GRADUATE STUDENT HANDBOOK

2018-2019

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This handbook spells out the requirements specific to the Department of Romance Languages and Literatures (RLL). **You are responsible for knowing its contents.** Please read it carefully and, if you have any questions, ask! Students who have not yet chosen a dissertation director should consult with the relevant director of graduate studies (DGS) on every aspect of course registration, examinations, and all scholarly and practical matters concerning their PhD work. Students at the dissertation phase of their career will primarily be advised by their dissertation director, and may also consult their DGS.

Additional important information regarding specific Humanities Division policies and requirements is available at [http://humanities.uchicago.edu/students/manual](http://humanities.uchicago.edu/students/manual).

**PROGRAM-SPECIFIC REQUIREMENTS**

**REQUIREMENTS FOR PhD IN FRENCH AND FRANCOPHONE LITERATURE**

The PhD program in French and Francophone Literature provides a rigorous and intellectually supportive setting in which creative, independent students will develop in-depth knowledge of French and Francophone literature and culture, while acquiring expertise in a secondary field that will allow them to undertake interdisciplinary research projects. The French section is defined by its international and collaborative approaches to research and teaching – evidenced, for instance, in the workshops, team-taught courses, and colloquia – in which students participate actively. The French DGS for 2018-2019 is Philippe Desan.

**Coursework**

The PhD requires a total of 17 trimestral courses, as follows: 12 in French, four in a secondary field, one in pedagogy (RLLT 38800). At least two courses (of the 17) should be dedicated to critical theory or the history of literary criticism and aesthetics. These may include courses offered not only in RLL, but also in Comparative Literature, English, Gender Studies, Philosophy, Anthropology, or other departments. The quarter system allows for the completion of nine courses per academic year. The 17 required courses must be graduate-level and taken for a letter grade (B or better).

For their secondary field, students will select one of two tracks: 1) second romance literature; or 2) second discipline or field, such as cinema and media studies (see section below for requirements specific to this track), philosophy, sociology, gender and sexuality studies (see section below for requirements specific to this track), visual culture, theater and performance, music, political science, history, etc. Where these tracks require more than four courses, the additional courses may be double-counted towards the 12 French required courses, as appropriate (e.g., cross-listed courses in French and cinema). Students who choose theater and performance studies as a secondary field may also consider the dual degree program with TAPS, outlined on page 7. Courses chosen for the secondary field should be organized, in consultation with the DGS, into a coherent program of study in order to help the student develop a complementary area of expertise. Students should make every effort to take at least one course for a quality grade with each member of the faculty.

Students who enter the program with a completed MA from another institution may petition, at the end of their first year, to receive credit for up to four courses taken outside of the program. In order to
request credit, students will have to provide the DGS with a syllabus for each course by seventh week of spring quarter. Faculty will review all such petitions at the spring progress meeting and the DGS will inform the student of the results of their petition.

Students who enter the program without an MA, or with a completed MA from another institution but who did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all first- and second-year requirements (including language requirements, but excluding the comprehensive exam).

Secondary Field Track in Cinema and Media Studies

Students opting for cinema and media studies (CMS) as their secondary field should satisfy the following requirements, which constitute a coherent program of study and will provide scholarly and teaching competence in CMS.

Five classes in CMS, as follows:

1. CMST 40000. Methods and Issues in Cinema and Media Studies, a graduate-level introduction to research methods, key concepts, and theoretical approaches, using case studies to introduce students to debates and issues in the field.
2. CMST 48500. History of International Cinema I, the first of a two-quarter sequence.
3. CMST 48600. History of International Cinema II, the second of a two-quarter sequence.
4. One upper-level seminar in CMS taught by CMS core faculty; students should consider seminars on film theory or history such as: CMST 67203. Seminar in Contemporary Film Theory; CMST 67204. Cinema and Experience; CMST 67310. Philosophy and Film; CMST 68610. Cinema across Time and Cultures: History and Historiography of Film; CMST 67210. Poetics and Rhetoric of Cinema
5. One upper-level seminar in CMS taught by CMS core faculty; this seminar may or may not be cross-listed with RLL, in which case writing will be done in French: FREN 43713/CMST 63701. Neo-Avant-Wave: Post War Film Experiment in France or FREN 43713/CMST 65203. History and Theory of the Avant-Garde.

Secondary Field Track in Gender and Sexuality Studies

Students opting for Gender and Sexuality Studies (GSS) as their secondary field should satisfy the following requirements, which will confer the Graduate Certificate in Gender and Sexuality Studies (please submit evidence to the CSGS Student Affairs Administrator, Bonnie Kanter, bonniek@uchicago.edu).

Requirements

- GNSE 31400. Advanced Theories of Gender and Sexuality or another approved theory course (also fulfills departmental theory requirement).
- 4 GSS courses or approved substitutes (including French courses with a gender/sexuality component).
- Regular or longtime attendance at the Gender and Sexuality Studies Workshop.
- Inclusion of a substantial gender/sexuality component in the departmental qualifying paper (which should be written in English).
Sample programs

1. GNSE 31400. Advanced Theories of Gender and Sexuality
2. GNSE 41400. Gender, Power and Religion in Medieval Europe (800-1100)
3. FREN 36301. Women in French Literature
4. GNSE 33501. Gender, Sex, and Empire
5. GNSE 44804. Virginity and the Body from Late Antiquity to the Middle Ages

1. GNSE 31400. Advanced Theories of Gender and Sexuality
2. GNSE 30208. Feminist Theory and Counter-Cinema
3. GNSE 33406. Contemporary French Cinema
4. GNSE 41711. Fashion and Modernity
5. GNSE 33310. Migration and Women's Rights in Literature and Film

Dual Degree Initiative with Institutions in France

Under a new initiative, students may simultaneously pursue PhD studies at the University of Chicago and at a degree-granting institution of higher learning in France, leading to two PhD degrees—one from each of the two institutions. Every student will have an individualized cotutelle (joint supervision) agreement that specifies the details of his/her course of study, academic requirements, and plan/timeline for the completion of the two degrees. Students approved for this initiative pursue a specific course of study depending on their research and professional interests, must satisfy all the requirements of both doctoral programs, and must write and defend a single dissertation that meets the requirements for each degree. For more information, visit https://fcc.uchicago.edu/page/international-dual-phd-degree-initiative.

Language Requirement

Students will demonstrate their capacity to read a second language. It is recommended that students also study an additional research language, such as Latin, German, Arabic, Haitian Creole, Old French, or other. The language requirement may be filled in any one of the following ways:

- Taking a course (language or literature) beyond 20300 in the target language and receiving a grade of A- or better. Please note that language courses do not count towards the PhD course requirement.
- Receiving a High Pass on the Reading Comprehension Examination administered by the Chicago Language Center. There is a $70 fee for taking this exam; see http://languages.uchicago.edu/ARCA/arca_exams.php for more information.

First-year Exam

In consultation with the DGS and the relevant faculty, first-year students will select three works that they have studied in their courses throughout the year. At least two of these works must be selected by the tenth week of the winter quarter. The student may defer selection of the third work to the end of the third week of spring quarter. In consultation with the faculty members who taught the chosen works, the student shall develop a short critical bibliography (three to five works) related to each text.
In the seventh week of spring quarter each student will engage in a conversation of approximately one hour with the French faculty (all those in residence, plus those who taught the three works chosen by the student) about their specialized reading. The exam will be scheduled by the DGS in consultation with the faculty and students. The exam will allow students to begin to explore fields they believe may be of interest to them, and to use their courses as a springboard from which they may further develop their intellectual projects. Students will receive a grade of High Pass, Pass, or Fail, which will be added to their departmental record but will not appear on their university transcript.

Qualifying Paper

For the qualifying paper, students will produce (using, if they wish, one or more of their course papers) a substantial piece of work demonstrating their capacity to perform original research. Students will select a primary reader who may, or may not, be their eventual dissertation director. In addition, students will select a faculty person, if possible from their secondary field, to serve as another reader.

At the beginning of the second academic year in the program, no later than the last week of autumn quarter, the qualifying paper will be presented and discussed at a colloquium attended by the first and second readers, and open to all French faculty. The student will be responsible for scheduling the colloquium, and should also announce the date and time of the colloquium to all French faculty in residence. Students should also make their paper available to all French faculty one week in advance of the colloquium.

The resulting paper (8,000-10,000 words) will be of high quality and may provide the basis for an eventual publishing opportunity for the student. Qualifying papers may be written in French or in English. Papers will receive a grade of Pass, High Pass or Fail, which will be added to their department record but will not appear on their university transcript. Comments provided to the student at the time of the colloquium shall not necessitate revision of the paper for program or departmental purposes, but may be used by the student when preparing the paper for possible publication.

Comprehensive Examinations

The comprehensive exams will be comprised of two parts:

1. An oral exam based on two reading lists, compiled by the student in consultation with a faculty member (either the prospective dissertation director or the DGS) chosen by the student to serve as chair of the examination committee. The first list will consist of about 45 texts from different periods, chosen, in consultation with the exam chair and the faculty, from the French PhD reading list. The second list, of about 15 books, should represent the student’s field of specialization (defined by period or genre, or according to another criterion established by the student in consultation with the exam chair).

2. A discussion of an annotated syllabus, developed by the student under the direction of their exam chair, and distributed to the faculty (along with the reading lists) at least one week in advance of the exam, that shows the relationship of their work in French to their secondary field. The syllabus may draw on the student’s intellectual interests, but should also aim to
have a broader appeal. Students should submit two versions of the syllabus: an undergraduate version (focusing on primary texts), and a graduate version (including secondary readings). The syllabus should include a general description of the course, a list of course objectives, an explanation of the course requirements and assignments, and a detailed schedule with subtopics for each week of the course.

Students should submit a signed Comprehensive Examination Chair Form to the Department Coordinator, and are advised to constitute their reading lists and begin working on their syllabus at least two quarters in advance of their exam. Students must submit the approved lists and the syllabi at least one week before the exam, and sooner if possible.

The formulation and study of a list of representative works gives the student the breadth required of scholars of French and Francophone literature, while the specialized list and the annotated syllabus provide an opportunity for students to reflect on and discuss the intellectual conversations made possible by the inclusion and ordering of the works they have chosen. The undergraduate syllabus will help prepare students to apply for teaching fellowships or to teach a course in the department. The critical bibliography constitututed by the student in the preparation of the graduate syllabus will be useful when working on the dissertation proposal.

The examinations shall take place during the seventh week of spring quarter of the second year for students who receive full credit for a previous MA, or in autumn quarter of the third year for students who enter the program without an MA or who do not receive credit for courses taken as part of a previous MA program. All French faculty in residence will take part in the examinations, which shall last between two and three hours. The exams will be scheduled by the exam chair, in consultation with the faculty and student. Students will receive a grade of High Pass, Pass, or Fail for each exam, which will be added to their department record but will not appear on their university transcript.

**Dissertation Proposal**

From the very beginning of their course of study, students will have been encouraged to situate their own analyses within existing critical debates, and to make meaningful interventions into such conversations. The dissertation represents a substantial and original piece of work by the student, one that constitutes a contribution to the student’s chosen field of study. By the time a student has completed his/her comprehensive examinations s/he should have chosen a dissertation adviser, and obtained the agreement of that person to direct the dissertation. In consultation with the dissertation adviser, the student will constitute a dissertation committee who will guide and advise the student’s research. This committee will approve the dissertation proposal, and all subsequent work.

The dissertation proposal is intended to provide a point of departure and a helpful guide for dissertation research and writing, but is not itself an enduring document. Consequently, students should plan to have their proposal approved by their committee no more than two quarters after the completion of their comprehensive exams.

The proposal, developed in consultation with the student’s dissertation director, should be 15-25 pages (excluding bibliography); should describe the questions driving the student’s work, the methodology to be employed, and an overview of the state of the field; and include both a working bibliography and a provisional chapter structure.
See The Dissertation section under the general program requirements for more information.

Program of Study Summary

First year: Coursework; first-year exam; language requirement; work on qualifying paper during the summer after first year. Students who have an MA from another institution may petition, during spring quarter, to receive credit for up to four courses taken as part of their MA.

Second year: Coursework; qualifying paper colloquium; language requirement (if not already fulfilled); comprehensive examinations for students who received four credits for a previous MA.

Third year: Comprehensive examinations for students who entered without an MA or who did not receive full credit for a previous MA; language requirement (if not already fulfilled); dissertation proposal and colloquium; applications for dissertation research fellowships. By the time they complete their comprehensive examinations, students should already have chosen a dissertation director. By the end of the third year, it is expected that all students will be ABD.

Fourth year: Applications for fellowships; dissertation work; research abroad. The fourth year should be dedicated to fellowship applications and dissertation research and writing. All students are strongly encouraged to spend a year of research, writing, and building contacts abroad. This is normally done in the fourth year, when students have no teaching obligations. However, it is possible to make arrangements to go abroad in the third or the fifth year.

Fifth year: Dissertation research and writing; job applications. During this year students will meet at least quarterly with their dissertation director and at least once annually with their entire committee. Students will provide updates and materials to all of the members of their committee on a regular basis.

Although funding is not guaranteed past the fifth year, many dissertation fellowships, both internal and external, are available for students who require an additional year to complete their dissertation writing. In addition, students who are making satisfactory progress in the program may apply for teaching positions within the department or elsewhere in the university.

Dual Degree Program with Theater and Performance Studies

Students who have been accepted in the dual degree program with Theater and Performance Studies (TAPS) should satisfy the following requirements, which will confer a joint PhD in TAPS and RLL.

Coursework

Students are required to satisfy the standard French program requirements by taking 17 courses, as follows: 12 in French, four in TAPS, and one in pedagogy (RLLT 38800). At least two courses should be dedicated to critical theory or the history of literary criticism and aesthetics. These may include courses offered not only in RLL, but also in TAPS or other programs. Students who enter the program with a completed MA from another institution may petition, at the end of their first year, to receive credit (toward TAPS and/or RLL requirements) for up to four courses taken outside of the program.
Students in the dual degree program will also be required to take a two-course graduate sequence in the history and theory of theater and performance, three TAPS-related seminars within RLL (this can include independent reading courses), and five courses outside of RLL, including three in performance practice and two seminars. This adds up to a total of 10 courses, of which as many as 7 could overlap with RLL requirements (including RLL secondary field/elective requirement). In addition, students must pass the RLL first-year exam, meet the language requirement and complete both the RLL qualifying paper and a two-term qualifying paper and/or performance project in TAPS. The TAPS work is typically accommodated in two dependent research courses.

Additional TAPS requirements

Other requirements for TAPS include: 1) the completion of one or two internships in theater or performance practice; 2) two quarters of TAPS-related teaching, either by teaching a section in the TAPS core, or a teaching assistantship or instructorship for a TAPS-related course in RLL; 3) a TAPS comprehensive exam, consisting of an oral exam based on a reading list of 20–30 works and a brief thesis paper (5-10 pp.) summarizing keys issues and concepts guiding the student’s intellectual agenda.

The dissertation would be a joint project overseen by faculty from both RLL and TAPS.

REQUIREMENTS FOR PhD IN ITALIAN STUDIES

The PhD program in Italian Studies provides rigorous critical training based on the canonical texts of the Italian literary tradition while strongly encouraging interdisciplinary work that allows students to acquire expertise in a secondary field of their choice. Students will also be trained in pedagogical techniques, and given ample opportunity to shape their pedagogical approach by teaching in the language program and/or in undergraduate Core courses with humanistic or social sciences content. The Italian DGS for 2018-2019 is Rocco Rubini.

Coursework

The PhD requires a total of 17 trimestral courses, 11 of which must be Italian graduate courses. Five elective courses will be chosen in consultation with the Italian DGS. A sixth course may be an additional elective course or an Italian graduate course, pending approval from the DGS. The electives must include a literary theory course and the departmental pedagogy course (RLLT 38800). The literary theory course may be taken in another department with the approval of the DGS. The 17 required courses must be taken for a letter grade (B or better).

Students who enter the program with a completed MA from another institution may petition, at the end of their first year, to receive credit for up to four courses taken outside of the program. In order to request credit, students will have to provide the DGS with a syllabus for each course by Friday of the seventh week of spring quarter. Faculty will review all such petitions at the spring progress meeting and the DGS will inform the student of the results of their petition.

Students entering the program without an MA will be required to submit to the Italian faculty a 25-page research essay of his/her choice, based on a seminar paper, by the end of sixth week of fall quarter of the second year of study. Papers will receive a grade of High Pass, Pass or Fail, which will be added to the student’s department record but will not appear on their university transcript.
Students will be awarded the MA degree upon the successful completion of this paper and all first- and second-year requirements (including language requirements, but excluding the comprehensive exam).

Students who enter the program with a completed MA from another institution, but who did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all first- and second-year requirements (including language requirements, but excluding the comprehensive exam).

Language Requirements

Students must demonstrate competence in a second Romance Language and a research language relevant to the student's chosen field of specialization. The language requirements may be filled in any one of the ways listed below. Please note that language courses do not count towards the PhD course requirements.

- Passing a translation exam administered by an RLL faculty member who teaches the target language. In this case, the student will be given a passage of 500-600 words (selected from a text in the student’s area of research and chosen in consultation with the faculty member who will administer the exam) to be translated into English within two hours. A dictionary may be used, and students can use a computer or handwrite the exam. Students wishing to take this exam must e-mail, at least three weeks prior to the anticipated date of the examination, the Department Coordinator to reserve a room and finalize other logistics;
- Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) in the target language, and receiving a grade of B+ or better;
- Taking a course beyond 20300 in the target language and receiving a grade of B+ or better;
- Passing the Reading Comprehension Examination administered by the Chicago Language Center. There is a $70 fee for taking this exam; see [http://languages.uchicago.edu/ARCA/arca_exams.php](http://languages.uchicago.edu/ARCA/arca_exams.php) for more information.

First-year Exam

In consultation with the DGS and the relevant faculty, first-year students will select three works that they have studied in their courses throughout the year. At least two of these works must be selected by the tenth week of the winter quarter. The student may defer selection of the third work to the end of the third week of spring quarter. In consultation with the faculty members who taught the chosen works, the student shall develop a short critical bibliography (three to five works) related to each text.

In the seventh week of spring quarter each student will engage in a conversation of approximately one hour with the Italian faculty (all those in residence, plus those who taught the three works chosen by the student) about their specialized reading. The exam will be scheduled by the DGS in consultation with the faculty and student. The exam will allow students to begin to explore fields they believe may be of interest to them, and to use their courses as a springboard from which they may further develop their intellectual projects. Students will receive a grade of High Pass, Pass, or
Fail, which will be added to their departmental record but will not appear on their university transcript.

**Comprehensive Examination**

The comprehensive exam is based on two reading lists and is to be taken no later than week five of autumn quarter of the student’s third year.

List 1 is a comprehensive overview of the Italian canon based on the [Italian PhD reading list](#). The list is composed of mandatory readings and a selection of possible alternatives. The student must send the finalized list to all professors in the Italian section by the last week of spring quarter of their second year.

List 2 is based on the student’s area of research and is composed of 10 to 15 texts chosen by the student in consultation with a professor chosen as exam chair by the student (who may or may not be the DGS). It is up to the student whether she or he wants to select books from List 1, from outside the list, or a combination of the two.

Once the lists have been compiled (and List 2 has been approved by the exam chair), the student will submit a signed [Comprehensive Examination Chair Form](#) to the Department Coordinator, and at least three weeks prior to the anticipated date of the examination, she or he will make the necessary arrangements to determine the date and communicate with the Department Coordinator to reserve a room and finalize other logistics.

The first part of the exam, exclusively based on List 1, will be a four-hour written essay in which students will respond to two questions out of a list of questions/topics provided by the exam committee. Questions can be on any individual text or a combination of texts or on general theoretical issues. A dictionary may be used, and students can use a computer or handwrite the exam.

If the student passes the written exam, she or he will move on to a 90-minute oral exam, which will be based on the written responses as well as on Lists 1 and 2. The student is expected to provide a brief introduction (approx. 10 mins.) on the topic of List 2. The written and oral exams must be taken within the same week.

Students will receive a grade of High Pass, Pass, or Fail, which will be added to their department record but will not appear on their university transcript.

**Dissertation Proposal**

By the time a student has completed his/her comprehensive examinations s/he should have chosen a dissertation director, and obtained the agreement of that person to direct the dissertation. In consultation with the dissertation director, the student will constitute a dissertation committee who will guide and advise the student’s research.

Students should plan to have their proposal approved by their committee no more than one quarter after the completion of their comprehensive exams.

See [The Dissertation section](#) under the general program requirements for more information.
Program of Study Summary

First year: Coursework; preparation for language requirements; first-year exam; for students entering without an MA, work on 25-page research essay. Students who have an MA from another institution may petition, during spring quarter, to receive credit for up to four courses taken as part of their MA.

Second year: Completion of coursework; preparation for language requirements; preparation for written and oral comprehensive exams; for students entering without an MA, completion of 25-page research essay (due by the end of sixth week of fall quarter).

Third year: Comprehensive exams; fulfillment of language requirements; dissertation proposal and colloquium to be completed no later than one quarter after the comprehensive exams are taken. The exams and the proposal/colloquium must be completed by the end of the third year.

Fourth year: Dissertation research and writing; applications for dissertation-year fellowships.

Fifth year: Dissertation research and writing; job applications.

Although funding is not guaranteed past the fifth year, many dissertation fellowships, both internal and external, are available for students who require an additional year to complete their dissertation writing. In addition, students who are making satisfactory progress in the program may apply to teach language or Core courses to support themselves for an additional year and to gain additional pedagogical experience while completing the dissertation.

REQUIREMENTS FOR PhD IN HISPANIC AND LUSO-BRAZILIAN STUDIES

The doctoral program in Hispanic and Luso-Brazilian Studies aims to provide students with a wide-ranging knowledge of its literary and cultural traditions, a command of critical tools, an understanding of both the history and current state of the discipline, and the pedagogical training that will allow them to become effective teachers and productive scholars who can make a significant contribution to the field. The program consists of a combination of courses, independent research projects, exams, language requirements, workshops and lectures, and also provides pedagogical training and teaching experience. It is designed to be completed within five or six years of full-time study. The DGS for 2018-2019 is Agnes Lugo-Ortiz.

Coursework

Students in the program are expected to complete a total of 18 graduate courses. These courses must be taken for a letter grade (B or better) and are normally spread over six quarters. The courses should be distributed as follows:

- Three required seminars:
  - Foreign Language Acquisition and Teaching (RLLT 38800)
  - Critical Issues in Hispanic and Luso-Brazilian Studies (SPAN 38800)
  - A course on literary and cultural theory, which may be taken in another department with the approval of the DGS
At least 11 courses taken within the program, including one in each of the following periods in Hispanic literatures:
  o Medieval
  o Early Modern - Golden Age
  o Modern - Contemporary (18th to 21st Centuries) Peninsular
  o Colonial
  o 19th Century Latin America
  o 20th to 21st Century Latin America

Two to three elective courses outside the program, to be selected in consultation with the DGS, and intended to provide students with the interdisciplinary knowledge appropriate to their area of specialization.

One independent study (SPAN 42100; see Qualifying Paper section below). Students may request permission from the HLBS faculty to take an additional independent study course on special occasions, but never in their first year.

Most, if not all, courses should be completed during the first two years in the program, and before students can proceed to take the comprehensive exams.

Students who enter the program with a completed MA from another institution may petition, at the end of their first year, to receive credit for up to four courses taken outside of the program. In order to request credit, students will have to provide the DGS with a syllabus for each course by seventh week of spring quarter. Faculty will review all such petitions at the spring progress meeting and the DGS will inform the student of the results of their petition.

Students who enter the program without an MA, or with a completed MA from another institution but who did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all first- and second-year requirements (including language requirements, but excluding the comprehensive exam).

Beyond the required 18 courses, students are encouraged to take any additional courses—in this or other departments— that may be useful in their program of study; these may be audited, taken for a grade or taken Pass/Fail.

Certificate in Latin American and Caribbean Studies

The Center for Latin American Studies (CLAS) offers a PhD Certificate in Latin American and Caribbean Studies. In order to qualify, students must demonstrate language proficiency in Spanish, Portuguese, Haitian Kreyol, or a relevant indigenous language of Latin America; take four courses in Latin American Studies; write a dissertation project on a theme or topic related to Latin America; and have at least year of active participation in the Latin American History Workshop or the Workshop on Latin America and the Caribbean. More information is available on the CLAS website.

Language Requirements

Besides competency in English and their language of specialization, students must demonstrate 1) a basic command (equivalent to one year of college-level instruction) of a second Romance language,
and 2) reading knowledge of a research language. Both of these languages should be relevant to the student’s field of study, and will be selected in consultation with the DGS.

The language requirements may be fulfilled in any one of the ways listed below. Please note that language courses do not count towards the PhD course requirements.

- Passing a translation exam administered by an RLL faculty member who teaches the target language. In this case, the student will be given a passage of 500-600 words (selected from a text in the student’s area of research and chosen in consultation with the faculty member who will administer the exam) to be translated into English within two hours. A dictionary may be used, and students can use a computer or handwrite the exam. Students wishing to take this exam must e-mail, at least three weeks prior to the anticipated date of the examination, the Department Coordinator to reserve a room and finalize other logistics;

- Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;

- Taking a Reading for Research Purposes course (e.g., GRMN 33300) in the target language, and receiving a grade of B+ or better;

- Taking a course beyond 20300 in the target language and receiving a grade of B+ or better;

- Passing the Reading Comprehension Examination administered by the Chicago Language Center. There is a $70 fee for taking this exam; see http://languages.uchicago.edu/ARCA/arca_exams.php for more information.

First-year Exam

During seventh week of spring quarter of their first year, students will take a written exam meant to evaluate their critical skills in analyzing and commenting on a literary text. Students will be asked to give a detailed analysis and articulate an interpretation of a short passage taken from a book belonging to a list of four texts that will be announced at the beginning of each academic year. The exam will be scheduled by the DGS in consultation with the faculty and student. A dictionary may be used, and students can use a computer or handwrite the exam. The duration of the exam shall not exceed three hours. Students will receive a grade of High Pass, Pass, or Fail, which will be added to their department record but will not appear on their university transcript.

Qualifying Paper

In the spring quarter of their second year students should enroll in an independent study course (SPAN 42100), preferably under the guidance of his or her prospective dissertation adviser. The aim of this independent study is to further research and revise one of the term papers written during previous quarters in a seminar related to the student's area of specialization and with the goal of transforming it into a publishable article. This paper will be evaluated by an HLBS faculty member, in addition to the prospective adviser, who will provide a "peer-reviewed" styled report of the final version of the essay by the end of the quarter. Exceptions to the topic of the paper (e.g., if a student wants to write on a theme outside his or her proposed area of specialty) will be considered only by petition. This petition should be submitted by the end of the winter quarter of their second year. The paper is to be written in Spanish or Portuguese and for a regular grade, and will appear in the student’s university transcript.
Comprehensive Examinations

Students are expected to take their PhD exams in the fall of their third year over the course of three days. The exams take place during the second week in October. This exercise has a written and an oral component distributed in the following way:

**Monday:** Three-hour-long written exam based on an established [Diachronic List](#) representing different periods in the historical trajectory of Hispanic and Luso-Brazilian literatures (Medieval, Golden Age, Renaissance/Baroque, 18th to 21st centuries) plus around five texts chosen by the students from any area. The questions for this part of the exam will be comparative in nature. Students will be asked to establish relations between the literatures of different historical periods both in terms of aesthetics and thematics. A dictionary may be used, and students should use a computer to write the exam. Preparation for this exam should begin no later than the summer of a student's first year in the program.

**Wednesday:** Three-hour-long written exam based on a Research List comprised of 30 texts related to the student's proposed field of specialty and crafted in consultation with the prospective dissertation adviser. A dictionary may be used, and students should use a computer to write the exam. Students should prepare for this part of the exam in the summer of their second year.

**Friday:** A one-hour-long oral exam in which the student is expected to elaborate on both written exams and to answer questions related to any of the texts from either of the two lists.

By no later than the end of the spring quarter of their second year, students are expected to submit for the approval of HLBS faculty the following: 1) The list of five additional texts to supplement the [Diachronic List](#) and their selection of works in the cases where they were asked to make a choice, and 2) the Research List comprised of 30 texts. The student's prospective adviser chairs the exams. Once the lists have been approved, the student will submit a signed [Comprehensive Examination Chair Form](#) to the Department Coordinator, and at least three weeks prior to the date of the exam, she or he will make the necessary arrangements to determine the time and communicate with the Department Coordinator to reserve a room and finalize other logistics.

The grading criteria are High Pass, Pass or Fail, and the grade will be added to their department record but will not appear on their university transcript.

**Dissertation Proposal**

By the time a student has completed his or her comprehensive examinations he or she should have chosen a dissertation adviser, and obtained the agreement of that person to direct the dissertation. In consultation with the dissertation adviser, the student will constitute a dissertation committee who will guide and advise the student’s research.

Students should plan to have their proposal approved by their committee no more than one quarter after the completion of their comprehensive exams. The proposal is officially approved after successfully completing the Dissertation Colloquium.

See [The Dissertation section](#) under the general program requirements for more information.

**Program of Study Summary**
First year: Take nine courses (three per quarter); first-year exam; during summer, preparation for comprehensive exams.

Second year: Complete coursework, including qualifying paper; fulfill first language requirement; get comprehensive exam lists approved.

Third year: Complete comprehensive exams in second week of October; fulfill second language requirement; present dissertation proposal/colloquium by the end of the winter quarter.

Fourth year: Dissertation reading and writing; completion and approval of at least one chapter.

Fifth year: Complete and defend dissertation; job applications.

Although funding is not guaranteed past the fifth year, many dissertation fellowships, both internal and external, are available for students who require an additional year to complete their dissertation writing. In addition, students who are making satisfactory progress in the program may apply to teach language or Core courses to support themselves for an additional year and to gain additional pedagogical experience while completing the dissertation.
GENERAL RLL POLICIES AND REQUIREMENTS

The following policies and requirements apply to all RLL graduate students.

UNIVERSITY REGISTRATION REQUIREMENTS

Students are registered continuously up to 12 years from the date of their matriculation (or nine years for students who started the program in 2016 or beyond). To meet the full-time registration requirement, students are required to be registered for at least three academic quarters (normally autumn, winter, and spring). Students at the beginning of their tenth year (or seventh year for students who started the program in 2016 or beyond) will be required to submit a degree completion plan, endorsed by their dissertation director, to the department and Humanities Dean of Students.

Students who have not graduated after the lapse of 12 years (or nine years for students who started the program in 2016 or beyond) will not be allowed to register.

University registration requirements are distinct from the program requirements of this department and are outlined at http://studentmanual.uchicago.edu/residence_phd. Students with questions should contact the Humanities Dean of Students office.

LANGUAGE ASSESSMENTS

All incoming graduate students will receive an assessment of their written and spoken language abilities before the start of autumn quarter. This assessment is designed to ensure early intervention and action in the event that students require additional language support, thereby enabling them to perform at their best in graduate courses and, eventually, in the classroom. Depending upon the results of this assessment, students may be asked to take steps to improve their writing and/or speaking. If additional language courses are required, such courses shall be taken at the earliest opportunity and for a quality grade. Students who have been asked to take action to improve their language abilities will be retested no later than the following autumn. See the RLL Graduate Student Language Assessment Form and the Teaching/Research Fellowships section for additional information.

SATISFACTORY ACADEMIC PROGRESS

All students’ progress is reviewed every quarter by the relevant faculty. By ninth week of fall and winter quarters, and by seventh week of spring quarter, all students must submit a Quarterly Progress Report to the Department Coordinator (signed by their dissertation director, if applicable), stating what progress they have made in the quarter in which they are submitting the report (e.g., courses/exams completed or other requirements fulfilled; dissertation chapters drafted, submitted, or approved; conference papers presented; articles completed, sent, accepted for publication; courses taught). In addition, ABD students will be asked to state whether/when they have met with members of their dissertation committee to discuss their work. All students who will receive summer funding must include in their spring progress report a sentence that lays out their academic plans for the summer.

Students who fulfill requirements in a timely fashion and who make satisfactory progress will be permitted to continue in the program. Students who have received failing marks on an examination
or qualifying paper, who have unexcused incompletes, or who have not fulfilled the requirements of a given year, may be asked to leave the program.

Coursework

Incompletes are discouraged and are given only in exceptional circumstances; all coursework must be completed and a letter grade must be given by the autumn quarter of the next academic year. The student will automatically receive an “R” grade if the required coursework is not completed by then. Most of the required seminars are offered only every other year, so it is prudent to take them at the earliest opportunity. Also note that the pedagogy seminar (RLLT 38800) must be taken before the start of the third year, even for students with prior teaching experience or other pedagogical training.

Advanced Studies

All full-time students, following federal financial aid regulations, must be enrolled quarterly in coursework and must maintain satisfactory academic progress in their program of study. Doctoral students who are enrolled in fewer than 300 units (typically three courses) will be enrolled automatically in an "Advanced Studies" (RLLT 70000) course, which will carry up to 300 units.

Advanced Studies students will receive a grade of "satisfactory" (S) or "unsatisfactory" (U) in each quarter. This grade will be assigned by the relevant DGS and the chair of the Graduate Student Affairs Committee, in consultation with the dissertation director, if applicable. A student who receives a grade of "U" will be placed on academic probation and will be told, in writing, what specific actions need to be taken in order for the student’s progress to be deemed satisfactory. At the end of spring quarter, it will be determined whether the student should be permitted to continue, or be withdrawn from the program.

For more information about the federal aid regulations and satisfactory academic progress, please see the Student Loan Administration's policy at https://financialaid.uchicago.edu/graduate/types-aid/aid-eligibility-criteria.

Lectures and Workshops

Students are expected to participate regularly in departmental activities, attend department lectures and contribute to at least one workshop. Advanced graduate students should plan to present their work (such as dissertation proposals, chapters, conference papers, etc.) at appropriate graduate workshops.

THE DISSERTATION

Once students have completed the required coursework, language requirements, and examinations, they are expected to have selected a dissertation director. In consultation with their dissertation director, students formulate a dissertation topic, plan the stages of its development, and select a dissertation committee that includes a second and third reader.

Dissertation Committee
A critical step in the progress towards the degree for doctoral students is the formation of the dissertation committee. Students should plan ahead in forming and maintaining their dissertation committee. The dissertation committee must be established, and a signed Dissertation Committee Form should be submitted to the Department Coordinator, by the time the student is admitted to candidacy.

The department recommends that a dissertation committee consist of at least three and no more than five members. The majority of the committee members must be University of Chicago faculty. The dissertation director must hold an appointment in RLL.

Students typically choose as the dissertation director a faculty member with whom they have worked on the development of their dissertation topic. The role of the dissertation director is to supervise the timely progress of the student’s development of the dissertation topic, the research and writing of the dissertation, and to support the student in working with other dissertation committee members. The membership of the dissertation committee may be modified in consultation with the dissertation director or the DGS, as long as the dissertation committee adheres to the dissertation committee requirements stated above.

The role of dissertation committee members is to provide feedback on the dissertation within a reasonable time period. Generally, this means that dissertation committee members read chapters, provide written or oral responses and participate in the dissertation defense.

**Dissertation Proposal and Colloquium**

During their third year, students prepare and submit a dissertation proposal to their committee. The proposal should be 15 to 25 pages (excluding bibliography), explain the nature of the thesis, the state of the scholarship, and the methodology to be followed; it should include an outline of chapters, a table of contents, and a bibliography of relevant works.

After the dissertation committee has approved the proposal, the student should submit this draft to the Department Coordinator. The Department Coordinator will submit the student’s dissertation proposal and request to schedule the colloquium for approval at the next RLL faculty meeting. After obtaining the RLL faculty’s authorization to hold the colloquium, students must e-mail the Department Coordinator to reserve a room and finalize other logistics. It is the student’s responsibility to confirm the date and time of the colloquium with his/her dissertation committee prior to requesting a room.

At the colloquium (circa one hour in length), the student will present the proposal to his/her dissertation committee and receive general feedback, suggestions for improvement, etc. The student may also be asked about the principal original texts in the field, knowledge of secondary bibliography, and a grasp of the scholarship relevant to the field. After the colloquium, the dissertation director will notify the Department Coordinator of the colloquium results. If approved, a formal request for admission to candidacy is made by the department to the Humanities Dean of Students. Admission to candidacy is noted on the student’s university transcript. This date must be at least eight months before the degree is conferred.

**Dissertation Progress**
Once students begin working on their dissertation, they are required to meet at least once a quarter with the dissertation director and once a year with the dissertation committee in order to review the student’s progress. The readers on the committee must receive all major stages of the work, from the general outline to the final drafts. They will inform the dissertation director and the student of their reactions at each stage.

Students should keep in mind the availability of the research materials they wish to use since residence abroad will add both time and expense to the dissertation work. There is no specified length for the dissertation, although 250 pages is reasonable and can usually be completed in two to three years of concentrated work.

**Dissertation Defense**

Once the dissertation committee has approved the dissertation’s final form and has agreed upon a day and time for the defense, the student will contact the Department Coordinator to request a room and submit a copy of the abstract and dissertation. This must be done at least three weeks before the date of the defense.

Students are reminded that dissertation defenses, while open to the University community or other scholars, are academic—and not social—moments. There are usually celebrations after a successful defense and/or at Commencement, and these are good occasions for family and friends to share in students' accomplishments. Audio or video recording of the defense is prohibited, except upon approval of a written petition to the department.

**Convocation Deadlines**

To receive a degree, students must submit an online degree application through [http://my.uchicago.edu](http://my.uchicago.edu). The application must be submitted no later than 5pm CST on Friday of the first week of the quarter in which the student intends to receive the degree. There are no exceptions. In addition to submitting the online degree application, doctoral candidates must register in the quarter in which they plan to graduate, including summer quarter, unless they submit their approved dissertation to the Dissertation Office by Friday of the first week of the quarter. In this case, students will not have to register in that quarter and thus will not pay the associated fees.

The deadline for electronic submission of the final approved copy of the dissertation, as well as any required paperwork, is posted on the university’s Dissertation Office [website](http://my.uchicago.edu). Be sure to allow enough time after the defense date to make any requested corrections. Details concerning the preparation and submission of the final text of the dissertation may be obtained from [https://www.lib.uchicago.edu/research/scholar/phd/students/](https://www.lib.uchicago.edu/research/scholar/phd/students/).

**TEACHING/RESEARCH FELLOWSHIPS**

As an integral part of the doctoral program, students will be exposed to a variety of teaching methodologies through coursework (the required seminar on pedagogy, RLLT 38800) and will gain teaching experience by serving in different roles in our undergraduate program.

Doctoral students are awarded fellowships, renewable for five years based on satisfactory progress, which include tuition remission, competitive annual stipends, and a University Student Health
Insurance Plan. Graduate students can also receive funding as research assistants for faculty projects, preceptors for the undergraduate language program, and as workshop organizers, as the need arises.

Graduate fellowship recipients are not required to teach during their first year, allowing ample time to focus on and complete course work. Fellowship recipients then gain teaching experience by serving as language assistants, then as lecturers and course assistants. Students on fellowship should adhere to the department’s teaching package and serve as lecturers, language assistants, or course assistants only in the scheduled years. On an exceptional basis, a modified teaching schedule may be approved to accommodate plans for teaching or study abroad. **Changes to the teaching schedule will impact your stipend. It is very important for you to understand precisely what these changes will be before you request or receive a teaching assignment that differs from the usual schedule.** Such tailored arrangements should be discussed with the appropriate DGS and the Department Coordinator.

The academic records and teaching evaluations of all students are reviewed by the RLL faculty prior to submitting recommendations to the Humanities Dean of Students for aid to continue.

Students who have finished the five years of their fellowship may apply for additional teaching opportunities as a lecturer, language assistant, or course assistant if they have completed their required coursework, passed RLLT 38800, and are making satisfactory progress on their dissertation. Such students must have demonstrated teaching competence and an ability to work cooperatively with other lecturers and their coordinator. Students past the fifth year of their fellowship who hold these positions will receive a salary established by the college and in some cases may continue to receive tuition remission. Teaching opportunities past the fifth year are contingent upon good academic progress, and are not guaranteed. Opportunities are posted at [https://grad-uchicago-csm.symplicity.com/](https://grad-uchicago-csm.symplicity.com/).

**Teaching Requirements**

Students **who entered the program in 2013 and later** are required to accumulate **8 units** of teaching experience, as follows:

**Language Assistants**

RLL graduate students on fellowship will be language assistants during winter and spring quarters of the second year of their fellowship (a total of 1 teaching unit). During this period, they will have a one-on-one teaching mentorship through which they will acquire the administrative and pedagogical skills essential to becoming effective language teachers in our program.

Students who are making good academic progress may replace one language assistantship with a course assistantship during their second year if there are RLL courses in need of a course assistant. Students who choose this option may either serve as a course assistant again in their fifth year, or replace their fifth-year course assistantship with a language assistantship.

**Lecturers/Course Assistants**

RLL students serve as lecturers for two quarters during the third year of their fellowship (2 teaching units per course). During the fifth year of their fellowship, students are lecturers for one quarter (2
teaching units) and course assistants (1 teaching unit) for one quarter. Students apply for lecturer and course assistant positions during winter quarter of the preceding academic year. Hiring is done by the college upon the recommendation of the department. Teaching performance is reviewed regularly and subsequent course assignments are contingent upon the successful completion of previous teaching responsibilities. Foreign Language Acquisition and Teaching (RLLT 38800) is a prerequisite for a lecturer position.

Students making outstanding progress may, on an exceptional basis, apply for limited additional teaching with corresponding supplementary compensation, up to 10 teaching units during the full five years of their fellowship, upon petition to and approval from the department. In addition to excellent academic performance in coursework and examinations, outstanding progress is defined as follows: student has reached candidacy by the end of spring quarter of his/her third year of fellowship; and student has had at least one chapter approved by the end of the spring quarter of his/her fourth year. The petition must explain the potential benefit of the proposed additional teaching assignment for the student’s pedagogical training.

Students who entered the program in 2012 are required to accumulate 10 units of teaching experience. They will be language assistants during winter and spring quarters of the second year of their fellowship (a total of 1 teaching unit); lecturers for three quarters during the third year of their fellowship (2 teaching units per course); and during the fifth year of their fellowship, lecturers for one quarter (2 teaching units) and course assistants (1 teaching unit) for one quarter. They may apply for additional teaching past the fifth year of their fellowship if they are making good progress on their dissertation.

Summer Teaching
Summer teaching does not confer points toward the GAI teaching requirement. However, students who are making excellent progress may apply for limited additional teaching (i.e., one position as a language assistant OR as a lecturer) in the Summer Language Institute, with corresponding supplementary compensation. Students who wish to teach as a lecturer during the summer should first petition the graduate advisers as well as their dissertation director (if applicable) for approval to apply for a position. This preliminary approval to apply does not guarantee a course assignment. The petition must explain the potential benefit of the proposed additional teaching assignment for the student’s pedagogical training.

Other Professional Opportunities
Students may be offered other opportunities, such as contribution to the technological databases of ARTFL (American and French Research on the Treasury of the French Language), editorial assistantship for the Montaigne Studies journal, the opportunity to develop literature-based lector sessions for advanced-level language courses, the opportunity to teach undergraduate literature courses in RLL, or they may be selected to accompany students who enroll in undergraduate study abroad programs in France, Italy, and Spain. These assignments will be approved by faculty consensus.

Students may also choose to participate in the Languages Across the Curriculum (LxC) Program, a College initiative coupling additional language-focused sessions with courses at the undergraduate level across the disciplines. The LxC sessions are led by language or course assistants (depending on the course needs) and are held separately from the regular class. This program is not connected
to our departmental practice of assigning graduate student CAs to introductory level literature courses that are taught in the target language. If you have questions about the LxC program, please contact Veronica Vegna (vvegna@uchicago.edu). Students must have the permission of their DGS or dissertation adviser, as applicable, before accepting such positions.

**Employment Limit**

Graduate students are expected to devote full attention and effort to their studies and may undertake employment only as an adjunct to their student status. Graduate students in the Division of the Humanities who are registered full-time may not work for the university more than 20 hours per week, including teaching and research appointments.

Students may petition the Dean of Students for authorization to work more than 20 hours/week when additional hours of employment serve their academic engagement, but **employment cannot average more than 20 hours/week over the quarters of registration in the academic year** (autumn-winter-spring or summer-autumn-winter-spring if the student registers in the summer quarter). There are no limits on employment in the summer if the student is not registered in the summer quarter.

Full-time students may work up to 26 hours/week in a single quarter without approval of the Dean of Students if they hold a formal teaching position. Since international students are limited by visa requirements to 20 hours/week, they must secure Curricular Practical Training, via the Office of International Affairs ([https://internationalaffairs.uchicago.edu/page/employment-resources-international-students](https://internationalaffairs.uchicago.edu/page/employment-resources-international-students)), to exceed the limit, even when their employment includes a teaching position. Employment that includes teaching positions must still average no more than 20 hours/week over quarters of registration in the academic year.

Fellowship terms that prohibit or limit employment to less than 20 hours/week supersede the division’s employment policy. For more information, see [http://humanities.uchicago.edu/students/manual/student-employment](http://humanities.uchicago.edu/students/manual/student-employment).

### RLL Teaching Requirements Summary

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Residence Status</th>
<th>Teaching requirements for students who entered program in 2013 and later; 8 pts required</th>
<th>GAI Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Scholastic 1</td>
<td>no teaching</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>Scholastic 2</td>
<td>Autumn: RLLT 38800&lt;br&gt;Winter: LA (teacher apprentice with mentored language session)&lt;br&gt;Spring: LA (CA in lit can replace LA if necessary)</td>
<td>0.5&lt;br&gt;0.5</td>
</tr>
<tr>
<td>3rd</td>
<td>Scholastic 3</td>
<td>2 lectureships</td>
<td>4</td>
</tr>
<tr>
<td>4th</td>
<td>Scholastic 4</td>
<td>no teaching</td>
<td>0</td>
</tr>
<tr>
<td>5th</td>
<td>Advanced 1</td>
<td>1 lectureship&lt;br&gt;CA for lit course</td>
<td>2&lt;br&gt;1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>6th &amp; 7th (past fellowship)</td>
<td>Advanced 2 &amp; 3</td>
<td>may apply for teaching opportunities, contingent on good academic progress</td>
<td></td>
</tr>
<tr>
<td>summer</td>
<td></td>
<td>may apply for limited additional teaching (i.e., 1 position as LA or lecturer) if making excellent progress; no GAI points given</td>
<td>0</td>
</tr>
</tbody>
</table>
CONFERENCE GRANTS/FELLOWSHIPS

Students who will be presenting a paper at an academic conference can receive up to $400 in reimbursement for eligible travel expenses through a Division of the Humanities Conference Grant. Students must verify eligibility and get the appropriate paperwork from the Humanities Dean of Students website before traveling. Students may receive the grant a maximum of three times in their graduate careers, and only once in any given fiscal year. The division also provides financial support for dissertation research travel; see http://humanities.uchicago.edu/students/financial-aid/travel-grants for details.

The Graduate Council Travel Fund offers grants to graduate students to attend academic conferences and other events. The fund has a rolling deadline, but you must apply at least seven days in advance of your travel date. See https://gc.uchicago.edu/travel-fund for details.

If there are sufficient funds in the budget, the department may reimburse students as much as $250 up to three times in their graduate careers for expenses incurred while presenting a paper at an academic conference. In general, students should have finished all coursework before applying for conference support, and students who have divisional research accounts should use up those funds before requesting funding from the department. Students in ABD status may also be reimbursed for short-term travel to facilitate dissertation research. **Students must get approval from the department before traveling** and should submit the following information to their DGS: proposed budget, what other funding has been applied for, a letter of participation and/or acceptance, or a short statement that describes the proposed research trip and its relevance to their dissertation. The Graduate Student Affairs Committee will review such requests on a rolling basis at a meeting or via e-mail, and will notify the student of their decision. The faculty will be informed of all approved requests. There is a $25 limit for reimbursements per meal, and students must submit receipts and the required forms to the Department Coordinator after their trip.

Students who do not pass the language assessment may use some of the conference travel funds (up to $250) available from the department for short-term, targeted tutoring. They may do this only once, and it will replace one of the three times that they are permitted to request departmental funds for travel. These funds may only be used for a tutoring plan that has been approved by the language coordinator in question, and students must discuss the plan with their DGS and the Department Coordinator first.

OTHER FUNDING SOURCES

The Humanities Dean of Students office provides several services to help students find appropriate internal or external funding. More funding information, including a fellowship database, is available at http://grad.uchicago.edu/grad_fellowships_funding. Fellowships exist to help students at all stages of their graduate career, and students are strongly encouraged to educate themselves about such opportunities and to apply for fellowships at the earliest possible moment.

EMPLOYMENT FOR STUDENT SPOUSES/DOMESTIC PARTNERS

The central employment offices of the University of Chicago and the University of Chicago Medical Center both provide a variety of employment opportunities for student spouses and
domestic partners. Lists of job openings can be found at http://jobs.uchicago.edu and http://uchospitals.edu/jobs.

PROFESSIONAL DEVELOPMENT

Graduate students who plan to apply for academic jobs should inform both the Academic Careers Adviser and the Department Coordinator of their intentions by the end of spring quarter of the academic year before they will enter the market. In the fall and winter quarters, the Academic Careers Adviser will organize workshops and mock interviews/job talks as necessary to fit the needs of students in a given year. The Academic Careers Adviser for 2018-2019 is Alison James.

If there are sufficient funds in the budget, the department may reimburse students as much as $250 up to two times in their graduate careers for expenses incurred while traveling to the MLA for job interviews. Students must get approval from the department before traveling and should submit to their DGS proof that they will be interviewed. The Graduate Student Affairs Committee will review such requests at a meeting or via e-mail, and will notify the student of their decision. There is a $25 limit for reimbursements per meal, and students must submit receipts and the required forms to the Department Coordinator after their trip. Please note that this payment will be considered reportable and taxable scholarship income (not a reimbursement) per IRS regulations. See https://finserv.uchicago.edu/payroll/department/stipend.shtml for more information.

Students are also encouraged to use the career resources offered by UChicagoGRAD. Counselors are available for one-on-one appointments and can assist with career exploration, contact with potential employers, and preparing application materials. The Chicago Center for Teaching also organizes programs, events and consultations to support students in their professional preparation.

GRADUATION AFTER TIME LIMIT ADMINISTRATIVE WITHDRAWAL

According to current university policy, students who matriculated prior to summer 2016 and who have not completed their PhD after the lapse of 12 years will still be allowed to graduate, if the department accepts the dissertation and certifies that the student can demonstrate current knowledge of their field. Students who matriculated in summer 2016 or beyond and who have not completed their PhD after the lapse of nine years but have been admitted to candidacy will still be allowed to graduate as described above.

Petitions for graduation from RLL in such chases will be processed as follows:

The student shall provide a copy of the completed dissertation to the relevant DGS. The DGS and dissertation director (who may be the same individual) will evaluate the scholarly merits of the work, will assess the student’s command of the field, and will make a recommendation to the GSAC concerning permission to defend the dissertation. The GSAC will make the final decision within four weeks.
### 2018-2019 RLL LITERATURE COURSES (as of 10/5/18)

All courses are subject to change without notice. For the most up-to-date information and descriptions, please refer to the University's Schedule of Classes website.

<table>
<thead>
<tr>
<th>CATA</th>
<th>AUTUMN 2018</th>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
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<tbody>
<tr>
<td>(Santana, TR 2-3)</td>
<td>21900/31900. Contemporary Catalan Literature (Girons, MW 12:30-1:20)</td>
<td>(Buffery, TR 11-12)</td>
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<td>21903. Introducción a la literatura francesa III: Littérature à l'Age des Révolutions (Desoromeaux, TR 11:12-12:20)</td>
<td>23219. The Medieval Mediterranean (Victor, MW 10:30-11:20)</td>
<td>21719. Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles (Kenfack, TR 12:30-1:50)</td>
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<tr>
<td>(Norman, R &amp; R course)</td>
<td>27400. Autobiographies Maghrébines : de l'Ecriture de Soi à l'Ecriture de Soi-même (Lyamhla, W 3:5-5:50)</td>
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<tr>
<td>33710. Text/Image/Territory in Nineteenth-Century Latin America (Lugo-Ortiz, R 9:30-10:50)</td>
<td>35500. New Directions in Afro-Latin Performance (Roper, W 1:30-4:20)</td>
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</tbody>
</table>
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PhD READING LIST IN FRENCH
Revised December 2012

Students in the French doctoral program are responsible for reading the works on this list in preparation for the comprehensive examination. They should be able to discuss these works in depth as well as to situate them in relation to their respective literary and historical contexts.

Moyen Âge

La Chanson de Roland
La Vie de Saint Alexis
Aucassin et Nicolette

Béroul et/ou Thomas
Tristan et Yseut

Marie de France
Les Lais

Chrétien de Troyes
Érec et Énide, ou Le Chevalier de la charrette, ou Yvain ou le Chevalier au lion, ou Le roman de Perceval ou Cligès

Guillaume de Lorris
Le Roman de la Rose

Jean de Joinville
La Vie de Saint Louis
La Mort le roi Artu

Guillaume de Machaut
Le Voir dit ou La fontaine amoureuse ou Le jugement du roi de Navarre

Adam de la Halle
Le Jeu de Robin et Marion

Jean Froissart
Le prologue au 3e livre des Chroniques, ou Le Voyage en Béarn, ou La Prison Amoureuse

Christine de Pizan
Le Livre de la Cité des dames, ou Le dité de Jehanne d’Arc

Alain Chartier
La belle dame sans merci, ou Le Quadrilogue invectif

François Villon
Les Lais, ou Le Testament

Samuel N. Rosenberg, ed.
Chansons des trouvères: chanter m’estuet (Livre de Poche, 1995):
chansons de toile, Aube, Conon de Béthune, Chastelain de Coucy, Gace Brulé, Colin Muset, Adam de la Halle, Rutebeuf

Critique

Paul Zumthor
Essai de poétique médiévale

Daniel Poirion
Le Moyen Âge I (1150-1300), Le Moyen Âge II (1300-1480)

Erich Auerbach
Mimesis (chapitre sur Roland)

Michel Zink
La subjectivité littéraire

XVIe Siècle

Rabelais
Les Essais, en portant une attention particulière aux essais suivants:

Montaigne

Marguerite de Navarre
L'Heptaméron

d'Aubigné
Les Tragiques (jusqu’à la fin des “Fers”)

Poésie

Marot
Choix de dix Épitres
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>du Bellay</td>
<td>Les Regrets, Les Antiquités de Rome</td>
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<tr>
<td>Ronsard</td>
<td>Choix de dix odes dans Les Odes, choix de douze sonnets dans Les Amours, Abrégé de l'art poétique</td>
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<tr>
<td>Floyd Gray</td>
<td>Anthologie de la poésie française du XVIe siècle (voir surtout Maurice Scève, Louise Labé, Pontus de Tyard, Philippe Desportes)</td>
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<tr>
<td>Critique</td>
<td></td>
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<tr>
<td>Henri Weber</td>
<td>La Création poétique au XVIe siècle</td>
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<tr>
<td>Hugo Friedrich</td>
<td>Montaigne</td>
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<tr>
<td>XVIIe Siècle</td>
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<tr>
<td>Boileau</td>
<td>L'Art poétique</td>
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<tr>
<td>Bossuet</td>
<td>Oraison funèbre d'Henriette d'Angleterre</td>
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<td>Corneille</td>
<td>Le Cid, Horace, choix de trois pièces parmi les suivantes: La Place royale, L'Illusion comique, Cinna, Polyeucte, Le Menteur, Rodogune, Suréna</td>
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<tr>
<td>Descartes</td>
<td>Le Discours de la méthode</td>
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<td>La Bruyère</td>
<td>Les Caractères</td>
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<td>Mme de La Fayette</td>
<td>La Princesse de Clèves</td>
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<td>La Fontaine</td>
<td>“Les Animaux malades de la Peste”, “Le Chêne et le Roseau”, “La Cigale et la Fourmi”, “Le Corbeau et le Renard”</td>
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<td>La Rochefoucauld</td>
<td>Maximes</td>
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<td>Pascal</td>
<td>Les Pensées, Les Provinciales (de 1 à 7)</td>
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<td>Racine</td>
<td>Andromaque, Britannicus, Phèdre, Athalie, choix d'une pièce parmi les suivantes: Alexandre le Grand, Bérénice, Bajazet, Mithridate, Iphigénie, Esther</td>
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<td>Mme de Sévigné</td>
<td>Choix de dix lettres de l'édition Classiques Larousse</td>
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<td>XVIIIe Siècle</td>
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<tr>
<td>Beaumarchais</td>
<td>Le Barbier de Séville, Le Mariage de Figaro</td>
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<td>Bernardin de Saint-Pierre</td>
<td>Paul et Virginie</td>
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<tr>
<td>Chénier</td>
<td>Choix de dix poèmes</td>
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<tr>
<td>d'Alembert</td>
<td>Discours préliminaire</td>
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<tr>
<td>Diderot</td>
<td>Le Neveu de Rameau, Jacques le Fataliste, Le Rêve de d'Alembert, Paradoxe sur le comédien</td>
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<td>Laclos</td>
<td>Les Liaisons dangereuses</td>
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<td>Marivaux</td>
<td>Le Jeu de l'amour et du hasard, La Vie de Marianne, ou Le Paysan parvenu</td>
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<tr>
<td>Montesquieu</td>
<td>Les Lettres persanes, De l'Esprit des lois (livre I à XI, XIX et XXX)</td>
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<td>Prévost</td>
<td>Manon L’Escaut</td>
</tr>
</tbody>
</table>
Rousseau  
*Discours sur l'origine de l'inégalité, Les Rêveries du promeneur solitaire, Emile, Confessions I-VI*

Voltaire  
*Candide, Zadig, L'Ingénú, Histoire de Charles XII, Lettres philosophiques*

**Critique**

Paul Hasard  
*La Crise de la conscience européenne (1680-1715)*

Jean Starobinski  
*La Transparence et l'obstacle*

**XIXe Siècle**

Balzac  
*Le Père Goriot, Les Illusions perdues*

Baudelaire  
*Les Fleurs du mal, Le Spleen de Paris, Le Peintre de la vie moderne*

Chateaubriand  
*Atala, René, Mémoires d'outre-tombe* (édition petits Classiques Larousse, passages choisis)

Constant  
*Adolphe*

Flaubert  
*Madame Bovary, L'Education sentimentale, Un cœur simple, Les Contemplations, Hernani, Préface de Cromwell*

Huysmans  
*A rebours*

Lamartine  
*Méditations poétiques*

Mallarmé  
*Poésies*

Musset  
*On ne badine pas avec l'amour*

Nerval  
*Les Chimères, Sylvie*

Rimbaud  
*Poésies*

Sand  
*La Mare au diable*

de Staël  
*De l'Allemagne*

Stendhal  
*Le Rouge et le noir, La Chartreuse de Parme*

Verlaine  
*Les Fêtes galantes, Sagesse*

Vigny  
*Les Destinées*

Zola  
*L'Assommoir, Germinal, Le Roman expérimental*

**Critique**

Erich Auerbach  
*Mimesis (chapitre sur Madame Bovary)*

Georg Lukács  
*Theory of the Novel*

Jean-Pierre Richard  
*Poésie et profondeur*

**XXe & XXIe Siècles**

**Romans**

Bâ  
*Une si longue lettre*

de Beauvoir  
*L'Invitée*

Beckett  
*Molloy ou Malone meurt ou L'Innommable*

Bernanos  
*Journal d'un curé de campagne*

Camus  
*L'Étranger, La Chute*

Céline  
*Voyage au bout de la nuit*

Chamoiseau  
*Texaco*

Colette  
*La Vagabonde*

Djebbar  
*L'Amour, la fantasia*

Duras  
*Le Ravissement de Lol V. Stein*

Ernaux  
*La Place ou Une femme*

Gide  
*L'Immoraliste, Les Faux-monnayeurs*
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<td>Kourouma</td>
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<td>Modiano</td>
<td><em>Rue des boutiques obscures</em></td>
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<td>Proust</td>
<td><em>Les Choses ou La Vie mode d’emploi</em></td>
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<td>Robbe-Grillet</td>
<td><em>Du côté de chez Swann, Le Temps retrouvé</em></td>
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<td>Sarraute</td>
<td><em>La Jalousie ou Dans le labyrinthe</em></td>
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<td>Sartre</td>
<td><em>Le Planétarium ou Les Fruits d’or</em></td>
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<td>Tournier</td>
<td><em>La Nausée</em></td>
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<td>Yourcenar</td>
<td><em>Le Roi des Aulnes</em></td>
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<td><em>Mémoires d’Hadrien</em></td>
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<td>Aragon</td>
<td><em>Le Paysan de Paris</em></td>
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<td><em>Alcools</em></td>
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<td>Bonnefoy</td>
<td><em>Poésies</em></td>
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<td>Césaire</td>
<td><em>Cahier d’un retour au pays natal</em></td>
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<td>Char</td>
<td><em>Les Matinaux</em></td>
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<td>Éluard</td>
<td><em>Capitale de la douleur</em></td>
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<td>Ponge</td>
<td><em>Le Parti pris des choses</em></td>
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<td>Roubaud</td>
<td><em>Quelque chose noir</em></td>
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<td>Sédar Senghor</td>
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<td>Anouilh</td>
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<td>Beckett</td>
<td><em>En attendant Godot, Fin de partie</em></td>
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<td>Claudel</td>
<td><em>Partage de midi ou Le soulier de satin</em></td>
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<td><em>Les Bonnes ou Le Balcon</em></td>
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<td><em>La Cantatrice chauve, La Leçon</em></td>
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<td>Koltès</td>
<td><em>Dans la solitude des champs de coton</em></td>
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<td>Sartre</td>
<td><em>Huis clos</em></td>
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<td>Yacine</td>
<td><em>Le cadavre encerclé</em></td>
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<td>Artaud</td>
<td><em>Le Théâtre et son double</em></td>
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<td><em>Manifestes du surréalisme</em></td>
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<td><em>Pour un nouveau roman</em></td>
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<td>Roland Barthes</td>
<td><em>Le Degré zéro de l’écriture</em></td>
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<td>de Beauvoir</td>
<td><em>Le Deuxième sexe (vol. 1)</em></td>
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<td>Hélène Cixous</td>
<td><em>Le Rire de la Méduse</em></td>
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<tr>
<td>Antoine Compagnon</td>
<td><em>La Troisième république des lettres</em></td>
</tr>
<tr>
<td>Jacques Derrida</td>
<td><em>De la grammatologie</em></td>
</tr>
<tr>
<td>Foucault</td>
<td><em>Les Mots et les choses</em></td>
</tr>
<tr>
<td>Gérard Genette</td>
<td><em>Figures III</em></td>
</tr>
<tr>
<td>Jacques Lacan</td>
<td><em>Le Stade du miroir</em></td>
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<td>-------------------</td>
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<tr>
<td>Sartre</td>
<td><em>Qu'est-ce que la littérature?</em></td>
</tr>
<tr>
<td>Ferdinand de Saussure</td>
<td><em>Cours de linguistique générale</em></td>
</tr>
</tbody>
</table>
PhD READING LIST IN ITALIAN
Revised June 2017

Lo studente deve avere una buona conoscenza delle seguenti opere di carattere generale e di consultazione.

**Storie letterarie**
- Vallardi  
  *Storia letteraria d'Italia*
- Cecchi-Sapegno  
  *Storia della letteratura italiana* (Garzanti)
- Muscetta  
  *Letteratura italiana* Laterza
- Asor Rosa  
  *Letteratura italiana* (Einaudi)
- Ceserani - De Fredericis  
  *Il materiale e l'immaginario* (Loescher)
- G. Ferroni  
  *Storia della letteratura italiana* (Einaudi)

**Dizionari**
- Bompiani  
  *Dizionario letterario*
- Petronio  
  *Dizionario enciclopedico della letteratura italiana* (Laterza)
- Branca  
  *Dizionario critico della letteratura italiana* (UTET)
- U. Bosco  
  *Enciclopedia dantesca*
- S. D'Amico  
  *Enciclopedia dello spettacolo*

**Guide**
- Marzorati  
  *Problemi e orientamenti critici di lingua e letteratura italiana, Orientamenti culturali. Letteratura italiana*
- M. Puppo  
  *Manuale critico-bibliografico per lo studio della letteratura italiana* (Torino)
- E. Pasquini  
  *Guida allo studio della letteratura italiana* (Il Mulino)
  *Sette modi di fare critica* (Riuniti)
- Segre  
  *Avviamento all’analisi del testo letterario* (Einaudi)

**Raccolte di testi**
- *Scrittori d'Italia* (Laterza)
- *Classici Ricciardi*
- *Parnaso italiano* (Einaudi)
- *Poesia italiana* (Garzanti)

**'200 - '300**
- Dante Alighieri  
  *Divina Commedia*
- Dante Alighieri  
  *Vita Nuova + Le rime petrose, “Tre donne” e la canzone montanina*
- Dante Alighieri  
  *De vulgari eloquentia o Monarchia*
- Francesco Petrarca  
  *Canzoniere*
- Francesco Petrarca  
  *Secretum*
- Giovanni Boccaccio  
  *Decameron*
- Giovanni Boccaccio  
  *Fiammetta o Corbaccio o Teseida*
- Marco Polo  
  *Il Milione*
- Jacopone da Todi  
  *Lauda*

Si leggano tutti i testi dei seguenti autori scelti da G. Contini in *Poeti del Duecento* (Classici Ricciardi):
- Francesco d'Assisi, Guido delle Colonne, Cino da Pistola, Guido Guinizelli, Guittone d'Arezzo, Giacomo da Lentini, La Compiuta Donzella, Guido Cavalcanti, Giacomino Pugliese

**'400**
- Leon Battista Alberti  
  *Momus o Libri della famiglia,*
G. Pico della Mirandola  Orazione sulla dignità dell'uomo
Angelo Poliziano  Orfeo
Luigi Pulci  Il Morgante
Matteo Maria Boiardo  L'Orlando innamorato
Jacopo Sannazzaro  Arcadia

'500
Pietro Bembo (Asolani) o Baldassar Castiglione  (II Cortegiano)
Giovanni Della Casa  Rime o Galateo
Ludovico Ariosto  Orlando Furioso
Niccolò Machiavelli  Il Principe o Discorsi
Niccolò Machiavelli  La Mandragola
Bernardo Dovizi da Bibbiena  (La Calandra) o Ruzzante  (La Moscheta)
Pietro Aretino  (Ragionamenti) o Benvenuto Cellini  (Vita)
Francesco Guicciardini  Ricordi
Michelangelo Buonarroti  Rime
Teofilo Folengo  Baldus
Torquato Tasso  Gerusalemme liberata
Giordano Bruno  De gli eroici furori
Vittoria Colonna  Rime

'600
Lucrezia Marinella  Arcadia felice
Tommaso Campanella  La città del Sole o Poesie
Galileo Galilei  (Dialogo dei massimi sistemi) o Daniello Bartoli  (L'uomo di lettere)
Giambattista Marino  Adone  (canti 1, 6, 10, 11, 12, 18, 19, 20) o Dicerie Sacre
Giambattista Basile  Lo Cuntu de li Cunti
Torquato Accetto  Della dissimulazione onesta

'700
Giambattista Vico  Scienza nuova
Pietro Metastasio  (Didone abbandonata) o Vittorio Alfieri  (Saul)
Giovanni Meli  Poesie
Pietro Verri  Discorso sull'indole del piacere e del dolore
Cesare Beccaria  Dei Delitti e delle pene
Carlo Goldoni  La Locandiera o Le baruffe chiozzotte o La trilogia della villeggiatura

'800
Ugo Foscolo  Dei selpolcri
Francesco De Sanctis  Storia della letteratura italiana
Alessandro Manzoni  I Promessi sposi
Giacomo Leopardi  Canti o Operette morali o Zibaldone
Giovanni Verga  (I Malavoglia) o Federico De Roberto  (I Viceré)
Carlo Collodi  (Pinocchio) o Edmondo De Amicis  (Cuore)
Matilde Serao  Il ventre di Napoli
Giovanni Pascoli  Myricae

'900
Per quanto riguarda la poesia si devono conoscere autori e testi antologizzati in Pier Vincenzo Mengaldo,  
Poeti italiani del Novecento  (Sergio Corazzini, Aldo Palazzeschi, Guido Gozzano, Umberto Saba,
Clemente Rebora, Dino Campana, Camillo Sbarbaro, Giuseppe Ungaretti, Eugenio Montale,
Salvatore Quasimodo, Mario Luzi, Cesare Pavese, Giovanni Caproni, Sandro Penna, Vittorio Sereni,
Pier Paolo Pasolini, Franco Fortini, Andrea Zanzotto, Giovanni Giudici, Elio Pagliarani, Edoardo
Sanguineti, Giovanni Raboni).
Luigi Pirandello  \textit{Il fu Mattia Pascal} \textbf{o} \textit{Sei personaggi in cerca d’autore}
Sibilla Aleramo \textit{(Una donna)} \textbf{o} Grazia Deledda \textit{(Canne al vento)}
Italo Svevo \textit{La coscienza di Zeno}
Gabriele D’Annunzio \textit{Alcyone}
Alberto Moravia \textit{Gli Indifferenti}
Dino Buzzati \textit{(II deserto dei Tartari)} \textbf{o} Guido Morselli \textit{(Dissipatio H.G.)}
Anna Maria Ortese \textit{L’iguana}
Cesare Pavese \textit{II mestiere di vivere} \textbf{o} \textit{La luna e i falò}
Carlo Emilio Gadda \textit{Quer pasticcio acciaccio brutto de Via Merulana} \textbf{o} \textit{La cognizione del dolore}
Giuseppe Tomasi di Lampedusa \textit{II Gattopardo}
Giorgio Bassani \textit{(Cinque storie ferraresi} \textbf{o} \textit{Gli occhiali d’oro}) \textbf{o} Natalia Ginzburg \textit{(Lessico famigliare)}
Leonardo Sciascia \textit{Il giorno della civetta} \textbf{o} \textit{A ciascuno il suo}
Elsa Morante \textit{La storia} \textbf{o} \textit{Menzogna e sortilegio} \textbf{o} \textit{L’isola di Arturo}
Italo Calvino \textit{Cosmicomiche} \textbf{o} \textit{Se una notte d’inverno un viaggiatore} \textbf{o} \textit{La città invisibili}
o \textit{Palomar} \textbf{o} \textit{I nostri antenati (trilogia)}
Pier Paolo Pasolini \textit{Petrolio}
Primo Levi \textit{Se questo è un uomo} \textbf{o} \textit{I sommersi e i salvati}
Beppe Fenoglio \textit{Il partigiano Johnny} \textbf{o} \textit{Una questione privata}
Amelia Rosselli \textit{Variazioni belliche}
Antonio Gramsci \textit{Quaderni del carcere} \textbf{o} \textit{Letteratura e vita nazionale}
Umberto Eco \textit{(Il nome della rosa)} \textbf{o} Goliarda Sapienza \textit{(L’arte della gioia)}
PhD DIACHRONIC READING LIST IN HISPANIC AND LUSO-BRAZILIAN STUDIES
Revised June 2017

**Medieval**
Alvar & Talens, eds.  *Locus amoenus. Antología de la lírica medieval de la Península Ibérica* (Galaxia, 2009)
Anon.  *Cantar de Mío Cid*
Arcipreste de Hita  *Libro de buen amor*
Don Juan Manuel  *Libro del Conde Lucanor*
Fernando de Rojas  *Tragicomedia de Calisto y Melibea*
Recommended ed.: di Stefano  *Romancero* (Castalia, 2010)

**Iberian, XVI-XVII**
Antología de poesía del Siglo de Oro
*Lazarillo de Tormes* or Alonso de Contreras,  *Discurso de mi vida*
Camões  *Os Lusíadas* [Recommended Spanish trans.: Caldera: Cátedra, 1986 or Almuzara, 2007 (bilingual)]
Miguel de Cervantes  *Don Quijote*
María de Zayas,  *Desengaños amorosos* or Cervantes,  *Novelas ejemplares*
Ana Caro Mallén de Soto,  *El conde Partinuplés* or Pedro Calderón de la Barca,  *La vida es sueño*
Lope de Vega  *Fuente Ovejuna* or  *El castigo sin venganza*

**Colonial Latin America**
Cristóbal Colón
Pêro Vaz de Caminha
Bartolomé de las Casas  *Brevísima relación de la destrucción de las Indias*
Bernardino de Sahagún  *Historia general de las cosas de Nueva España* (books I, VI and XII)
Alonso de Ercilla y Zúñiga  *La Araucana*
El Inca Garcilaso de la Vega  *Comentarios reales de los íncas* (selection of 4 books)
Sor Juana Inés de la Cruz
Selected poetry and “Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz”
Gregório de Matos & Antônio Vieira  *Antologia do barroco brasileiro*

**Nineteenth-Century Latin America**
Simón Bolívar
Andrés Bello  “Autonomía cultural de América” and “Silva a la agricultura de la zona tórrida”
Juan Francisco Manzano  *Autobiografía de un esclavo*
Domingo Faustino Sarmiento,  *Facundo* or  *Euclides da Cunha, Os sertões*
Cirilo Villaverde,  *Cecilia Valdés* or Jorge Isaacs,  *María* or José de Alencar,  *Iracema*
José Martí  “Nuestra América” and  *Versos sencillos*
Rubén Darío  Prologues and selection of poetry
Machado de Assis  *Memórias póstumas de Brás Cubas* or  *Dom Casmurro*

**Iberian, XVIII-XXI Centuries**
Leandro Fernández de Moratín,  *El sí de las niñas* or José Zorrilla,  *Don Juan Tenorio*
Benito Pérez Galdós,  *La desheredada* or Emilia Pardo Bazán,  *Cuentos* (selection)
Almeida Garret,  *Viragens na minha terra* or Eça de Queirós,  *O primo Basílio*
Jacint Verdaguer,  *L’Alàntida* or Angel Guimerà,  *Terra Baixa*
Federico García Lorca  
*La casa de Bernarda Alba* or *Bodas de sangre*

Ramón J. Sender, *Réquiem por un campesino español* or Martín Santos, *Tiempo de silencio*

Fernando Pessoa, Antología or José Saramago, *Ensaio sobre a cegueira*

Mercè Rodoreda, *La plaça del Diamant* or Jaume Cabré, *Viatge d’hivern*

Antología de poesía

**Twentieth- and Twenty-First-Century Latin America**

Antología de poesía hispanoamericana del siglo XX

Jorge Luis Borges  
*Ficciones*

Juan Rulfo, *Pedro Páramo* or Alejo Carpentier, *El reino de este mundo* or José María Arguedas, *Los ríos profundos*

Gloria Anzaldúa, *Borderlands/La Frontera* or Octavio Paz, *El laberinto de la soledad*

René Marqués  
*La carreta*

João Guimarães Rosa, *Primeiras estórias* or Clarice Spector, *A paixão segundo G.H.*

Antologia de poesía brasileira do século XX

Elizabeth Burgos & Rigoberta Menchú  
*Me llamo Rigoberta Menchú y así me nací la conciencia*

**Lusophone Africa**

Mia Couto  
*Terra sonâmbula*
Quarterly Progress Report for RLL Students

Federal financial aid laws require the University to confirm the satisfactory progress of all graduate students. In order to make a meaningful and accurate report with respect to their progress, students are asked to complete and submit this form to their DGS by 9th week of fall and winter quarters, and by 7th week of spring quarter. ABD students should have their dissertation director sign the form prior to submitting.

Name: ___________________________ Year of Entry: ___________ Date of ABD: _______________

Dissertation Director (if ABD): ___________________________ Quarter: ________________________

What progress have you made in the current quarter? Please include courses completed, exams, language requirements completed, or other requirements fulfilled. If you are carrying any incompletes, please state when you intend to resolve them. Also list any dissertation research performed, drafts written or revised, chapters submitted or approved, as well as conference papers presented and articles researched, written, submitted, or approved. In addition, state what teaching positions you have held during this reporting period. Please be as specific as possible. If you will receive summer funding, include in the spring report a sentence that lays out your academic plans for the summer.

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____________________________________________________________________________________

____________________________________________________________________________________

Have you met with your graduate adviser this quarter? ______ If so, when? ____________________

Have you met with your dissertation director this quarter? ________ If so, when? ______________

Have you met with your committee member/s this quarter? ________ If so, when? ______________

Student Signature: ____________________________________________________________________
This student [ ] is / [ ] is not making satisfactory progress.

Signature (dissertation director, if applicable, or DGS): __________________________ Date: ________

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

GSAC chair signature: _____________________________________________ Date: ____________

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
RLL Comprehensive Examination Chair Form

Student name: ___________________________  Date: ________________
Student signature: _______________________

The following faculty member has agreed to serve as the chair of my comprehensive examinations.

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

The following members of the faculty have reviewed and approved the reading lists for the exam.

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

Faculty name: ___________________________  Date: ________________
Faculty signature: _______________________

( last updated August 2013 )
RLL Dissertation Committee Form

Students should submit this completed form to the RLL department coordinator. The dissertation committee must be established by the time the student is admitted to candidacy. The department recommends that a dissertation committee consist of at least three and no more than five members. The majority of the committee members must be University of Chicago faculty. The dissertation chair must be a faculty member in RLL.

Student name: _______________________________ Date: __________________

Student signature: _______________________________ Date: __________________

Title of dissertation: _______________________________

The following faculty member has agreed to serve as the chair of my dissertation committee.

Faculty name: _______________________________ Date: __________________

Faculty signature: _______________________________

The following members of the faculty have agreed to serve as readers of my dissertation committee.

Faculty name: _______________________________ Date: __________________
Department (and university, if other than U of C): _______________________________
Faculty signature: _______________________________

Faculty name: _______________________________ Date: __________________
Department (and university, if other than U of C): _______________________________
Faculty signature: _______________________________

Faculty name: _______________________________ Date: __________________
Department (and university, if other than U of C): _______________________________
Faculty signature: _______________________________

Faculty name: _______________________________ Date: __________________
Department (and university, if other than U of C): _______________________________
Faculty signature: _______________________________

Faculty name: _______________________________ Date: __________________
Department (and university, if other than U of C): _______________________________
Faculty signature: _______________________________

(last updated August 2013)
RLL Graduate Student Language Assessment

General
Given the importance of strong linguistic proficiency for both the classes that graduate students will take and the classes they will eventually teach, the language coordinators will assess their spoken and written skills before the year begins and will make recommendations regarding skill areas in need of further development.

Assessment Dates
Language assessments will take place during the spring before matriculation and/or during Orientation week each year.

Procedure
1) The language coordinator will assess students during the spring before matriculation and/or during O-week, and will review the spoken and written assessment samples and the assessment form with each student.

2) The language coordinator will then go over the assessments and recommendations with the respective graduate adviser.

3) The graduate adviser will meet with each student to go over the application of the language coordinator’s recommendations and will give a copy of the completed assessment form to the student.

4) Students are expected to confer with the language coordinator before finalizing any language course or program plans (to make sure that the language coordinator feels that the course or program is an effective one).

5) Students must be deemed linguistically proficient to be a language assistant for at least the beginning language level before their language assistant duties begin (depending on the language, in winter or spring of year 2 of their fellowship). Students who do not meet the linguistic requirement for beginning-level teaching in year 1 will be reassessed in year 2. If the student does not meet this requirement after the second assessment, there will be a meeting regarding the student’s fellowship package.

6) Students who would like to teach additional course levels than those indicated on their original assessment form may work on their linguistic skills and then petition to retake the assessment test. Assignment to additional course levels, however, will depend on course availability.
RLL Graduate Student Language Assessment Form

Name: ............................................................... Date: ..............................................................
Language: ............................................................... Evaluator: ..............................................................
Graduate Adviser: ..............................................................

ASSSESSMENT

Academic writing
Sample: ...............................................................................................................................
Assessment: ...............................................................................................................................
........................................................................................................................................

Speaking
Sample: ...............................................................................................................................
Assessment: ...............................................................................................................................
........................................................................................................................................

Correcting student writing samples
Sample: ...............................................................................................................................
Assessment: ...............................................................................................................................
........................................................................................................................................

RECOMMENDATIONS

1-on-1 tutoring (i.e., for writing) ❑ ..........................................................................................
Course(s) on campus ❑ ........................................................................................................
Target language immersion program ❑ ..................................................................................

QUALIFIED LINGUISTICALLY to teach the following courses:1
SPANISH 101 102 103 201 202 203 204 205 20202 20302 20402 20602
FRENCH 101 102 103 201 202 203 205 206
ITALIAN 101 102 103 201 202 203 204

1 The coordinator will do her best to give qualified students teaching opportunities at more than one level, contingent on course availability.
Department of Romance Languages and Literatures  
Guidelines for Course and Teaching Assistantships

Course and teaching assistantships should provide students with an apprenticeship with a faculty member. Assistants should help professors in the teaching enterprise but not necessarily provide assistance in all course responsibilities. As deemed appropriate by the course instructor, course or teaching assistants may be called upon to perform the following tasks:

- Attend classes
- Conduct discussion sections and review sessions
- Arrange for and run audio-visual equipment
- Meet with students outside the classroom to offer comments on their research or writing
- In conjunction with the course instructor, share in the grading responsibilities. The assignment of the final course grade belongs to the instructor and not the assistants.
- Lead a class or two, supervised by the course instructor
- Help design assignments
- Respond to Canvas postings and assignments

In relation to their course or teaching assistant, instructors should be expected to:

- Discuss, set, and monitor pedagogical goals with their course or teaching assistant
- Supervise, calibrate, and generally lead the grading of course assignments and exams
- Assign the final course grade
- Upon request, observe and provide feedback on a lecture or session led by the course or teaching assistant

Under no circumstance should course or teaching assistants be given 100 percent responsibility for the grading of assignments. This is a task that must be equitably distributed. The final grade must be assigned by the faculty instructor. Faculty should not expect nor ask their assistants to perform any duty unrelated to the course itself. Course and teaching assistants are permitted to work no more than 11 hours/week in the fulfillment of their duties. Assistants are responsible for obtaining copies of the required textbooks ahead of time (most publishers provide free desk copies). They will not be reimbursed by RLL for the cost of books unless prior approval is given by the Department Coordinator.

As of 9/12/18