LEGGERE PER GLI ESAMI**

(Joint and Combined Concentrators are responsible for the **14** titles indicated by “[J]”):

- Dante Alighieri, *Commedia* (at least 1 cantica) [J]
- Francesco Petrarca, *Canzoniere* (at least 12 poems)
- Giovanni Boccaccio, *Decameron* (at least 10 novellas) [J]
- Lorenzo de' Medici from his Rime, “Quant'è bella giovinezza” and “Nencia”
- Angelo Poliziano, *Orfeo*
- Niccolò Machiavelli, *Il principe* [J]
- Ludovico Ariosto, *Orlando Furioso* (at least 3 canti)
- Torquato Tasso, *Gerusalemme liberata* (at least 3 canti)
- Giuseppe Parini, *Il Giorno* (at least “Il Mattino”) [J]
- Vittorio Alfieri, *Vita* (at least Part I) and Saul
- Carlo Goldoni, *La locandiera* [J]
- Ugo Foscolo, *Dei sepolcri*
- Giacomo Leopardi from his *Canti*, “Ad Angelo Mai”, “Il passero solitario”, “L'infinito”, “A Silvia”, “Le ricordanze”, “Canto notturno d'un pastore errante”, “Il sabato del villaggio”, “La ginestra” [J]
- Alessandro Manzoni, *I promessi sposi* [J]
- Giovanni Verga, *I Malavoglia* [J]
- Luigi Pirandello, *Sei personaggi in cerca d'autore* [J]
- Italo Svevo, *La coscienza di Zeno* [J]
- Eugenio Montale, *Ossi di seppia* [J]
- Alberto Moravia, *Gli indifferenti*
- Anna Banti, *Artemisia* [J]
- Carlo Levi, *Cristo si è fermato a Eboli*
- Cesare Pavese, *La casa in collina*
- Natalia Ginzburg, *Lessico familiare* [J]
- Elsa Morante, *La Storia*
- Italo Calvino, *Il barone rampante* [J]  
*Se una notte d'inverno un viaggiatore*
- Francesca Sanvitale, *Madre e figlia*

## **Appendix B4 Latin American**

Students should use the lists provided in Appendices B3 (Hispanic: section dedicated to Literatura Hispanoamericana) and B5 (Portuguese/Brazilian: Brazilian works only)

## Appendix B5 Portuguese/Brazilian

### READING LIST FOR HONORS CANDIDATES IN PORTUGUESE AND BRAZILIAN STUDIES

- 6 cantigas galego-portuguêsas (including “Ay flores”)
- Gil Vicente, *Farsa de Inês Pereira*
- Camões, 6 sonetos (including “Alma minha...”)
- Pero Vaz de Caminha, *Carta do Achamento*
- Padre Antonio Vieira, *Sermão de Santo Antonio aos Peixes*
- Gregório de Matos, 3 sonetos satíricos e 2 religiosos
- Tomás Antonio Gonzaga, “Minha bela Marília, tudo passa”
- Gonçalves Dias, “Canção do Exílio”
- Castro Alves, “O Navio Negreiro”
- Eça de Queiroz, *Os Maias*
- Cesário Verde, “Sentimento dum Ocidental”
- Antero de Quental, 5 sonetos (including “Sepultura Romântica”)
- Machado de Assis, *Don Casmurro*
- Fernando Pessoa, “Tabacaria,” “Aniversário,” “Autopsicografia,” “Dobrada à moda do Porto,” “Liberdade”
- Manuel Bandeira, “Evocação do Recife,” “Vou-me embora pra Pasárgada,” “Profundamente,” “Arte de Amar”
- Carlos Drummond de Andrade, “No meio do caminho,” “Confidência do Itabirano,” “José,” “A Mesa”
- Graciliano Ramos, *São Bernardo*
- João Cabral de Melo Neto, *Morte e Vida Severina*
- Vinicius de Moraes, “Soneto de Separação,” “O Dia da Criação”
- Guimarães Rosa, “Famigerado”
- Clarice Lispector, 2 contos de *Laços de Família*
- Jorge de Sena, “Em Creta, com o Minotauro”
- José Cardoso Pires, *Valsa Lenta*
- Ferreira Gullar, *Poema Sujo*

## Appendix B6 Romance Studies

Students should use the lists corresponding to their languages and should select **twelve** works in **each** of their stronger languages and **six** works in their weakest language, for a total of **thirty** works.

## **Appendix C Sample Related Courses**

### **Appendix C1 Sample Related Courses for French and Francophone Studies**

A course in French numbered 30 or above, OR a course in Italian, Spanish or Portuguese numbered at the 25-level or above, OR any course in Catalan, OR Romance Studies 79, OR *one* course in Latin above the introductory level may count as *one* related field.

**NOTE:** An asterisk (\*) beside the course title indicates that the course is primarily for graduates and/or that the instructor's permission is required for enrollment.

#### **Core Curriculum:**

Foreign Cultures 21. Cinéma et culture française, de 1896 à nos jours  
Foreign Cultures 22a and 22b. La critique sociale à travers l'humour  
Foreign Cultures 88. The African Experience: Between Tradition and Modernity  
Historical Study B-35. The French Revolution: Causes, Processes, and Consequences  
Literature and Arts A-47: The Perfect Tale: The Art of Storytelling in Medieval France  
Literature and Arts C-55: Surrealism: Art and Politics Between the Wars

#### **General Education Electives:**

Humanities 14: Existentialism in Literature and Film

#### **History:**

History 90c: Major Themes in Modern European History  
History 1450: France 1500-1715  
History 1460: French History through French Literature  
\*History 1466: Vichy France  
History 1468: The Histories of France and the United States Compared  
History 1483: French Colonial Encounters: 1870's to Present  
History 1918: Colonialism in African History

#### **History of Art and Architecture:**

\*History of Art and Architecture 270p: Paris and the Idea of the Modern City.

#### **Literature and Comparative Literature:**

\*Comparative Literature 257: Trauma, Memory, and Creativity  
\*Literature 104: On Theory  
Literature 129: Reading the 18th Century Through 21st Century Eyes  
\*Literature 146: Space and Place in Postmodern Culture

#### **Near Eastern Languages and Civilizations**

Islamic Civilizations 123: Colonialism and After in the Maghrib

**Visual and Environmental Studies (VES)**

VES 163: Soft and Hard: Studio Jean-Luc Godard

VES 196: Women's Film and Video in France: Agnès Varda, Chantal Akerman and  
Claire Denis

**Women, Gender, and Sexuality (WGS)**

Studies of WGS 1222: Literature, Art, Cinema, and Queerness

## **Appendix C2**

### **Sample Related Courses for Hispanic Studies**

The following is a sample list of courses offered at the College that may count as related courses for the Hispanic Studies concentration.

Please note: a course in French, Italian or Portuguese numbered at the 25-level or above, OR any course in Catalan, OR Romance Studies 79, OR *one* course in Latin above the introductory level may count as *one* related field.

**NOTE:** An asterisk (\*) beside the course title indicates that the course is primarily for graduates and/or that the instructor's permission is required for enrollment.

#### **Anthropology:**

Anthropology 1030. Religions of Mesoamerica  
Anthropology 1085. Six Great Discoveries in New World Archaeology  
Anthropology 1160. Introduction to the Yucatec Maya Language  
Anthropology 1161. Classic Mayan Language, Literature and Society  
Anthropology 1162. Introduction to Classical Nahuatl  
Anthropology 1174. The Incas.  
Anthropology 1795. The Politics of Language and Identity in Latin America  
Anthropology 2115. Origins of Andean Complex Societies

#### **Core Curriculum:**

Foreign Cultures 34. Mesoamerican Civilizations  
Foreign Cultures 46. Caribbean Societies: Socioeconomic Change and Cultural Adaptations  
Foreign Cultures 93. Pathways through the Andes -- History, Culture, and Politics in Andean South America  
Social Analysis 34. Knowledge of Language  
Social Analysis 66. Race, Ethnicity and Politics in the US  
Social Analysis 74. Visible Language: Writing Systems, Scripts, and Literacy

#### **Government:**

\*Government 90cg. Immigration and Citizenship  
\*Government 90ni. Racial and Ethnic Politics in the US  
Government 1295. Comparative Politics in Latin America  
Government 1296. Contemporary Mexican Politics

#### **History:**

\*History 90g. Major Themes in Comparative History (Latin America)  
History 1150. The Jews in Muslim and Christian Spain  
History 1733. Cuba: Culture and Society  
History 1745. Major Problems of Colombian History, 1400-2007  
History 1746. Contestation, Rebellion, and Revolution in Brazil and Spanish South America (1770-1808): Conference Course

History 1757. The History of Latin America to 1825  
History 1759. The History of Latin America, 1914-2007  
\*History 2733. United States-Cuban Relations: Seminar.  
\*History 2781. Mexican Industrial and Labor History, 1546-2006  
\*History 2782. The Economic History of Latin America: Seminar

**History of Art and Architecture:**

History of Art and Architecture 175s. Art and Science in Early America  
History of Art and Architecture 197g. Colonial Art

**Linguistics:**

Linguistics 110. Introduction to Linguistics  
Linguistics 117r. Linguistic Field Methods  
Linguistics 120. Introduction to Historical Linguistics  
Linguistics 122. Introduction to Indo-European

**Social Studies:**

\*Social Studies 98cv. Authoritarianism and Democracy in Latin America

**Women, Gender and Sexuality (WGS):**

Studies of WGS 1222: Literature, Art, Cinema and Queerness

## **Appendix C3**

### **Sample Related Courses for Italian Studies**

Please note: a course in French, Spanish or Portuguese numbered at the 25-level or above, OR any course in Catalan, OR Romance Studies 79, OR *one* course in Latin above the introductory level may count as *one* related field.

**NOTE:** An asterisk (\*) beside the course title indicates that the course is primarily for graduates and/or that the instructor's permission is required for enrollment.

#### **Core Curriculum:**

Foreign Cultures 21: Cinema et culture française, de 1896 à nos jours  
Historical Study B-06: The Roman Games  
Historical Study B-19: The Renaissance in Florence  
Literature and Arts B-68. Opera  
Literature and Arts C-61. The Rome of Augustus  
Social Analysis 34. Knowledge of Language

#### **Classics:**

Classics 140. The Fall of the Roman Republic  
Classical Archaeology 257. Roman Mosaics  
Classical Philology 241. Italic Dialects

#### **History:**

History 1085. The Roman Empire: Augustus to Constantine  
History 1111. The Fall of the Roman Empire

#### **History of Art and Architecture:**

History of Art and Architecture 1. Landmarks of the World of Art and Architecture.  
History of Art and Architecture 62. Painting and Sculpting in Italy, 1575-1700  
History of Art and Architecture 139s. Roman Sculpture  
History of Art and Architecture 152. Italian Renaissance Art

#### **History of Science:**

History of Science 111v. Leonardo da Vinci: The Science of Art and the Art of Science

#### **Linguistics:**

Linguistics 110. Introduction to Linguistics  
Linguistics 117r. Linguistic Field Methods  
Linguistics 120. Introduction to Historical Linguistics

#### **Literature:**

\*Literature 109. On Translation

#### **Medieval Studies:**

Medieval Studies 108. Art and Architecture in Italy, 1250-1520

**Music:**

Music 193rs. Topics in Music from 1800s to Present

**Psychology:**

\*Psychology 1356r. Laboratory in Language Research

**Romance Languages and Literatures:**

Courses at the 25-level or above.

Catalan Ax. Reading Catalan

Catalan Bab. Intensive Beginning Catalan.

## **Appendix C4**

### **Sample Related Courses for Latin American Studies**

The following is a sample list of courses offered at the College that may count as related courses for the Latin American Studies concentration.

**NOTE:** An asterisk (\*) beside the course title indicates that the course is primarily for graduates and/or that the instructor's permission is required for enrollment.

#### **African and African American Studies:**

African and African American Studies 97a: Introduction to African and African \ American Studies: African Religious Traditions in Africa and the Diaspora.  
African and African American Studies 140z: The Other African Americans

#### **Anthropology:**

Anthropology 1030: Religions of Mesoamerica.  
Anthropology 1160: Introduction to the Yucatec Maya Language.  
Anthropology 1170: Mesoamerican Writing Systems.  
Anthropology 1174: The Incas.  
Anthropology 1795: The Politics of Language and Identity in Latin America.  
Anthropology 2115: Origins of Andean Complex Societies.

#### **Core Curriculum:**

Foreign Cultures 34. Mesoamerican Civilizations  
Foreign Cultures 46. Caribbean Societies: Socioeconomic Change and Cultural Adaptations  
Foreign Cultures 93. Pathways through the Andes -- History, Culture, and Politics in Andean South America  
Social Analysis 66. Race, Ethnicity and Politics in the US

#### **Government:**

\*Government 90cg: Immigration and Citizenship  
\*Government 90ni: Racial and Ethnic Politics in the US  
Government 1295. Comparative Politics in Latin America  
Government 1296. Contemporary Mexican Politics

#### **History:**

\*History 90g: Major Themes in Comparative History (Latin America)  
History 1612: African Diaspora in the Americas  
\*History 1645: History of American Immigration  
History 1733: Cuba: Culture and Society  
History 1745. Major Problems of Colombian History, 1400-2007  
History 1746. Contestation, Rebellion, and Revolution in Brazil and Spanish South America (1770-1808): Conference Course  
History 1749. Turning Points in Brazilian History: From Cabral to Lula.  
History 1750. Brazil between Revolutions, 1776-1789

History 1757. The History of Latin America to 1825

History 1759. The History of Latin America, 1914-2007

\*History 2733: United States-Cuban Relations: Seminar.

\*History 2781. Mexican Industrial and Labor History, 1546-2006

\*History 2782. The Economic History of Latin America: Seminar

**History of Art and Architecture:**

History of Art and Architecture 175s. Art and Science in Early America

History of Art and Architecture 197g. Colonial Art

**Social Studies:**

\*Social Studies 98cv. Authoritarianism and Democracy in Latin America

\*Social Studies 98gd. Human Rights: Current Issues in Theory and Practice

**Women, Gender and Sexuality (WGS):**

Studies of WGS 1222: Literature, Art, Cinema and Queerness

## **Appendix C5**

### **Sample Related Courses for Portuguese/Brazilian Studies**

Please note: a maximum of two courses in another Romance Language numbered 25 or above may count as related fields.

**NOTE:** An asterisk (\*) beside the course title indicates that the course is primarily for graduates and/or that the instructor's permission is required for enrollment.

#### **African and African American Studies:**

African and African American Studies 97a: Introduction to African and African American Studies: African Religious Traditions in Africa and the Diaspora.  
African and African American Studies 140z: The Other African Americans

#### **Anthropology:**

Anthropology 1795. The Politics of Language and Identity in Latin America.

#### **Core Curriculum:**

Foreign Cultures 88. The African Experience (Spring)  
Historical Study B-11. The Crusades (Spring)  
Social Analysis 34. Knowledge of Language (Spring)

#### **Government:**

Government 90q. US-Latin American Relations  
Government 1295. Comparative Politics in Latin America

#### **History:**

\*History 90g: Major Themes in Comparative History (Latin America)  
History 1612: African Diaspora in the Americas  
\*History 1645. History of American Immigration  
History 1746. Contestation, Rebellion, and Revolution in Brazil and Spanish South America (1770-1808): Conference Course  
History 1749. Turning Points in Brazilian History: From Cabral to Lula.  
History 1750. Brazil between Revolutions, 1776-1789  
History 1757. The History of Latin America to 1825  
History 1759. The History of Latin America, 1914-2007  
\*History 2782. The Economic History of Latin America: Seminar

#### **Social Studies:**

\*Social Studies 98cv. Authoritarianism and Democracy in Latin America  
\*Social Studies 98gd. Human Rights: Current Issues in Theory and Practice

#### **Women, Gender and Sexuality (WGS):**

Studies of WGS 1222: Literature, Art, Cinema and Queerness.

**Appendix C6**  
**Sample Related Courses for Romance Studies**

**Please note:** a maximum of *one* course in a Romance language numbered at the 25-level or above (i.e. at the intermediate, post-requirement level or above) OR *one* course in Latin above the introductory level may count as *one* related field.

Students should use the Sample Related courses listed in the preceding appendixes corresponding to their fields

***PLUS:***

Anthropology 1600 (formerly Anthropology 110). Introduction to Social Anthropology  
Linguistics 115. Introduction to Phonetics and Phonology  
Linguistics 122. Introduction to Indo-European

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