

Department of French and Francophone Studies

Handbook for Graduate Students

**The Pennsylvania State University
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www.french.psu.edu

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PREFACE

This Handbook is designed to assist the graduate students and faculty in the Department of French and Francophone Studies at The Pennsylvania State University. Its purpose is to clarify the policies and procedures regulating progression through the various degree programs in the Department; to provide information about departmental programs, courses, and faculty; and to establish the parameters of student responsibility.

It is important that all graduate students read this Handbook carefully. However, the reader must understand that the policies and procedures of the Graduate School supersede any of those outlined by the Department of French and Francophone Studies. For a complete explanation of the various Graduate School regulations, the reader is referred to the most current edition of The Pennsylvania State University Bulletin: Graduate Degree Programs. Although the information contained in the French and Francophone Studies Department Handbook has been formulated as far as possible according to the policies of the University, it does not serve as a substitute for requirements established by the Graduate School.

GENERAL INFORMATION

THE DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES AT PENN STATE

Innovation, program diversity, and integration of disciplines are the distinguishing features of the Department of French and Francophone Studies. Defined most broadly, the study of French is considered to include literature, linguistics, culture, and foreign language acquisition; it comprises the study of France and the Francophone world; it crosses national boundaries, genres, and disciplines.

The French and Francophone Studies Department faculty and students share the French language as the form of expression that shapes our pursuit of scholarly activities. As a community of scholars, we are committed to the promotion of internationalism and diversity in the University community and beyond. This assumes that people from different cultures, times, and places can communicate with each other, understand each other's traditions, and benefit from such contacts. Through our intellectual curiosity, we are participating in the fundamental humanistic endeavor of bringing together people and ideas in order to further cross-cultural understanding and creative accomplishments.

ABOUT THE PENNSYLVANIA STATE UNIVERSITY

The Pennsylvania State University is composed of the main campus (University Park) and campuses at 18 other locations, as well as the Hershey Medical School and the Dickinson School of Law.

The University Park Campus of Penn State is located in the center of the Commonwealth of Pennsylvania in a scenic area of ridges and forested mountains. The University is within three to five hours of Baltimore, New York City, Philadelphia, Pittsburgh, and Washington, D.C. The

surrounding town, the Borough of State College (population about 40,000), offers a variety of apartment dwellings, shopping areas, and specialty stores within walking distance of the campus. With the efficient bus system, many students do not need a car at the University.

There are approximately 43,000 students at the University Park campus, 6,000 of them graduate students. In addition, approximately 36,000 students pursue their studies at the Commonwealth Campuses. Penn State is a public land-grant institution offering undergraduate and graduate degree programs across the entire spectrum of the humanities, the social sciences, and the sciences. The University is large and well equipped, yet compact enough so that you can walk from one end of the campus to the other in half an hour. The Penn State graduate community is served by the Graduate School and the Graduate Student Association, both located in Kern Graduate Building, and by the Office of International Programs in Boucke Building. The Graduate School's functions include admissions, financial aid, and general supervision of the graduate programs in all fields. The Graduate Student Association, which is composed of all graduate students, is an academic and service-oriented organization. The Office of International Programs provides help with visa and job information, guidance in finding housing, and international cultural events for the international graduate students who attend Penn State.

INTERNATIONAL STUDENTS AT PENN STATE

The University Office of Global Programs and the Global Programs Lounge are located in 410 Boucke Building. There are approximately 4,500 international students from more than 100 countries studying at the various University campuses. Approximately 80 percent of these students are enrolled in graduate programs.

Services of the Directorate of International Student Advising, a division of the University Office of Global Programs, include assistance with immigration regulations and tax information; academic, financial, and personal counseling; emergency loans; billing for sponsored students; assistance in dealing with embassies, consulates, and sponsoring agencies; special orientation programs; mail service; housing information; job and travel information; home country employment information; an international student newsletter; advising international student organizations; and sponsoring intercultural activities.

The presence of international students greatly enhances the diverse climate that benefits everyone in the University community. To get involved with international activities, students should contact the University Office of Global Programs.

LIBRARY RESOURCES

The general collections in the Libraries at University Park include over 4,000,000 bound volumes and 38,500 serials, as well as large holdings of maps, documents, photographs, manuscripts, and archives. A computerized Library Information Access System (LIAS) and web-based databases permit rapid access to the collections.

Penn State is a member of the Research Libraries Group, a nationwide consortium of research institutions and their libraries. We have access to the rich database of the Research Libraries Information Network (RLIN) and access to the collections of other member libraries.

Penn State is also a member of the Folger Institute, a center for advanced study in the humanities located in Washington, D.C. and affiliated with the Folger Library. Penn State faculty and graduate students may enroll in Folger Institute programs and may be eligible for travel funds and other research-related support.

THE FRENCH GRADUATE STUDENT POPULATION

Students in the Department of French and Francophone Studies come from all over the United States and from a variety of foreign countries. They represent a broad spectrum of interests and career goals. Some pursue their graduate studies having just recently finished their baccalaureate degrees; others are returning students seeking a Master's or Doctoral degree. In addition to degree students, the Department hosts at least two non-degree exchange students from France (Lyon and Strasbourg) every year.

ADMISSION TO ALL FRENCH GRADUATE PROGRAMS

International students whose native language is not English are required to submit TOEFL scores (minimum computer score of 213 or minimum iBT score of 80 with a minimum speaking score of 19).

Note that GRE scores are required for domestic students. They are not required for International students.

The Department requires a speech sample in French or English of all applicants (in French for Anglophones, in English for Francophones, and in both languages for native speakers of languages other than English or French). This three-to five-minute recording should demonstrate the applicant's ability to speak extemporaneously and coherently about his or her study and career goals. In addition, two written texts must be submitted: a Statement of Purpose and a writing sample. Part One of the Statement of Purpose should focus on your background in French studies as well as your academic or research interests. Part Two of the Statement should list the courses that have shaped your interests in graduate studies in French, including work in related fields. We also request a writing sample (in French for Anglophones and speakers of other foreign languages, in English for Francophones) on a literary, cultural, or linguistic topic. An M.A. paper or thesis or other well-developed research project could also be appended. Both the oral and written samples must accompany the application.

In considering applications for admission, the departmental Graduate Committee looks for strong credentials. It will naturally count in your favor if your grades are high. It will also help if you have taken an ambitious undergraduate program rather than seeking out less challenging courses, if you have done something unusual, such as undertaking a double major, foreign study, or interesting work experience, if your letters of recommendation are very positive, if your preparation in language is good, or if you have high scores on competitive exams or have won competitive awards.

We know that grades do not necessarily tell the whole story and that the expectations vary at different graduate and undergraduate schools. We value and attempt to accredit teaching experience, publications, and workshop experience of returning students. We grant admission when we expect that you will be successful in our graduate program and when it seems that your interests and what we offer are suited to each other.

For information on admissions procedures, write to: Directors of the Graduate Program, Department of French and Francophone Studies, 237 Burrowes Building, The Pennsylvania State University, University Park, PA 16802. Information is also available at the Department's website at <http://www.french.psu.edu>. If you are planning to apply for a teaching assistantship or a fellowship, we strongly recommend that you forward a complete dossier to us by early-January to be considered for the following fall semester.

FINANCIAL AID

Various forms of financial aid are available to graduate students in the French and Francophone Studies Department. There are several kinds of funds: fellowships provided by Penn State's Graduate School and also by the College of the Liberal Arts, and teaching assistantships provided through the French and Francophone Studies Department. Forms of financial aid are processed through the Department when any Penn State budget is the source of the funds. Students interested in most kinds of financial support should begin their application by getting in touch with the director of Graduate Studies. Deadlines vary somewhat, but in general all material should be submitted by mid-January for support for the following academic year; after this time, some options may be closed.

Assistantships

Teaching Assistants are appointed beginning in the fall semester. Teaching Assistants are assigned to teach beginning and intermediate French courses (French 1, 2, 3), some courses in conversation and composition (French 201, 202, 401) and, when possible, introductory literature and culture courses, depending on the TA's previous experience and training. In addition to stipends, Teaching Assistants receive grants-in-aid that pay for their tuition and 80% of the Penn State insurance coverage.

Number of years of TA support: Assuming that undergraduate course enrollments remain steady or increase, Teaching Assistants who make satisfactory progress toward their degree and who have satisfactory teaching evaluations are normally given the following number of years of support:

- 2 years (4 semesters) to completion of the M.A. degree
- 3 years (6 semesters) to completion of the Ph.D. Comprehensive Exams and Submission of the dissertation proposal
- 1 year (2 semesters) for dissertation support

In cases where a student is granted one or more semesters of credit for graduate-level work done at Penn State or at another institution, the support period will be reduced by the same number of semesters.

During the first semester in residence, all Teaching Assistants are required to participate in an orientation before the Fall semester begins and be registered for French 581 (Theory and Techniques of Teaching French) for 3 credits.

Teaching Assistants may not hold other jobs during the academic year.

Note that students who take a leave-of-absence from the University must reapply for a Teaching Assistantship prior to their return. Teaching Assistantship positions cannot be reserved unless the student is on a departmental international exchange program (see below).

Teaching Assistantships are based on successful teaching performance and satisfactory progress toward the degree. The Department reserves the right to terminate a teaching assistantship if performance in either of these categories is deemed unsatisfactory.

Graduate Student Evaluation. Graduate students are evaluated in December and May of each year by the Graduate Faculty of the Department. Evaluation is based on two major criteria: (1) Satisfactory scholarship and (2) satisfactory teaching performance (based on student evaluations

and written reports submitted by course coordinators). If performance is unsatisfactory in both of these areas, a student will lose both the Teaching Assistantship and degree status in the Department. If performance is unsatisfactory in the teaching area, the result is the loss of the Teaching Assistantship. In cases of marginal performance, students may be put on probationary appointments resulting in termination if the performance does not improve as stipulated by the Graduate Faculty and the Department Head.

Unsatisfactory Scholarship. A graduate student who fails to maintain satisfactory scholarship or to make acceptable progress in a degree program may be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.00 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student's doctoral committee. [From The Graduate Degree Programs Bulletin]

Following the May evaluation meeting, the director of Graduate Studies and/or the department head will inform students, in writing, of the assessment of their performance. For additional policies governing Teaching Assistants, see the Department of French and Francophone Studies Handbook for Teaching Assistants.

Liberal Arts College Policy on Instructor Absences from Class.

Teaching your scheduled classes, whether at the beginning of the semester, the end of the semester, before holidays, or during the rest of the semester, is a minimum requirement for all instructors, no matter what your rank or status. If you know in advance that you must be absent from a class for reasons such as attending a conference, you are expected to notify the Basic Language Coordinator of time and, within the options approved by each department head, inform the head how the class will be handled in your absence. It is the Basic Language Coordinator's role to approve or not approve the absence. It is not acceptable to reschedule classes, with the exception of independent studies or small graduate courses if this is done in a way that does not shorten the semester or lengthen vacations.

If you are teaching online, or partly online ("blended learning"), it is your responsibility to keep up to date with the course schedule and to promptly respond to student messages and grade their assignments. If you will not be able to do so, you must inform your department head how the class will be handled in your absence; as with residence-education courses, it is the head's role to approve or not approve the absence.

Of course, unanticipated absences for reasons such as sudden illness or injury or serious family emergency are exceptions to this requirement. Obviously, it is not possible in those situations to make arrangements in advance, but you should provide notification to the head as soon as possible.

Fellowships

Penn State's Graduate School offers a number of fellowships for which graduate students in French may compete. Nominations are made by the department Graduate Committee. Detailed information is included in the Graduate School's Bulletin.

Penn State is a member of the Folger Institute of Renaissance and Eighteenth-Century Studies in Washington, D.C. Ask the Department about applying for Folger funds if you plan to work in this period.

Students are encouraged to apply for any national or international fellowships for which they might be eligible. For example, Penn State graduate students have gone to foreign countries on Fulbright

Fellowships (applications from continuing students should be submitted through the French and Francophone Studies Department in early September for subsequent-year fellowships). Mellon Fellowships are available to support graduate study in several humanistic disciplines: this is a national fellowship program administered by the Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540. An annual directory of fellowship opportunities is included in the September issue of the journal PMLA, which is available in the Department office, in most libraries, and from the Modern Language Association. Additional information can be found on page 8 of this handbook and on our web site.

Note: Some funding competitions carry citizenship restrictions (for example, although Fulbright grants are available in many countries, you must apply through your home country; certain other opportunities are available only to U.S. citizens). Some fellowship applications must be made as nominations by the University. If you have any questions about grants and fellowships, contact the co-directors of graduate studies and the Liberal Arts Coordinator of Grants and Contracts, 116 Sparks Building, 865-9555.

Summer Teaching Positions

Several instructorships are available in the Summer Intensive Language Institute (a Continuing Education Program). The instructors are chosen by the Director of the Institute based on exceptional teaching demonstrated during the year. The Institute operates independently from the French and Francophone Studies Department and students wishing to be considered for teaching positions must apply directly to the Institute Director.

Note: Summer teaching opportunities are offered to graduate students based on merit in their teaching and academic performance. Students should not assume that summer teaching appointments are guaranteed or made automatically. It is therefore in the interest of every student to seek other means of summer support. Summer Session appointments are generally made in April.

Students may hold other jobs while teaching during the Summer Session.

Because of visa restrictions, international students cannot hold employment in the summer without being enrolled for a minimum of 5 credits. For more information, students are referred to the Office of International Students in 222 Boucke Building.

Summer Tuition Assistant Program. Tuition grants-in-aid to take courses in the summer are available to Teaching Assistants under the following conditions:

- a) Teaching Assistants who have taught both in the fall **and** spring semesters are entitled to register for up to 9 (nine) credits during the summer session following the year of teaching.
- b) Teaching Assistants who taught during the fall **or** the spring semester **plus** summer session are entitled to register for up to 5 (five) credits during the summer session.
- c) Teaching Assistants on a Fixed Term II appointment during the fall **and** spring semesters are entitled to register for up to 5 (five) credits during the summer session.
- d) Teaching Assistants who complete their degree (the Ph.D. or the M.A. without continuation to Ph.D.) are not eligible for the summer tuition assistant program.

Note: To receive the summer grant-in-aid, teaching assistants must complete the application available in the department office. All grants-in-aid are subject to the approval of the Graduate School.

Tuition Grants-in-Aid

The Graduate School offers a number of grants that pay tuition. Information and application forms are available from the Graduate School (307 Kern Building). These grants-in-aid application forms are to be forwarded to the French and Francophone Studies Department, which must endorse each application. Tuition grants are not usually available to first-year students.

Loans and Other Financial Aid

The Office of Student Aid, 335 Boucke Building, offers limited financial assistance in the form of National Direct Student Loans. Apply through the Office of Student Aid well before April 1 for support for the subsequent academic year. Graduate students may also be eligible for Work-Study grants: apply early in the spring through the Office of Student Aid.

The Office of Residential Life Programs offers a limited number of positions for graduate students to serve as Resident Assistants in undergraduate residence halls. Applications for the upcoming academic year are accepted in the preceding fall or early winter. Resident Assistants receive partial tuition grants, plus room and board. Contact the Residential Life Office in 135 Boucke Building for details.

RESEARCH/DISSERTATION GRANTS

Both internal and external granting agencies sponsor competitions for funds to assist you in your research, particularly when you are close to the dissertation stage of your studies. You should explore the possibility of obtaining a grant to fund your research at the later stage of your studies. Many grants are available that “buy” your time, giving you some much-needed time to research and write without any teaching responsibilities. Preparing a grant proposal can often actually help you in your dissertation writing because it forces you to formalize your thoughts about your research and to discuss your research in a way that is accessible to a broad audience. We recommend that you seek a dissertation grant.

Internal Resources

College of the Liberal Arts Research and Graduate Studies Office:
<http://www.la.psu.edu/graduates/funding.htm>

Dissertation support grants can buy out your time from teaching or provide you with funds for travel and research. The guidelines and requirements are detailed in the RGSO website above as well as information about external funding opportunities.

The Institute for the Arts and Humanities: <http://php.scripts.psu.edu/dept/iah/grants/gradStud.php>
The Institute offers a competitive summer residency program, which includes a stipend and the use of an office in Inshleng Cottage.

External Resources

Research and dissertation grants for graduate students are available from a variety of governmental and private organizations, including those listed below. If your research involves a particular language or area of the world (Asia, the Hispanic diaspora, Africa, Germany, etc.), there are other fellowships available that target certain countries or certain regions (e.g., von Humboldt fellowships (Germany), Chateaubriand dissertation grants (France), SSRC dissertation grant. The

Linguistic Association of American (LSA) posts a grants calendar on its website which provides deadlines and information about language/linguistic related grants and fellowships:
<http://www.lsadc.org/>

The National Science Foundation: <http://www.nsf.org/>
NSF sponsors dissertation grants and grants for young scholars. The field of linguistics is administered by the Language, Cognition and Social Behavior Program branch of the NSF.

National Endowment for the Humanities: <http://www.neh.fed.us/>
NEH dissertation grants support work in the humanities.

Fulbright Student Program (Department of State): <http://www.iie.org/fulbright/>
For U.S. citizens, this program sponsors research and teaching abroad for graduate students to over 140 countries.

IREX: <http://www.irex.org/>
IREX sponsors grants to US scholars working on issues (and languages) of Central and Eastern Europe and Eurasia. Various pre-doctoral programs are available, both for US scholars and for scholars from Eastern Europe and Eurasia.

Rotary International/The Rotary Foundation: <http://www.rotary.org/foundation/>
Rotary's Ambassadorial Scholarships fund research and study projects abroad for graduate students. You must be a non-Rotarian to apply and you need to be sponsored by a regional Rotary organization.

The Harry Frank Guggenheim Foundation: <http://www.hfg.org/>
"The Harry Frank Guggenheim Foundation sponsors scholarly research on problems of violence, aggression, and dominance. The foundation provides both research grants to established scholars and dissertation fellowships to graduate students during the dissertation-writing year." [quoted from their website]

Social Science Research Council: <http://www.ssrc.org/fellowships/>
This organization offers many pre-dissertation grants on a wide variety of research topics in the social sciences, including the *International Dissertation Field Research Fellowship* funded by the Andrew Mellon foundation and *International Predissertation Fellowships*.

The Spencer Foundation: <http://www.spencer.org/>
The Spencer Foundation awards dissertation fellowships for research on the improvement of education, including issues in language and linguistics.

American Educational Research Association: <http://www.aera.net/grantsprogram/>
AERA funds research in education. You must be a member of AERA to apply.

Woodrow Wilson National Fellowship Foundation: <http://www.woodrow.org/>
Sponsors the **Charlotte Newcombe** Dissertation Fellowship (on ethics and values), the **Mellon Minority University Fellows** Dissertation Travel and Research Grant, and Dissertation Grants in **Women's Studies**.

TEACHING ASSISTANTSHIPS IN FRANCE

The French and Francophone Studies Department sponsors two assistantships in France: Strasbourg and Lyon II. Both M.A. and Ph.D. students are eligible to apply once they have been in residence at Penn State for at least one year. To be considered, students should send a letter of

application (including the destination of preference) to the Chair of the Graduate Committee in the Department. Letters of application should be received no later than January 15 for an exchange for the following year.

Criteria for selection are as follows: (a) native speaker of English, (b) satisfactory standing in degree program, (c) satisfactory teaching performance. Some preference will be given to students who have never had an extended stay in France or a Francophone country, to those who have a particular need to refine their French language skills, and to those whose graduate program requires experience in France.

JOBS FOR FRENCH M.A. AND Ph.D. GRADUATES

In order to be successful in the job market (particularly for large research universities), graduate students must have an outstanding record, including some publications and conference paper presentations. Close consultation with faculty advisors and the Director of Graduate Studies is recommended for counseling and assistance with the job search. It is advisable to check MLA job lists carefully (even before the completion of the degree) to monitor job opportunities. As they are published, the MLA job lists are available in the department and also on line.

Penn State's Career Development and Placement Services, the French and Francophone Studies Department, the [MLA Job Information List](#), [The Chronicle of Higher Education](#), and various other sources and agencies can help students identify available academic and non-academic jobs in the U.S. and to a lesser extent in other countries. As students prepare their job search, they should establish a dossier in the Educational Career Services (111 Bank of America Career Services Bldg., 865-2377).

DEPARTMENTAL ACTIVITIES

Graduate students should participate in the activities sponsored by the Department of French and Francophone Studies, which form part of their professional training.

Table Ronde. Held several times each semester, this forum provides faculty and graduate students with the opportunity to hear about new developments in research from visitors as well as faculty and graduate students at Penn State. At the beginning of each semester, the faculty Coordinator of the Table Ronde solicits suggestions from faculty and students to be presented at the various meetings. Since these meetings are designed to contribute to the professional development of graduate students, they are expected to attend all sessions.

Film Series: The French and Francophone Studies Department, along with other departments at Penn State, sponsors an annual free-admission film series. Instructors are encouraged to include attendance by students at one or more films as part of course requirements.

THE FRENCH AND FRANCOPHONE STUDIES GRADUATE STUDENT ORGANIZATION (FFGO)

The French Graduate Student Organization was formed to facilitate communication among the graduate students and between the graduate students and the faculty. It is the responsibility of the elected officers of the FFGO to convene regular graduate student meetings and to be in direct contact with the Director of Graduate Studies to voice student issues and concerns.

One faculty member is designated as the liaison person to the FFGO. He or she is invited to attend the FFGO meetings with the exception of any meetings that have been declared closed by the FFGO officers.

The FFGO elects two representatives who are invited to attend open faculty meetings and whose responsibility it is to communicate faculty and student concerns to the respective groups. They may not attend faculty meetings that have been declared closed by the Department Head due to agenda items that are deemed to be of a confidential nature. The representatives have one vote in votes taken at open meetings.

Students may not serve on Examination Committees, the Tenure and Promotion Committee, or any other committee that deals with personnel or individual student issues. Students normally serve on standing or ad hoc committees dealing with curricular changes, departmental lecture activities, and policies or procedures of direct concern to them.

Students are invited to participate in discussions about hiring new faculty members. They are asked to absent themselves when a formal vote is taken, and they do not vote on faculty appointments.

The Department Head and faculty members informally solicit suggestions and advice from the graduate students on a variety of issues. These comments are greatly valued and help to promote the collegial atmosphere of the Department. Issues and concerns raised at FFGO meetings should be communicated to the Director of Graduate Studies, who has the final decision on how a matter might best be handled. The FFGO may request that a particular issue be put on a faculty meeting or committee meeting agenda for discussion.

COMPUTER EQUIPMENT AND FACILITIES

Each graduate student is assigned an office space housed in the Burrowes Building. Each desk in the office space is equipped with a computer. Students share the printer that is available in each room. Students may use the computers any time, day or night. Should you have a problem with your computer equipment, please contact the College's computer support staff.

In addition, graduate students have access to personal computers elsewhere on campus, such as in the MAC-Lab in the main library, as well as to the University's mainframe computers, which provide very sophisticated programming capabilities.

ACADEMIC INTEGRITY STATEMENT

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Please refer to the Penn State Academic Integrity Policies website found at <http://www.psu.edu/ufs/policies/>

The information above and on the preceding pages is intended to give you general information about the Department of French and Francophone Studies at Penn State. Nothing here or elsewhere in this Handbook is intended to contradict the Graduate School's Bulletin (The Pennsylvania State University Bulletin: Graduate Degree Programs: <http://bulletins.psu.edu/bulletins/whitebook/index.cfm>). Students are advised to consult the current issue of the Bulletin. Details about the M.A. and Ph.D. degree programs follow, as do faculty listings and other particulars. If you do not find the exact information that you need, get in touch with the Department and someone will answer your inquiry. All matters not covered by the Graduate School's regulations are subject to periodic revision by the Department of French and Francophone Studies. It is the responsibility of students to keep in touch with their advisor, the Director of Graduate Studies, and the departmental staff assistants, so that they will be aware of any changes.

Commented [JAB1]: Carol, I think this academic integrity statement has since changed, at least according to this website: <http://tit.its.psu.edu/plagiarism/facguide/policy>
I just want to make sure whatever we have is up to date!

M.A. DEGREE PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

PROGRAM DESCRIPTION

The purpose of the M.A. program in French and Francophone is to improve students' understanding of French language, literature, and culture beyond the levels of competency expected of undergraduate majors. To realize these goals, further study of French and Francophone language, literature, and culture is necessary.

STATEMENT OF GOALS

The M.A. degree program in French and Francophone Studies is designed to provide an introduction to advanced study in the French and Francophone language, literature and culture. The core of the program in French and Francophone literature and culture may serve as the foundation for continued study at the Ph.D. level.

The goals of the M.A. program in French and Francophone Studies are:

1. To teach students to read literary and cultural texts with critical appreciation and to articulate their understanding of the texts.
2. To introduce students to the theoretical issues in the study of literature and culture, as well as in additional fields in French and Francophone studies, such as linguistics.
3. To develop students' analytical, critical, and methodological skills.
4. To enhance students' oral and written communication skills in the French.

ADVISING

Once admitted to a degree program, a student is assigned a faculty member for advising. The advisor's role is to assist the student in further clarifying interests and in developing a program of study. It is the responsibility of the advisor to help the student develop an academic plan and to serve as a guide in the successful completion of all requirements. It is the student's responsibility to verify Graduate School policies and procedures pertaining to his or her particular degree program.

Students are urged to consult with their advisors at least two times per semester and more often as needed.

REQUIREMENTS FOR THE MASTER'S DEGREE IN FRENCH AND FRANCOPHONE STUDIES

Courses

Candidates for the master's degree complete a minimum of ELEVEN 3-credit graduate-level courses, plus a master's paper, **or** a minimum of nine 3-credit courses, plus a thesis.

All candidates for the M.A. in French and Francophone Studies take French 571 (Literary

Theory and Criticism), French 502 (Introduction to French Linguistics), French 580 (Approaches to French Civilization), French 581 (Theory and Techniques of Teaching French). These introductory courses should be taken as early as possible in the student's degree program.

In addition to the four required courses designated above, candidates take six 3-credit courses in French and Francophone Studies and the Pro-Seminars in French Studies, FR 501A and FR 501B (3 credits total), which are offered every other year.

All students are required to take the Pro-Seminars in French Studies, FR 501A and FR 501B, within the first two years of entering the program whether at the M.A. or the Ph.D. level. Doctoral students who are preparing for the job market are required to take the Pro-Seminar a second time.

Reading Proficiency in a Second Foreign Language

M.A. students must complete the foreign language requirement before or sometime during the same semester in which they receive the degree. Reading proficiency in a second foreign language (besides English and French), either classical or modern, is required. Proficiency may be demonstrated by undergraduate courses equivalent to an intermediate or twelfth-credit level course with grades of B or better (e.g., Spanish 1, 2, 3), by passing a reading course or passing a reading exam administered by the department offering the language, or by passing an ETS Reading Exam.

Note: If a student wishes to count a language that is not offered at Penn State, it is the responsibility of the student to find a faculty member at another institution to certify proficiency. Students should consult their advisors or the department head to identify specific institutions or faculty.

Master's Examination

M.A. examinations are usually administered during the last two weeks of January of every year.

The examination for the M.A. in French and Francophone Studies consists of the following parts:

1. Written Examination

Knowledge of the works on the Department of French and Francophone Studies MA Reading List is presupposed. The following items may be used during the exam: a) word processor, b) one dictionary (English/French or French/French), c) the M.A. Reading List.

The written examination consists of two parts taken within the same week:

- A. Analysis. Candidates write in French on one of three texts or objects taken from works on the M.A. Reading List (up to 4 hours).
- B. Interpretation. Candidates write in French on one of three questions, illustrating their answers with examples from works on the M.A. Reading List and from course-related or independent readings in metropolitan and non-metropolitan literature and culture (up to 4 hours).

2. Oral Examination

The one-hour oral examination is given 1-2 weeks following the written exam. A three-member faculty committee is selected by the candidate in consultation with the academic advisor. The oral examination is a follow-up to the written examination and may touch on any topic areas covered by the written exams (M.A. reading list).

3. Evaluation of the Examination

A. Written Exam

The graduate faculty available at the time of the examination evaluate the written exam (each candidate is assigned a letter code for evaluation purposes). Each reader forwards an evaluation report to the Department.

B. Oral Exam

A committee of three graduate faculty members (selected by the student, in consultation with his or her advisor) conducts the oral examination in French and provides evaluations to the committee of the whole.

C. Results of the Written and Oral Exam

The evaluation of the results of the written and oral exams takes place at a meeting of the graduate faculty, with three possible results: (1) Pass, with recommendation to continue on to the Ph.D.; (2) Pass, terminal M.A.; (3) Fail.

In the event of a failing evaluation, the graduate faculty may recommend that the student retake the segments of the exam that were deemed to be unsatisfactory. The Examination Committee will specify the conditions (e.g., further course work, improvement in written/analytical skills, minimum time that must elapse, etc.) under which reexamination is to take place. Exams may be retaken only once; if at all possible, the student's exam committee will remain the same. For students planning to continue their studies, the Committee recommends affirmatively or negatively to let the student continue in the Ph.D. program.

The Advisor communicates orally and in writing the results of the examination to the candidate.

Master's Paper

Normally, the Master's Paper is a final seminar paper with all revisions completed. It should be approximately 20 pages in length. The final Master's Paper, along with the Report of Completed Master's Paper form (available in the department office) signed by the student's adviser, and must be submitted to the Department of French and Francophone at least two weeks before the end of classes in the semester in which the student plans to graduate.

M.A. DEGREE PROGRAM IN FRENCH AND FRANCOPHONE STUDIES AND AFRICAN STUDIES

Admission Requirements for the M.A. Dual Title Program

Students must apply and be admitted to the graduate program in French and Francophone Studies and The Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest in the program known on their applications to French and Francophone Studies and include remarks in their statement of purpose that address the ways in which their research and professional goals in the primary department reflect an interest in African Studies-related research.

To be enrolled in the Dual-Title Degree Program in African Studies, a student must have the approval of the home department, and then submit a letter of application and transcript, which will be reviewed by an African Studies Admissions Committee. An applicant must have a minimum grade-point average of 3.0 (on a 4-point scale) to be considered for enrollment in the dual-title degree program. Students must apply for enrollment into the dual-title degree program in African Studies prior to obtaining candidacy in French and Francophone Studies.

General Graduate Council admissions requirements are stated in the GENERAL INFORMATION section of the Graduate Bulletin.

M.A. DEGREE PROGRAM IN FRENCH AND WOMEN'S STUDIES

Admission Requirements for the M.A. Dual-Title Program

Scores from the Graduate Record Examination (GRE) are highly recommended. Applicants for Graduate School fellowships are required to submit GRE verbal, quantitative, and analytical test scores, or other accepted test scores approved by the dean of the Graduate School. Requirements listed here are in addition to general Graduate School requirements stated in the General Information section of the Graduate Bulletin.

A speech sample in French or English is required of all applicants (in French for Anglophones, in English for Francophones and in both languages for native speakers of languages other than English and French). This three-to-five minute recording should demonstrate the applicant's ability to speak extemporaneously and coherently about his/her study and career goals. In addition, a written text must be submitted (in French for Anglophones and speakers of other foreign languages and in English for Francophones) on a literary or cultural topic. Both the oral and the written samples must accompany the application. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.20 grade-point average may be made for students with special backgrounds, abilities, and interests.

Requirements for the M.A. Dual-Title Degree (30 credits plus a Master's Paper)

- French 502: Introduction to French Linguistics (3)
- French 580: Approaches to French Civilization (3)
- French 581: Theory and Techniques of Teaching French (1-6)
- French 571: Literary Theory and Criticism (3)
- French 501A and French 501B, Pro-Seminars in French Studies (3)
- Women's Studies 501: Feminist Perspectives in Research and Teaching (3)
- Women's Studies 502: Global Feminism (3) or a 597 Special Topics course taught by a core Women's Studies faculty member (3)
- Women's Studies 507: Feminist Theory (3)
- 9 credit hours in French and Francophone Studies (6 of those credit hours in Women's Studies approved courses)
- Reading proficiency in a second language
- Master's Examination
- Master's Paper

THE PH.D. PROGRAM IN FRENCH and FRANCOPHONE STUDIES

PROGRAM DESCRIPTION

The Department of French and Francophone Studies offers a Ph.D. degree with specializations in civilization and literature as well as a dual degree in French and Women's Studies. Graduate students accepted into the Department's Ph.D. program are expected to acquire a broad factual and theoretical background in French Studies, advanced proficiency in oral and writing skills, and a thorough grasp of research and teaching methodologies. Students select one specialization and may add other subspecialties.

ADMISSION

Students interested in the Ph.D. program in French may apply for admission directly into one of the three specializations or under general status with the specialization to be determined after arrival at Penn State. No admissions preference is given to either category of students; all prospective students are judged according to the admissions criteria outlined in the handbook the student receives when he or she begins graduate studies in French at Penn State.

REQUIREMENTS FOR ALL SPECIALIZATIONS

Advising

Students admitted with a declared field of interest are assigned to a graduate advisor in that specialization. Students who enter under general status are assigned to one of the Co-Directors of Graduate Studies.

It is the responsibility of students to make contact with their advisor as quickly as possible after arrival at Penn State, if not before. The purpose of this first meeting is for the student and advisor to become acquainted and to discuss the student's general academic goals.

In a subsequent meeting, the advisor and the student determine a long-range academic plan (see Appendix B for advising forms) that includes credits transferred from other institutions, course work to be completed at Penn State, plans for the fulfillment of the foreign language requirements, projected examination dates, and a projected date for dissertation completion.

Each student should meet with his or her advisor at least once every semester. In general, students and their advisors establish academic plans that permit progress toward the degree in a timely and intellectually appropriate fashion.

It is the student's responsibility to check all policies, procedures, and deadlines established by the Graduate School. It is assumed that students take on the responsibility for their educational progress, both academic and administrative.

Courses

Students must earn a minimum of 33 to 36 credits (or equivalent) beyond the Master's degree in French. **Occasionally, the acceleration of course work is possible where a student has a significant academic background in a designated area. Acceleration should be requested by the student's advisor in consultation with the student's graduate committee. Acceleration requires the approval of the director of graduate studies and the department head.** Candidates

whose prior training does not include courses prerequisite to one of the doctoral specializations are required to complete such courses.

A maximum of 12 credits may be earned in teaching methodology (French 581) and in supervised teaching (French 602). Such credits are supplementary to the 33 to 36 credits required for a doctoral specialization, except in applied linguistics where FR 581 is required for the specialization.

The Chair of the Committee responsible for the specialization, in consultation with other members of the Graduate Faculty and the Department Head, evaluates the graduate training and teaching experience completed at other institutions. A record of any credit to be transferred or of course equivalencies is placed in the candidate's file, with a copy to the candidate. Waiver of any coursework can only be granted with the approval of the advisor, the instructor of the course being waived, and the Department Head.

All students are required to take the Pro-Seminars in French Studies, FR 501A and FR 501B, within the first two years of entering the program whether at the M.A. or the Ph.D. level. (The Pro-Seminar is offered every other year.) Doctoral students who are preparing for the job market are required to take the Pro-Seminar a second time.

Ph.D. Foreign Language Requirement

The foreign language requirement at the doctoral level is designed to provide students with a skill that will aid them in research and in securing employment. When choosing a language or languages to study, it is recommended that students consult with their advisors about their potential field of doctoral research. The department feels that the majority of students would profit most from four-skill proficiency in another language. However, some students would benefit most from a reading knowledge of two languages (for example, students planning to specialize in Medieval literature might choose Latin and German).

Students must choose one of the following two options:

- (1) Satisfy the 4-skills language requirement for the Ph.D. by passing with a grade of B or better in one of the following courses: Spanish 100, Spanish 110, German 301, or Italian 302 (all 5th semester courses); Russian 204 or 214, or Latin 100 (4th semester courses); or Arabic 3, Swahili 3, Chinese 3, or Japanese 3 (3rd semester courses). Students with advanced knowledge of an ancient language that is pertinent to their area of research may be examined through other means.

Or

- (2) Achieve a reading proficiency in two foreign languages, ancient or modern, equivalent to the 12th-credit level (e.g. German 1, 2, and 3). Reading proficiency may be validated by a transcript of college courses completed with a grade of A or B at the intermediate level, a statement from a Penn State foreign language department validating the proficiency, or a satisfactory score on a standardized test (e.g., a score of 500 or better on the ETS Graduate Reading Exam). Reading knowledge in one language counted for the M.A. degree may count as one of the languages for the Ph.D.

A native language (other than English or French) may be used as one of the languages to fulfill the language requirement for the Ph.D. when it is pertinent to the area of doctoral research. The bearing of the native language on the research interests will be determined by the advisor in consultation with a director of graduate studies and/or another member of the faculty.

Note: The foreign language requirement must be completed prior to the scheduling of the Comprehensive Examination.

Ph.D. English Competency Requirement

The Graduate School requires that all students (international and domestic) demonstrate proficiency in English. English language proficiency may be demonstrated by presenting a conference paper, or by successful completion of French 581 or another graduate course taught in English. Proof of English language proficiency must be provided before the scheduling of the Comprehensive Examination. Please check with our Department's Graduate Staff Assistant to verify completion of this requirement.

Ph.D. Committee and Examinations

All doctoral students must pass a **Candidacy** examination and a **Comprehensive** examination.

Candidacy Examination

The Candidacy Examination takes place during the second semester after admission to the Ph.D. program and must be completed at least four weeks before classes end. If the Candidacy Examination is delayed beyond the second semester, a provisional one-semester teaching contract will be issued during the second year of study and the contract will not be renewed until the examination has been passed.

In the event that a student fails the Candidacy Examination, the committee may approve the student to retake the examination. Whenever possible, students taking the Candidacy Exam for the second time will have the same examination committee as they had for their first exam. Failure to pass the exam a second time results in the termination of the student's French graduate studies at Penn State.

Selection of Exam Committee

At the beginning of the semester of the exam, the candidate chooses a French faculty member to serve as the Chair of the Ph.D. Candidacy Exam. With the help of the Chair, two additional members who are knowledgeable about the student's field of specialization are selected and asked to serve on the committee. When appropriate, a fourth committee member from another department may serve in a consultative capacity.

Format of the Exam

Please see the area of your specialty in the handbook for the format.

Comprehensive Examination

The Comprehensive Examination consists of a series of content intensive examinations and the Doctoral Thesis Proposal.

After a student's coursework has been completed and the foreign language and English proficiency requirements have been met, the series of content-intensive examinations is scheduled (normally after two years of post-Master's study). Candidates may request to see sample questions of examinations on file in the department office. This part of the examination consists of two parts: 1) a written examination in three parts and 2) an oral examination in two parts. You can find the examination procedures described in the **Handbook** under the specialization of your studies. The time frame of the exams may be extended if the candidate has chosen to take the written

examination immediately prior to a holiday or vacation period. The student must pass the written examination before proceeding to the oral examination. In case of failure of the written exams, the oral exam is cancelled. Written and oral examinations in one specialization may be repeated only once. Failure to pass either of the exams a second time results in the termination of the student from the program.

No later than the first day of the written examination the student will submit his or her Doctoral Thesis Proposal, which will be defended no later than two weeks after the Comprehensive Oral Examination. If the student fails the written or oral portion of the Comprehensive Exam the Doctoral Thesis Proposal defense will be cancelled.

The candidate selects a Committee Chair (who may or may not be the same chair as for the Candidacy Exam Committee) among available faculty with primary teaching responsibilities in the specialization. A four or five-member Doctoral Committee will then be constituted, including one external member (a Penn State Graduate Faculty member from another department). A Doctoral Committee Signature Page will need to be completed and approved by the Graduate School. The student will need to complete and sign the form, ask each of his or her committee members to sign the form, submit the form to the graduate staff assistant for signature by the department head and submission to the Graduate School for approval.

Guidelines for the Ph.D. Comprehensive Examination

Responsibilities of the student

- Prepare reading list drafts several months in advance of the examination.
- Work through multiple drafts of the dissertation proposal.
- Meet with the committee chair to discuss the list, come to agreement on what is appropriate for the student's interests, the expectations of the concentration, and the doctoral degree program.
- Arrange dates for the examination after consultation with the committee chair and the graduate staff assistant.
- Arrange with the graduate staff assistant to check the computer equipment two days prior to the exam.
- Arrive on time for each exam.
- Alert the graduate staff assistant immediately if there are any problems with the computer or the room.

Responsibilities of the committee chair

- Circulate the reading list to other members of the committee and solicit suggestions, either directly or via the graduate staff assistant.
- In consultation with the student, make the final decision on the reading list.
- Solicit questions from committee members, either directly or via the graduate staff assistant.
- Prepare the examination and submit the final version for all the exams to the graduate staff assistant two days before the first examination is scheduled to take place. Indicate the order in which the examinations are to be taken, the title of the exam, and the student's primary area (when appropriate).
- Arrange with the graduate staff assistant to be on call during the exam or designate a substitute to be on call to advise on how to solve any problems that may arise.
- Read and evaluate the answers to the questions as well as the evaluations of the members of the committee.
- Supervise the oral examination.
- Report to the student the results of both the written and the oral examinations.

Responsibilities of the committee

- Prepare questions no less than two weeks prior to the first examination date.
- Read the answers to the questions no less than two weeks after the last examination date and give evaluations of the written exam to the chair at least three days before the oral examination.
- Participate in the oral examination.
- Advise the committee chair on whether or not the student has passed the examination, or should take additional courses, or re-take part or all of the examination.

Responsibilities of the graduate staff assistant

- Notify the Graduate School of the date for the oral exam.
- Prepare copies of the examination questions in accordance with what the advisor has submitted.
- Reserve a room for the examination.
- Install or have installed a computer in the room at least two days in advance of the examination.
- Check to see if the computer is working properly.
- Arrange for the student to check the computer two days before the first examination.
- Ask the committee chair to approve the final version of the exam.
- Give the exam questions to the student on the day that each exam is scheduled.
- Call the committee chair or a previously designated substitute (graduate director or head of the department) for advice if problems occur during the administration of the examination.
- Collect and distribute copies of the answers to the committee and the student.

Responsibilities of the graduate director and/or department head

- Check with the graduate staff assistant each day that an examination is being administered to see if there are any problems.
- Resolve any problems that may occur during the preparation, administration, or evaluation of the examination.

Doctoral Thesis Proposal

Following the successful completion of the Written Examination and the first part of the Oral Examination candidates will defend the thesis proposal which was submitted to the committee by the first day of the Written Examination. Parts I and II of the Oral Examination must both take place within two weeks of the completion of the Written Examination.

Guidelines for Thesis Proposal

Lengths indicated for each section of the dissertation proposal are suggested, not required, and generally do not include the bibliography. Proposals often average 10-12 pages.

1. Question or Problem (*problématique*). State in a paragraph the question you propose to answer or the problem you will solve with your dissertation.
2. Project. This paragraph sums up how you plan to address the question or problem. It quite literally summarizes the dissertation: its sources, the time period, the scope and so forth.
3. Why does it matter? (*Raison d'être*): What is the significance of this topic? What has been done so far by others and how is your project going to improve, extend, or controvert past research? (1-2 pages)

4. **Background.** What is the broader context for the research question (theoretical, historical, and so forth)? (1-2 pages).

5. **Approach and methodology.** How will you go about the research? What are the methods and materials that will be central to your project? What are your sources and what kind of archival, library, field, or classroom research will you need to do? What kinds of research authorizations or clearances will you need to obtain? What problems do you anticipate? Be very specific in this section, letting your committee know where your sources are located, how and why you selected these sources, and how you will treat them and/or control them, if there are large numbers of them. Finally, how do these sources allow you to address the stated question/problem? (2-3 pages).

6. **Chapter Descriptions.** Here you should be concrete, showing the committee your preliminary thoughts regarding how your dissertation will be organized. Thematically? Chronologically? By source group? By question? Even if the organization changes once you engage more extensively in research, often the chapter descriptions help students think through every other aspect of the proposal, including the initial question/problem.

7. **Bibliography.** List the relevant books and articles (minimum of two pages). Please note that this can and usually does include secondary literature that you have yet to read but realize must be addressed in the course of your dissertation research.

Note: The student is not considered “ABD” until all components of the comprehensive exam, including the thesis proposal defense, have been passed. With respect to the dissertation proposal, the committee often finds itself deciding whether a) to accept the proposal because the student has demonstrated their ability to research and write a dissertation; b) to require an informal rewrite or clarification of one or several components of the proposal or c) to request a formal rewrite and new defense of the proposal (in which case the student is not ABD until he or she has passed the second defense). The committee has full latitude to choose the option it thinks will best serve the student in the timely completion of a strong dissertation.

The Graduate School recommends that the student and his or her committee meet each year while the thesis is being written.

Continuous Registration Requirement after Comprehensive Exam is completed

The semester after students pass the comprehensive examination, they must register continuously for each fall and spring semester until the Ph.D. thesis is accepted and approved by the doctoral committee. Students can maintain registration by registering for credits the usual way or by registering for the non-credit FR 601. Students must file their bill to complete their registration.

Students may take FR 601 plus up to 3 additional credits of audit by paying only the thesis fee. Students wishing to take more than 3 additional credits of course work must register for FR 600 or 611. We recommend that students register for 601 and work full-time on thesis preparation. This is the least expensive option and, for international students, this insures full-time status. Students must file their bill to complete their registration.

The Thesis Committee

The Doctoral Committee approved by the Graduate School at the time of the student’s comprehensive exam will serve as members of the thesis committee. In the event that the student, in consultation with the advisor, wishes to change the Doctoral Committee, a new Committee

Signature Page will need to be submitted to the Graduate School (all members would be listed, but only new committee members would need to sign).

Students and their advisors should keep in mind the possibility of including a distinguished faculty member from another institution to serve as a special member of the Doctoral Committee. After approval by the Graduate School, the special member must participate in the defense (Final Oral Examination) either physically or by video or telephone. The special member may be invited to Penn State during the fall or spring semester to participate in the defense as long as funds are available for her or him to give a public lecture and/or to give talks in graduate seminars.

Chair and the Thesis Advisor

The thesis advisor is normally the chair of the doctoral committee. The thesis chair is an officially appointed position recognized by the Graduate School on all official paper work. The chair must be a graduate faculty member with an appointment (not a courtesy appointment) in French.

In some circumstances, a student may wish to recognize a different individual as the thesis advisor, bearing in mind that this person has no official designation other than “committee member” of the thesis. This might be the case, for instance, if a faculty member with whom the student had worked closely leaves the university. The student may wish to informally recognize this faculty member as his/her “advisor” but the committee chair must still be from within the department. In the case where a student has a separate thesis chair and a thesis advisor, it is generally the advisor who the student invites as a faculty escort to graduation. In sum, the thesis chair is the officially recognized person in charge of a student’s thesis. An advisor is often an academic mentor who, in some circumstances, is unable to serve as a committee chair. Again, in most cases, the thesis advisor is also the chair of the doctoral committee.

It is possible for a student to arrange a committee with co-chairs. In this case, one person is designated as chair and the other as co-chair, at the student’s discretion.

The Ph.D. Thesis

The thesis (also called “Ph.D. or Doctoral Dissertation”) is a formal demonstration of a student’s ability to conduct high-quality research that poses significant questions and proposes new approaches, implications, and insights. It should represent the culmination of work as a student and, at the same time, demonstrate a student’s expertise to colleagues and peers.

Chapters of the thesis should be submitted to the advisor as they are written. Committee members may prefer to read the thesis chapter by chapter or they may wish to review only the full draft version. This should be decided in consultation between the student and the committee members, preferably at a meeting with the full committee. Both the thesis advisor and the student are responsible for ensuring the completion of a draft of the thesis and for adequate consultation with all committee members well in advance of the oral examination.

Each member of the committee will make any suggestions he or she may have within two weeks of receiving the completed draft. If, at the end of these two weeks, no committee members request major revisions to the thesis (editing suggestions do not qualify), the final oral examination date may be set. The request for examination must be submitted to the dean of the Graduate School for approval **at least three weeks prior to the date of the exam.**

The Thesis Guide

Students should consult the Graduate School *Thesis Guide* for the thesis format. This guide, available online, through the Thesis Office or in Pattee Library, contains complete and updated information regarding the thesis format, preparation, appendices, etc. The Graduate School also provides special thesis formatting templates for use on word-processing systems: <http://cac.psu.edu/psuthesi/>.

Normally, the thesis defense may not be scheduled until at least three months have elapsed after the completion of the Comprehensive Examination, although the dean of the Graduate School may grant a waiver in some cases.

The final oral exam must take place ten weeks before the end of the Semester. Please check the calendar of deadlines posted every semester by the Graduate School.

The Final Oral Examination (“Thesis Defense”)

Major revisions of the thesis should be completed before the final oral examination is scheduled. The dissertation should be in its final draft, with notes, bibliography, tables, figures, appendices, etc. at the time of the oral examination; both the content and style should be correct by the time this final draft is in the hands of the doctoral committee. The thesis defense is scheduled after the thesis director’s(s) approval. Other members of the doctoral committee are expected to have at least two weeks in which to read the final draft of the manuscript. Although additional editorial modifications may be needed after the completion of the defense, the manuscript submitted to all readers must be seen as a “final” copy ready for submission to the Graduate School. Candidates must observe manuscript conventions prescribed by the Graduate School (see “Thesis Information Bulletin”). The Department of French and Francophone Studies accepts editing procedures recommended by the Modern Language Association.

Note that the thesis defense is open to the public. However, the audience may not participate in the examination of the student.

The final oral examination (thesis defense) is administered and evaluated by the entire doctoral committee. It consists of an oral presentation of the thesis and a period of questions and responses. These will relate mostly to the thesis, but may cover the whole program of study, since one of the purposes of the final oral examination is to assess a student’s scholarly attainments. The portion of the examination in which the thesis is presented is open to the public.

At least three members of the doctoral committee (including the advisor or chair) must be physically present at the final oral examination. The graduate student must be physically present. No more than one member may participate via telephone; a second member could participate via video. A request for exceptions must be submitted to the Graduate School for approval at least three weeks prior to the date of the exam.

A favorable vote of at least two-thirds of the members of the committee is required for passing. The results are communicated to the Office of Graduate Enrollment Services by the program director.

If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

When a period of more than six years has elapsed between the passing of the comprehensive exam and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination will be scheduled.

Submission of Bound Copy of Thesis

Students are required to submit a bound copy of the thesis to the Department of French and Francophone Studies. This should be done within three weeks after their final submission to the Thesis Office.

THE PHD IN FRENCH AND FRANCOPHONE STUDIES

SPECIALIZATION IN CIVILIZATION

GENERAL DESCRIPTION

The Specialization in Civilization is designed for students who seek an academic or non-academic career in which they combine advanced training in culture, language, and literature with interdisciplinary study in a related field, such as anthropology, art, architecture, history, economics, philosophy, political science, or sociology.

STATEMENT OF GOALS

French Civilization is an interdisciplinary area of study whose object is France and the Francophone world. It is situated at the confluence of several disciplines, among them history (cultural, intellectual, political, and social), cultural studies (including folklore and popular culture), and interarts studies (including art, architecture, film, and literature). The Specialization in Civilization is designed to develop the skills needed for the analysis and interpretation of a wide range of cultural artifacts in an historical and contextual perspective. Students will acquire a broad base of factual knowledge as well as the capacity to understand and apply a variety of theoretical and methodological approaches.

The goals of the Specialization in Civilization are:

1. To provide students with an essential historical base, consisting of general knowledge of French history, culture, and politics from the Middle Ages to the Revolution, pursued in greater depth from the Revolution to the present.
2. To introduce students to the most important methods of cultural analysis, including the semiotics and sociology of culture, cultural and social history, critical theory, and interarts discourse.
3. To expose students to the diversity of objects encompassed by the term "French civilization." These objects are verbal and visual, material and symbolic, elite and popular.
4. To offer students the opportunity to establish a link with a related area through courses taken within and/or outside the department.
5. To train students to conduct research in French civilization, and to help them develop the skills needed to communicate the results of their research within the profession as future scholars and teachers. Students who are completing the Ph.D. with this specialization will generally be competitive candidates for positions whose primary or secondary area of specialization is French Civilization.

COURSEWORK

Students are required to take 33-36 credits of coursework. FR 571, Literary Theory and Criticism, FR 580, Approaches to French and Francophone Civilization and FR 501A and FR 501 B, Pro-Seminars in French Studies, are required. Other courses will be selected in consultation with the advisor.

Candidates who have never spent an extended period of time in a Francophone country are strongly encouraged to spend at least one semester in France or a Francophone country/region.

EXAMINATION PROCEDURES

Candidacy Examinations

At the beginning of the semester of the exam, and in no case later than four weeks before the exam, the candidate chooses a faculty member from the Department of French and Francophone Studies to serve as the Chair of the Ph.D. Candidacy Examination committee. With the help of the Chair, two additional members who are knowledgeable about the student's field of specialization are selected and asked to serve on the committee. When appropriate, a fourth committee member from another department may serve in a consultative capacity. At the time of the constitution of the committee, if not before, the student will select two additional texts to prepare for the exam (see below), in conjunction with the committee chair. The Chair will submit the two texts to the other committee members for their approval.

The exam is expected to last approximately two hours but may be longer or shorter than that for a specific student. The exam will consist of two parts. The first part will be based on six theoretical texts read in advance by the student. The intent is to determine the student's ability to deal with theoretical concepts and texts in a sufficiently knowledgeable and sophisticated way and to demonstrate their relevance or application to the student's object or field(s) of study. Four of the texts will be selected from the list below. The remaining two will be chosen, in consultation with the committee Chair, by the student and will be specific to his/her field. The committee members will devise 4 questions related to one or several of these texts, and the student will have one hour to prepare responses to 2 of the question(s) prior to the oral exam. During the exam itself, the student will be expected to present and discuss responses orally and should be prepared to do so in either French or English. It is assumed that he/she will have made notes on the question(s) but will not read a prepared response. Students will be provided with unmarked copies of the texts at the time of the exam.

A student who does not pass the exam will be terminated from the program unless the committee recommends that he or she be given the opportunity to retake the exam. The examining committee may also request that the student rewrite the portion of the candidacy document related to the dissertation research area.

The following eight texts, chosen by the faculty, will be part of the exam for the next two years or more. The list may be revised thereafter; adequate notice will be given to students. Photocopies of the texts will be made available.

- 1) Derrida, "La structure, le signe et le jeu dans le discours des sciences humaines."
- 2) Foucault, "Qu'est-ce qu'un auteur?"
- 3) Jakobson, "Linguistique et poétique" from "Essais de linguistique générale"
- 4) Wittig, "On ne naît pas femme" from *La pensée straight*
- 5) Roger Chartier, "Le monde comme représentation" in *Annales*
- 6) Pierre Bourdieu, "Le point de vue de l'auteur" in *Les règles de l'art*
- 7) Michel de Certeau, "Marches dans la ville", in *L'Invention du quotidien 1*
- 8) Tzvetan Todorov, "Vers un humanisme tempéré," in *Nous et les autres*

The two texts chosen by the student in consultation with his/her committee Chair should be primarily theoretical in nature, of moderate length (i.e. an article, section or chapter, not a book), and related to the student's area of specialization.

If the student has had an article or book chapter accepted in a refereed outlet since entering the program, the student may choose to have the first part of the exam waived.

The second part of the exam is a review of the candidate's record (courses taken, requirements fulfilled etc.), of his/her plans for additional courses, and of the dissertation area and subject, insofar as they can be defined at the time. The intent is to determine the scope and feasibility of the proposed dissertation topic, and to assess the candidate's preparation for undertaking the project. This portion of the exam is based on a document of about ten pages, prepared in advance in French by the candidate. Roughly three pages should document courses taken and those that, if available, the candidate will take; requirements still to be satisfied, and by what means; and other plans and needs such as applying for departmental teaching exchanges and for grants and fellowships; need to travel to libraries and/or archival collections etc. About five to five to eight pages should be devoted to the dissertation area and, to whatever extent possible, to the specific subject. A preliminary bibliography should accompany this portion of the proposal, as a supplement to the ten-page document prepared for this part of the exam. This section of the exam will be considered to be in part an advising session, though more formal and rigorous than are the usual discussions between students and their advisors.

Comprehensive Examinations

The Comprehensive Examinations in French Civilization reflect both readings from coursework and from the preparation of the dissertation proposal, which comprises the fourth area of the examination. The examination is taken upon completion of all course work and the fulfillment of all degree requirements (usually during the fifth semester of the Ph.D.). The candidate, in consultation with his or her advisor, will assemble a four- or five-member Ph.D. committee by submitting a committee signature page to the Graduate School (see graduate staff assistant for form). The committee reads the written examination as well as the dissertation proposal before proceeding to the oral examination. In case of failure of the written examination, the oral exam is cancelled.

Areas of Examination and Schedule of Written Components:

No later than Day One (first segment) of the examination, the candidate will submit a copy of his or her completed dissertation proposal to the graduate staff assistant for distribution.

*Socio-Political History and Social Thought (historical and contemporary) (four-hour exam, student selects two out of four questions).

*Intellectual and Cultural History (historical and contemporary) (four-hour exam, student selects two out of four questions).

*Approaches to French and Francophone Civilization (two-hour exam, students selects one out of two questions).

The examinations include the option of a take-home in only one of the three components.

Oral Component:

Upon completion of the Written Comprehensive Examinations, two Comprehensive Oral Examinations will take place, lasting approximately two and 1.5 hours respectively. The purpose of the Oral Examinations is both in Part I to probe further the comprehension of the candidate's preparation in each of the three areas and in Part II to examine the dissertation proposal. The comprehensive exam is complete after all three written and both oral examinations have been passed.

THE PHD IN FRENCH AND FRANCOPHONE STUDIES

SPECIALIZATION IN LITERATURE

GENERAL DESCRIPTION

The Specialization in Literature offers numerous courses in the different periods and genres of metropolitan and non-metropolitan literature. Candidates also choose electives in French and related subjects to ensure breadth of training as well as depth.

STATEMENT OF GOALS

The study of literature is the humanistic discipline that seeks to understand certain aesthetic achievements through the interpretation and analysis of works of oral, written, and dramatic art. It requires a sound knowledge of literary languages, styles, genres, and themes; a familiarity with the history of literary movements and ideas; and an awareness of the range of critical and theoretical approaches to literary works. Moreover, students of literature must acquire and develop the critical skills necessary to analyze and interpret literary texts.

The goals of the Specialization in French Literature are:

1. To provide students with a broad knowledge of French and Francophone literatures and of their general relationship to other literatures, together with a specialized knowledge of a particular literary period, genre, or movement.
2. To provide students with a sound historical basis for the study of literature and introduce them to the insights that other disciplines can bring to an understanding of the relationships between literature and the society for which it was written.
3. To introduce students to a variety of theoretical approaches to literature, such as semiotic, thematic, feminist, narratological, philological, sociological, and phenomenological approaches.
4. To develop in students the linguistic and analytical skills that will enable them to read literary texts with full understanding and to develop the critical skills that will enable them to interpret works of literature with insight and perception.
5. To teach students the techniques of literary research and to develop the skills required to communicate the results of their research to others in the classroom, at professional meetings, and in publications.

COURSEWORK

Students are required to take 33-36 credits of coursework. FR 571, Literary Theory and Criticism, FR 580, Approaches to French and Francophone Civilization and FR 501A and FR 501 B, Pro-Seminars in French Studies, are required. Other courses will be selected in consultation with the advisor.

To increase the candidate's employment opportunities, it is recommended that a minor be developed. A minor gives special visibility to a substantial secondary interest of the candidate within French Studies. The minor can be another literary specialty, another field, or an interdisciplinary topic with courses taken outside the Department. The minor is defined as a minimum of three courses in the specified area. Note that a minor taken entirely outside the department will increase the number of credits hours for the degree.

EXAMINATION PROCEDURES

Candidacy Examination

At the beginning of the semester of the exam, and in no case later than four weeks before the exam, the candidate chooses a faculty member from the Department of French and Francophone Studies to serve as the Chair of the Ph.D. Candidacy Examination committee. With the help of the Chair, two additional members who are knowledgeable about the student's field of specialization are selected and asked to serve on the committee. When appropriate, a fourth committee member from another department may serve in a consultative capacity. At the time of the constitution of the committee, if not before, the student will select two additional texts to prepare for the exam (see below), in conjunction with the committee chair. The Chair will submit the two texts to the other committee members for their approval.

The candidacy exam is expected to last approximately two hours but may end up being longer or shorter. The exam will consist of two parts. One part is a review of the candidate's past record (courses taken, requirements fulfilled, etc.), of his/her plans for additional courses, and of the dissertation area and subject, insofar as they can be defined at that time. This portion of the exam is based on a document of about ten pages prepared in advance (and in French) by the candidate. Roughly three pages should document courses taken and those that, if available, the candidate will yet take; requirements still to be satisfied (and by what means); and other plans and needs. About five to eight pages should be devoted to the dissertation area and, to whatever extent possible at the time, to the specific subject. This section of the exam will be considered to be in part an advising session, though more formal and rigorous than are the usual discussions between students and their advisors.

The other portion will be an exam based on six theoretical texts read in advance by the student. The intent is to determine the student's ability to deal with theoretical concepts and texts in a sufficiently knowledgeable and sophisticated way. Four of the texts will be selected from the list below; two will be chosen, in consultation with the advisor, by the student and will be specific to his/her field. The committee members will devise four questions related to one or several of these texts, and the student will have one hour to prepare responses to two of the question(s) prior to the oral exam. In the exam itself, the student will be expected to present and discuss responses orally; it is assumed that he/she will have made notes on the question(s) but will not read a prepared response. Students will be provided with unmarked copies of the texts at the time of the exam.

A student who does not pass the exam will be terminated from the program unless the committee recommends that he or she be given the opportunity to retake the exam. The examining committee may also request that the student rewrite the portion of the candidacy document related to the dissertation research area.

A student who does not pass the exam may retake it once.

The following eight texts, chosen by the faculty, will be part of the exam for the next two years or more. (The list may be revised thereafter; adequate notice will be given to students.) Photocopies of the texts will be made available.

- 1) Derrida, "La structure, le signe et le jeu dans le discours des sciences humaines."
- 2) Foucault, "Qu'est-ce qu'un auteur?"
- 3) Jakobson, "Linguistique et poétique" from "Essais de linguistique générale"
- 4) Wittig, "On ne naît pas femme" from *La pensée straight*
- 5) Roger Chartier, "Le monde comme représentation" in *Annales*
- 6) Pierre Bourdieu, "Le point de vue de l'auteur" in *Les règles de l'art*
- 7) Michel de Certeau, "Marches dans la ville", in *L'Invention du quotidien 1*
- 8) Tzvetan Todorov, "Vers un humanisme tempéré," in *Nous et les autres*

The two texts chosen by the student in consultation with his/her advisor should be primarily theoretical in nature, of moderate length (i.e., a section or chapter, not a book), and related to the student's area or subject of specialization.

If the student has had an article or book chapter accepted in a refereed outlet since entering the program, the student may choose to have the first part of the exam waived.

Comprehensive Examination

The candidate, in consultation with the advisor, will draw up a reading list in each of the following three areas: one literary period (chosen from medieval through 20th/21st century, including non-metropolitan); one genre (poetry, narrative, theater); and theory and criticism. The fourth area will be identified as the primary area of specialization and will be the final form of the doctoral dissertation proposal. The proposal will include, but not be limited to: 1) a clearly defined problematic, 2) a description of the project, 3) a background, 4) a description of the approach and the methodology, 5) an anticipated outcome, and 6) a bibliography. The Comprehensive Examination is based on the reading lists inherent to the above-mentioned three areas and the approval of the dissertation proposal.

Written Component

The candidate will take a written examination on each of the three areas for which adequate reading lists have been developed. A typical reading list is expected to feature about twenty-five items. The examinations include the option of a take-home in only one of the three components. Exams taken in-house are four hours in length and must be scheduled within a period of two weeks. The candidate will be given a choice of three questions and will respond to one. The dissertation proposal will be developed in consultation with the chair of the doctoral committee and distributed to all members of the committee two weeks before the beginning of the comprehensive examination.

Oral Component

Upon completion of the Written Comprehensive Examinations, two Comprehensive Oral Examinations will take place, lasting approximately two and 1.5 hours respectively. The purpose of the Oral Examinations is both in Part I to probe further the comprehension of the candidate's preparation in each of the three areas and in Part II to examine the dissertation proposal. The comprehensive exam is complete after all three written and both oral examinations have been passed.

Ph.D DEGREE IN FRENCH AND FRANCOPHONE STUDIES AND AFRICAN STUDIES

ADMISSION REQUIREMENTS FOR THE PH.D. DUAL TITLE PROGRAM

Students must apply and be admitted to the graduate program in French and Francophone Studies and The Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest in the program known on their applications to French and Francophone Studies and include remarks in their statement of purpose that address the ways in which their research and professional goals in the primary department reflect an interest in African Studies-related research.

To be enrolled in the Dual-Title Degree Program in African Studies, a student must have the approval of the home department, and then submit a letter of application and transcript, which will be reviewed by an African Studies Admissions Committee. An applicant must have a minimum grade-point average of 3.0 (on a 4-point scale) to be considered for enrollment in the dual-title degree program. Students must apply for enrollment into the dual-title degree program in African Studies prior to obtaining candidacy in French and Francophone Studies.

General Graduate Council admissions requirements are stated in the GENERAL INFORMATION section of the Graduate Bulletin.

REQUIREMENTS FOR THE PH.D. DUAL-TITLE IN LITERATURE OR CIVILIZATION

- A minimum of 66 post baccalaureate credits. Course work accepted for the M.A. in French and Francophone Studies will count toward the 66-credit requirement. At least 48 credits, exclusive of dissertation research credits, must be in French and Francophone Studies.
- 18 credits of Africa-related course work at the 400- or 500-level of which the following are required: AFR 501 (3) and a minimum of 6 credits from a list of courses maintained by the African Studies program chair.
- Up to 6 of the 18 credits may come from French and Francophone Studies, as approved by the student's French and Francophone Studies and African Studies Program academic advisers.
- The remaining credits can be taken in African Studies or in any department other than French and Francophone Studies
- Of the 18 credits, no more than 6 credits may be taken at the 400-level and no more than 6 combined credits may come from 596 and 599 listings.

EXAMINATION PROCEDURES

Candidacy Examination

The dual-title degree will be guided by the Candidacy examination procedure of the French and Francophone Studies graduate program. The Candidacy Examination normally takes place during the second semester after admission to the Ph.D. program and must be completed at least four weeks before classes end. Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable. The Candidacy Examination for the dual-title degree may be given after at least 18 postbaccalaureate credits have been earned in graduate courses; it must be taken within three semesters (summer sessions do not count) of entry into the French and Francophone Studies graduate program. There will be a single candidacy examination, containing elements of both French and Francophone Studies and African Studies

Comprehensive Examination

The Comprehensive Examination consists of a series of content-intensive examinations and the Doctoral Dissertation Proposal. In preparation for the examination, in consultation with the committee chair, the student will prepare an extensive reading list. This reading list must incorporate the student's focus on African Studies. After a student's course work has been completed and the foreign language and English proficiency requirements have been met, the series of content-intensive examinations is scheduled. This consists of two parts: 1) a written examination in three parts and 2) an oral examination in two parts. Written components will be administered on a candidate's examination fields according to the current French and Francophone Studies examination structure, and on African Studies. The African Studies representative on the student's doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Dissertation and Final Oral Examination

Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. Students enrolled in the dual-title program are required to write and orally defend a dissertation on a topic that reflects their original research and expertise in French and Francophone Studies and African Studies. To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

LANGUAGE REQUIREMENTS

Second Foreign Language: Reading proficiency in two foreign languages or advanced level in one foreign language.

ENGLISH LANGUAGE PROFICIENCY

The Graduate School requires that all students (international and domestic) demonstrate proficiency in English. English language proficiency may be demonstrated by presenting a conference paper, or by successful completion of French 581 or another graduate course taught in English. Proof of English language proficiency must be provided before the scheduling of the Comprehensive Examination. Please check with our Department's Graduate Staff Assistant to verify completion of this requirement.

COMMITTEE COMPOSITION

Selection of Candidacy Examination Committee

The Candidacy Examination committee for the dual-title degree will be composed of graduate faculty from French and Francophone Studies and must include at least one graduate faculty member from the African Studies Program. The designated dual-title faculty member may be appointed from French and Francophone Studies if that person holds a formal affiliation with the African Studies program.

Doctoral Committee Composition

The doctoral committee of a dual-title doctoral degree student must include a minimum of four Graduate Faculty members, i.e., the chair and at least three additional members. The committee must include at least one member of the African Studies graduate faculty.

If the chair of the committee representing French and Francophone Studies is not also a member of the Graduate Faculty in African Studies, the member of the committee representing African Studies must be appointed as co-chair.

Ph.D. DEGREE IN WOMEN'S STUDIES AND FRENCH

ADMISSION REQUIREMENTS FOR THE PH.D. DUAL-TITLE PROGRAM

Scores from the Graduate Record Examination (GRE) are highly recommended. Applicants for Graduate School fellowships are required to submit GRE verbal, quantitative, and analytical test scores, or other accepted test scores approved by the dean of the Graduate School. Requirements listed here are in addition to general Graduate School requirements stated in the General Information section of the Graduate Bulletin.

A speech sample in French or English is required of all applicants (in French for Anglophones, in English for Francophones and in both languages for native speakers of languages other than English and French). This three-to-five minute recording should demonstrate the applicant's ability to speak extemporaneously and coherently about his/her study and career goals. In addition, a written text must be submitted (in French for Anglophone and speakers of other foreign languages and in English for Francophones) on a literary or cultural topic. A Master's paper or thesis could also be appended. Both the oral and the written samples must accompany the application. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.20 grade-point average may be made for students with special backgrounds, abilities, and interests.

REQUIREMENTS FOR THE PH.D. DUAL-TITLE DEGREE IN LITERATURE OR CIVILIZATION

Course Requirements (30-42 credits beyond MA)

- French 571: Literary Theory and Criticism (3)
- French 580: Approaches to French Civilization (3)
- Women's Studies 501: Feminist Perspectives in Research and Teaching (3)
- Women's Studies 502: Global Feminism (3) or a 597 Special Topics course taught by a core Women's Studies faculty member (3)
- Women's Studies 507: Feminist Theory (3)
- A further twenty-one credits selected in consultation with the advisor, of which nine credits must be Women's Studies approved
- Six credits of elective study

EXAMINATION PROCEDURES

Candidacy Exam

See the appropriate specialization in the handbook. Research plan to be Women's Studies related.

Comprehensive Exam

See the appropriate specialization in the handbook. The four area reading lists will incorporate the student's focus on Women's Studies.

LANGUAGE REQUIREMENTS

Second Foreign Language: Reading proficiency in two foreign languages or advanced level in one foreign language.

ENGLISH LANGUAGE PROFICIENCY

The Graduate School requires that all students (international and domestic) demonstrate proficiency in English. English language proficiency may be demonstrated by presenting a conference paper, or by successful completion of French 581 or another graduate course taught in English. Proof of English language proficiency must be provided before the scheduling of the Comprehensive Examination. Please check with our Department's Graduate Staff Assistant to verify completion of this requirement.

COMMITTEE COMPOSITION

In the hypothetical situation where proficiency in French might become an issue and with the approval of the committee chair and the Women's Studies Director, an exception could be made to the 2/4 committee composition and allow for one out of three (instead of two out of four) members to be Women's Studies affiliated.

THE GRADUATE CURRICULUM IN FRENCH

ESTABLISHED COURSE OFFERINGS

FR 500 HISTORY OF THE FRENCH LANGUAGE (3) Evolution of French from its origins to the present-day, with emphasis on Old French philology.

FR 501A FRENCH PRO-SEMINAR I (1.5) Professional and scholarly development in interdisciplinary French Studies

FR 501B FRENCH PRO-SEMINAR II (1.5) Professional and scholarly development in interdisciplinary French Studies

FR 502 INTRODUCTION TO FRENCH LINGUISTICS (3) An overview of the major subfields of linguistics as they apply to the French language.

FR 503 FRENCH PHONOLOGY (3) Effective Date: SP2007 A theoretical approach to the sound structure of French.

FR 504 FRENCH SYNTAX (3) An in-depth study of sentence structure in the French language.

FR 505 SEMANTICS OF FRENCH (3) Effective Date: SP2007 An in-depth study of how meaning is computed based on French data.

FR 508 FRENCH BUSINESS COMMUNICATIONS (3 per semester, maximum of 6) Written and oral elements of French commerce and industry. Prerequisite: FR 510

FR 510 STYLISTIQUE AVANCEE (3) An introduction to literary creativity through practice of textual analysis, interpretation, and to basic concepts of contemporary poetics.

FR 511 READINGS IN OLD FRENCH (3 per semester, maximum of 6) A survey of French literature to 1300, focusing in alternate semesters on either the twelfth or the thirteenth century.

FR 518 MEDIEVAL FRENCH DRAMA (3) The development of French drama from its liturgical origins to the flourishing comic theatre of the late Middle Ages.

FR 526 AGE OF RABELAIS (3) Notions of literary creativity in the context of early sixteenth-century French Humanism; readings from Rabelais, Marguerite de Navarre, Sceve.

FR 528 AGE OF MONTAIGNE (3) Literary culture of Renaissance France in the context of social and political crisis; readings from Montaigne, DuBellay, Ronsard, and Sponde.

FR 529 SEMINAR IN RENAISSANCE LITERATURE (3 per semester, maximum of 6) Intensive study of various French Renaissance writers in relation to selected artistic issues of the period.

FR 530 LA FRANCE CONTEMPORAINE (3) A comprehensive cross-sectional view of French society and its institutions since World War II.

FR 531 FRANCOPHONE CULTURE (3 per semester, maximum of 6) Concept of Francophone; French minorities in Europe and North America; role of French language in Africa, Middle East, Far East.

FR 532 FRENCH REGIONS AND REGIONALISMS (3) Interdisciplinary perspectives on the culture, history, and geography of the French regions and their regionalist identity movements.

FR 533 BAROQUE AESTHETICS IN SEVENTEENTH-CENTURY FRENCH LITERATURE AND INTELLECTUAL HISTORY (3) Based on the Foucauldian notion of episteme, the course analyzes major literary texts and intellectual trends.

FR 534 SEVENTEENTH-CENTURY FRENCH DRAMA (3) Theories and practice of theater through analysis of dramatic texts by Rotrou, Corneille, Moliere, Racine et les autres.

FR 535 TEXTS AND PERFORMANCES (3) Based upon current theories of theater, the course focuses on problematics of French drama from the Seventeenth-Century to the present.

FR 540 EIGHTEENTH-CENTURY FRENCH NOVEL (3) Examination of the rise of the genre including formal considerations of narrative technique as well as historical context.

FR 541 THE ENCYCLOPEDIA AND KNOWLEDGE IN 18TH-CENTURY FRANCE (3) Exploration of intellectual currents in epistemology, metaphysics, social and political thought, ethics, and aesthetics in eighteenth-century France.

FR 543 SEMINAR: STUDIES IN THE ENLIGHTENMENT (3 per semester, maximum of 6) Discourse and thematic analysis of selected works of French Enlightenment genres: essay, drama, fiction, poetry.

FR 545 ANALYSIS OF FRENCH CIVILIZATION (3 per semester, maximum of 6) French cultural aspects, other than language and literature, conducted in French with the collaboration of specialists outside the French department.

FR 547 MODERNISM AND POSTMODERNISM (3 - 6) Interdisciplinary approaches to these concepts, with a focus on artistic and literary objects in the French context. Prerequisite: FR 545 OR FR 571 OR FR 580.

FR 558 AFRICAN NOVEL IN FRENCH (3) Development of novel in French from colonial era to independence; Africanization of genre with African verbal artforms.

FR 559 ISSUES IN FRANCOPHONE LITERATURES (3) Diversity issues in Francophone literatures explored through various literary genres: variable focus may combine genre and topic.

FR 562 FRENCH ROMANTICISM AND REALISM (3) Romanticism, realism, and their variations in the context of social and political revolution.

FR 564 FIGURES OF ALTERITY IN NINETEENTH-CENTURY FRENCH LITERATURE (3) Representations of otherness in nineteenth-century French literature examined through race, gender, religion, and class paradigms.

FR 565 SEMINAR: NINETEENTH-CENTURY STUDIES (1 - 6 per semester) Various nineteenth-century French writers considered in relation to selected esthetic and cultural problems raised during the period.

FR 566 WOMEN WRITERS IN NINETEENTH-CENTURY FRANCE (3) Women's literary production in nineteenth-century France, including novels, poetry, travel narratives, children's literature, and essays.

FR 569 MAJOR TEXTS OF TWENTIETH-CENTURY FRENCH LITERATURE (3 - 6)

Established contemporary literary texts, figures, and aesthetic movements in various genres from Proust to Sartre and from Genet to Conde.

FR 570 MODERN FRENCH POETRY (3 per semester, maximum of 6) Exploration of the poetic genre and its diversification through poetic prose, free verse, and metaphorical narrative, from Baudelaire to Cixous.

FR 571 LITERARY THEORY AND CRITICISM (3) Major trends in contemporary theory and criticism from genre debates to socio-political approaches to literature, post-structuralism, deconstruction, and reception theories.

FR 572 SEMINAR: TWENTIETH-CENTURY FRENCH LITERATURE (3 per semester, maximum of 6) Specialized consideration of contemporary writers; for advanced students.

FR 574 FRENCH FOLKLORE AND POPULAR CULTURE (3) Historical survey of French folklore and popular culture, with an emphasis on the modern period.

Commented [CF2]:

FR 580 APPROACHES TO FRENCH CIVILIZATION (3) French interdisciplinary methods of cultural analysis and cultural history, with applications to French cultural artifacts.

FR 581 THEORY AND TECHNIQUES OF TEACHING FRENCH (1 - 6)

FR 583 READING AND FOREIGN LANGUAGE ACQUISITION: RESEARCH AND PRACTICE (3) Approaches to the study and teaching of reading in University departments of French; materials development practicum.

FR 584 TESTING FRENCH AS A FOREIGN LANGUAGE: RESEARCH AND PRACTICE (3) Theoretical and practical approaches to problems in the testing of undergraduate French as a foreign language.

FR 585 THE CURRICULUM IN THE PEDAGOGY AND ACQUISITION OF FRENCH AS A FOREIGN LANGUAGE (3) Approaches to the study and development of the undergraduate curriculum of French as a foreign language.

FR 586 RESEARCH METHODS AND BIBLIOGRAPHY IN FRENCH CIVILIZATION (1) Introduction to research resources and skills in interdisciplinary French cultural studies and specific subfields of French and Francophone culture/ civilization.

FR 587 RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN FRENCH LANGUAGE AND LITERATURE (1 - 3 per semester)

FR 589 (CMLIT;GER;SPAN) TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION: AN OVERVIEW (3) Approaches to the uses and research applications of multimedia and other educational technologies applied to the teaching of foreign languages. (also cross listed with APLNG 589)

INDIVIDUAL STUDIES, INTERNSHIP, AND SPECIAL TOPICS COURSES

Independent Studies Courses

FR 596 INDIVIDUAL STUDIES (1 - 9) Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

With the concurrence of a graduate faculty member, a student may take an Independent Studies Course. Students interested in Independent Study should think of a special title and complete the appropriate forms available in the office.

Independent Studies courses are not to be seen as a substitute for required courses in any French graduate degree program, unless expressly approved as such by 1) the student's advisor, 2) the faculty member normally assigned to teach the established course, and 3) the Department Head. In case of disagreement, the Department Head makes the final decision in consultation with all parties concerned.

Internship

Becoming a Graduate Intern:

A student consults with his/her advisor to determine whether an internship makes sense for his/her course of study. Internships are not encouraged during the first year of study.

Once each semester an announcement will be posted to the UP Graduate/Faculty listserv (l-upfrog@lists.psu.edu). The announcement will remind students that they can contact any faculty with whom they might like to intern, and will also list courses for which faculty are specifically seeking an intern. Approximately two weeks prior, the Head will have sent an email to faculty asking them whether they would like to list a course for which an intern makes particular sense. Students can contact faculty who did not choose to list a course.

Note: This system does not preclude informal conversations about opportunities for interning.

Reminder: faculty are under no obligation to accept as interns students who approach them; students are under no obligation to work with faculty who approach them.

Rights and Responsibilities of Student

Credits: A graduate intern will be awarded 1 to 3 credits of FR596 to be specified as a teaching/research internship. **Note that FR596 cannot substitute for any course or credit requirement in a student's course of study.**

Undergraduate Teaching:

Possible duties of an intern may include: (a) doing library/data-base searches for relevant information and readings, (b) assisting in the design of lessons and activities around a particular topic, (c) assisting in the development of multimedia, course web-sites or course delivery systems (ANGEL), (d) assisting in the design of assessment measures in undergraduate courses only (assignments, exams, portfolios, etc.).

Course attendance: **Interns cannot be required to attend the full course.**

Working hours: All hours given on the following page are per semester. The actual working schedule should be worked out between the faculty member and the intern.

1 credit internship

15 hours total/semester course attendance, including hours teaching/semester

* This total includes 1-2 hours teaching/semester

30 hours total/semester of course design

Total hours: 45 hours/semester (3 hours/week)

2 credit internship

15 hours total/semester course attendance, including hours teaching/semester

*This total includes 2-4 hours teaching/semester

60 hours total/semester of course design

Total hours: 75 hours/semester (5 hours/week)

Under **exceptional** circumstances, to be approved by the Head, DGS and Advisor, advanced students may partake in a 3 credit internship.

3 credit internship

15 hours total/semester course attendance, including hours teaching/semester

*This total includes 5-6 hours teaching/semester

120 hours total/semester of course design

Total hours: 135 hours/semester (9 hours/week)

Rights and Responsibilities of Faculty Members

The faculty and intern are required to agree upon a work plan based on the number of working hours per credit. If both are in agreement, these hours may include preparation for the course during the preceding semester or summer. Preparatory hours count towards the total working hours per credit. Together the intern and faculty member will fill out a "Graduate Teaching Intern Contract – FR596" form summing up hours and duties.

The faculty must assess the intern's performance and assign a grade to the student at the end of the semester. At the conclusion of the semester, upon request, the faculty member can provide the student with a written evaluation of his or her performance in the form of a letter. Such a letter might be requested if the faculty member is not on the student's doctoral committee.

Unless they are traveling for professional reasons, faculty members must be in attendance when the graduate intern is teaching or presenting. The faculty member should witness the student teach during the course of the semester.

Only one intern per course per semester is permitted.

Special Topics courses

FR 597 SPECIAL TOPICS (1 - 9)

On occasion, Special Topics Courses are offered by faculty under the experimental numbers French 497 or French 597. Such a course may be either a one-time offering without subsequent change to an established course, or it may be offered several times under the experimental number before being entered permanently (with its own number) into the French curriculum.

Special Topics courses are not listed in the Graduate School Bulletin. Each semester, the Department publishes a full list of courses to be offered during the subsequent semester. Students should consult the list before seeing their advisor during the University's advance registration period.

Course Offerings in Related Areas

Although the French and Francophone Studies Department requires that all students take a prescribed number of French courses each semester, interdisciplinarity is encouraged whenever appropriate. However, students must demonstrate to their advisors that courses outside the Department will make a substantial contribution to their area of specialization. In some specializations, some of the related areas are specified in the program description.

NUMBER OF CREDITS AND COURSE REGISTRATION

Credits for Graduate Students with Teaching Assistantships

To maintain full student status, Teaching Assistants must register for a minimum of 9 credits per semester and may take as many as 12 credits. Credits taken for audit are not counted into the minimum, but are counted into the maximum number of credits allowed per semester. Students who wish to take more than 12 credits must be granted an exception on an individual basis by the advisor (with the concurrence of the Director of Graduate Studies) and the Graduate School.

During each semester in which students hold a Teaching Assistantship the department usually enrolls them in French 602 for variable credit depending on the number of sections they are teaching during the given semester. Registration in this course involves weekly meetings with the course coordinator for further teacher development and exam preparation. A grade is given to each student for this course. French 602 credits are not counted in the number of credits required for a graduate degree.

Credits for Graduate Students without Teaching Assistantships

To maintain full student status, graduate students must register for a minimum of 9 credits per semester and may register for as many as 15 credits. Students who wish to take more than 15 credits must be granted an exception on an individual basis through the Office of Graduate Student Programs in Kern Building.

Course Registration

Except for students new to the Department, it is advisable that students register in advance for courses during the "Advance Registration Period" of the preceding semester. Failure to do so may result in one of the following consequences: (1) the course may be closed and the student may not be able to take it; (2) the course may be cancelled due to insufficient enrollment.

In general, students should select French graduate courses numbered 500 and 600. However, the Department permits the use of 6 credits of courses numbered 400 to 499. The decision to take a 400-level course should be made in consultation with the adviser. A 400-level course cannot substitute for a 500-level course on the same topic.

Students who have held a Teaching Assistantship during the two previous, consecutive semesters are given a tuition waiver for 9 credits during the Summer Session. Students are expected to pay tuition for any credits beyond the 9 covered by the tuition waiver.

Course Waivers

A skills course (e.g., FR 581) may be waived for students who have successfully passed an equivalent course at another university. A waiver of this kind requires the consent of (1) the person teaching the course, (2) the student's advisor, and (3) the Department Head. In such a case only the course requirement is waived; the credits must be made up by substituting another course.

In cases where a student can demonstrate successful completion elsewhere of a course with essentially the same content as one required for a graduate degree program in the French and Francophone Studies Department, the credits may be waived provided the following conditions apply. For M.A. candidates, the course must represent credits earned beyond the baccalaureate degree. For Ph.D. candidates, the course must represent credits earned beyond the M.A. degree. All

such waivers require the consent of the student's advisor, Director of Graduate Studies, and the Department Head.

GRADING SYSTEM

The Graduate School Bulletin mandates the following policies:

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment.

The following grading system is in effect: any one of nine quality grades (A, A-, B+, B, B-, C+, C, D, F) may be given a graduate student for course work. Cumulative grade point averages are calculated on a 4.0 scale.

At the 400, 500, and 600 levels, grades of A, A-, B+, B, B-, C+, and C denote graduate credit, whereas D and F are failing grades for graduate students, D being the normal failing grade. A grade of C indicates doubt, in the judgment of the instructor, of the student's potential for further graduate study.

A minimum grade-point average of 3.4 for work done at the University is required for all graduate degrees.

Unsatisfactory Scholarship

A graduate student who fails to maintain satisfactory scholarship (3.4 GPA) or to make acceptable progress toward degree completion may be terminated from the graduate program. Receiving a C grade for a final research paper (regardless of the course grade) is considered a serious academic warning and should be addressed immediately with the student's advisor and the director of graduate studies.

Deferred Grades

If work is incomplete at the end of a semester because of circumstances beyond the student's control, or if very little work remains to be done, the instructor may report DF (deferred) in place of a grade. It is not appropriate to use the DF either casually or routinely to extend a course beyond the end of the semester or to extend a course for a student who is failing so that the individual can do extra work to improve the grade. The DF must be removed (i.e., the course must be completed) within nine weeks of the beginning of the subsequent semester (not counting summer), with three possible exceptions: (a) a completion deadline longer than nine weeks may have been previously agreed upon by the instructor and student, with a memo on the agreement having been sent to the Office of Graduate Programs (114 Kern Graduate Building) for inclusion in the student's file; (b) as the 9-week deadline nears, it may become evident that an extension is warranted; or (c) if the student is enrolled in the Summer Session, the deadline for removal of deferred grades from the spring semester is six weeks after the beginning of the Summer Session. The instructor then sends a request for extension (to a specified date) to the Dean in the Office of Graduate Programs, with a justifying statement. If the course is not completed or the instructor does not submit a quality grade for completed work, the graduate recorder automatically records a failing grade.

No deferred or missing grade may remain on the record at those times when a student reaches an academic benchmark. Benchmarks include completion of a Master's program, the doctoral candidacy and comprehensive exams, and the final oral defense. Graduate programs may add additional benchmarks.

There are only three circumstances under which a course grade, once assigned, can be changed: (1) if there was a calculating or recording error on the instructor's part in the original grade assignment (Senate Policy 48-30); (2) if it is a course for which an R grade has been approved and in which an initial R can be assigned and changed later to a quality grade; (3) if, as discussed above, a DF was assigned and the deadline for course completion has not yet passed.

"R" Designation

In the case of thesis work, either in progress or completed, and in certain courses (e.g., 590, 594, 595, 596, 597, 600, 601, and a few others) approved by the Graduate Council, the instructor may report the symbol R in place of a grade. An R does not influence the grade-point average. It indicates that the student has devoted adequate effort to the work scheduled but gives no indication of its quality. The symbol may be used, for instance, in courses that are officially designed to extend over more than one semester or in courses for which a quality grade is inappropriate. An R in an approved course need not be changed later to a quality grade, but may be changed if the instructor deems it appropriate when the course work has been completed. Normally, a quality grade must be reported no later than the end of the following semester.

GRADUATE STUDENT RESPONSIBILITIES AND PRIVILEGES

RESPONSIBILITIES

1. It is the responsibility of graduate students to remain informed about departmental and Graduate School policies and procedures. All such policies have been clearly formulated in this [Handbook](#) and more extensively in the Graduate School [Bulletin](#). Failure to read pertinent information or to obtain it from appropriate sources may result in serious delays in progress toward the degree.
2. It is the responsibility of students to strike a reasonable and manageable balance between teaching responsibilities and academic work. It is best to determine early in one's graduate career how much time should be devoted to both sets of responsibilities in order to accomplish them both successfully.
3. It is the responsibility of students to seek out their advisors, understanding that faculty members are not necessarily always available when students find it convenient. Faculty members are engaged in teaching, research, committee work (departmental, College, University), advising, departmental administrative duties, and a variety of consulting activities. They must often juggle complex schedules that allow for little flexibility. However, every faculty member has posted office hours. Students should take advantage of these hours to have frequent discussions with their advisors.
4. It is the responsibility of Teaching Assistants to fulfill all of the terms of their employment contracts in a professional manner. For specific information on teaching responsibilities, please see the [Handbook for Teaching Assistants](#).
5. Most important, it is the responsibility of students to engage in their academic work in a manner consistent with the scholarly goals set forth by the Department and with the more tangible goal of completing the degree requirements in a timely fashion through work of high quality. Students should not define academic work as merely the material assigned in courses but should also supplement their learning through independent research in the library and by attending lectures given by faculty and visitors. And finally, engaging in informal conversations with colleagues and faculty as well as with students in small groups goes a long way in furthering the learning process.

RIGHTS AND PRIVILEGES

1. Students can expect that, although any programmatic modifications cannot be applied retroactively, they always have the choice of entering the modified program. Policies and procedures in place at the time of admission to the program will continue to apply to them through the end of their program. However, interrupted study is likely to result in the application of the new policies at the point of re-entry (with the exception of participation in Penn State international exchange programs).
2. Students can expect faculty to react substantively and in depth to written and oral work presented in courses. They should feel free to discuss their work in separate meetings with instructors in order to get corrective feedback and constructive criticism.
3. Students have the right to evaluate each faculty member at the end of each course, using both the standardized University evaluation form and the departmental qualitative form.
4. Students, either individually or through the FFGO, should feel free to raise issues and make suggestions to the Director of Graduate Studies and to individual faculty members.

THE FRENCH AND FRANCOPHONE STUDIES GRADUATE FACULTY

The list below includes graduate faculty members at University Park. It is in the interest of graduate students to make contact with all faculty members whose field coincides with their own area of study. For more detailed information on each faculty member, consult the Department web site.

J.-Marc Authier, Professor of French and Applied Linguistics (Southern California): Grammatical theory and French linguistics.

Jennifer Boittin, Associate Professor of French, Francophone Studies, and History (Yale): Contemporary French Civilization; French Colonial; Immigration.

Christine Clark-Evans, Associate Professor of French and Women's Studies (Bryn Mawr): 16th-century French poetry and rhetoric; 18th-century French literature; Diderot studies.

Kathryn M. Grossman, Professor of French (Yale): 19th-century French literature and novel; utopian studies; Hugo studies.

Emmanuel Bruno Jean-Francois, Assistant Professor of French and Francophone Studies (Mauritius): 20th and 21st century Francophone and postcolonial literatures; Indian Ocean studies; cultural and ethnic studies.

Heather McCoy, Senior Lecturer of French (Brown): Second Language Acquisition and Cinema; 20th- century French culture.

Bénédicte Monicat, Professor of French and Women's Studies (Maryland): 19th-century French literature; travel literature; women's studies.

Lisa A. Reed, Associate Professor of French and Linguistics (Ottawa): Syntax; semantics; Canadian French.

Tracy Rutler, Assistant Professor of French and Francophone Studies and Women's, Gender and Sexuality Studies (Minnesota): Early Modern French literature; the 18th-century novel; women, gender, and sexuality studies; memory studies; political theory.

Willa Z. Silverman, Professor of French and Jewish Studies (NYU): 19th- and 20th-century French culture, society, and politics; history and literature; French women writers 1870-1914.

Jean-Claude Vuillemin, Professor of French (Michigan State): 17th-Century French Literature and Philosophy; Post-structuralism and Reception theories; Baroque Aesthetics; Semiotics of Drama and Theater Theory; Intellectual History.

Monique Yaari, Professor of French (Cincinnati): 20th-century French literature and culture; interarts discourse; semiotics; irony.

USEFUL ADDRESSES AND TELEPHONE NUMBERS

AU SECOURS!

The administrative assistant and staff assistants in the French and Francophone Studies Department Office are extremely knowledgeable and resourceful people who have a great deal of information at their disposal. Students who need information of various kinds should feel free to consult them.

Central Penn State Information (for campus addresses and telephone numbers)
814-865-4700

Department of French and Francophone Studies
237 Burrowes Building
The Pennsylvania State University
University Park, PA 16802
814-865-1492

Media and Technical Support (to reserve AV equipment for classroom use)
26 Willard Building
The Pennsylvania State University
University Park, PA 16802
814-865-5400

Computer Support (to report problems with computer or printer)
<http://techsupport.ls.psu.edu>
814-865-3412

The Graduate School Admissions Office
114 Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-1795

The Graduate School Thesis Office
115 Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-5448

Graduate Student Association
111B Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-4211

Housing Assignment Office (for information about on-campus housing)
101 Shields Building
The Pennsylvania State University
University Park, PA 16802
814-865-7501

University Office of Global Programs
Directorate of International Student Advising
410 Boucke Building
The Pennsylvania State University
University Park, PA 16802
814-865-7681 or 814-865-7681
Email: issadvisor@ip.psu.edu

Student Insurance Office
University Health Services
Student Affairs
208 Boucke Building
University Park, PA 16802
814-865-7467
www.sa.psu.edu/uhs/basics/insurance.cfm

Office of Student Aid (for loans, part-time jobs, work-study funds)
314 Shields Building
The Pennsylvania State University
University Park, PA 16802
814-865-6301

American Association of Teachers of French (AATF)
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510
618-453-5731
Fax: 618-453-5733
E-mail: abrate@siu.edu

The Modern Language Association of America (MLA)
10 Astor Place
New York, NY 10003-6981
212-614-6382
Fax: 212-477-9863

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830
Fax: 914-963-1275
headquarters@actfl.org

Career Services
111 Bank of America Career Services Bldg.
814-865 2377

APPENDIX A

Forms: M.A. Degree Program

1. M.A. Reading List – Requirement for Civilization and Literature
2. M.A. Foreign Language Requirement
3. Report of Completed Master's Paper

M.A. READING LIST

REQUIREMENT FOR CIVILIZATION AND LITERATURE

Moyen Age

La Chanson de Roland (c. 1100) : laisses sur la mort de Roland

Le Roman de la Rose : Guillaume de Lorris (c. 1237) : les scènes du jardin

François Villon, *Ballade des dames du temps jadis* (1533)

Christine de Pisan, *La Cité des Dames* (Livre I, part 1)

Marie de France, *Lanval* (c. 1170-1215)

XVI^e siècle

François Rabelais, *Gargantua* (1534) : « Prologue » + « Abbaye de Thélème »

Joachim du Bellay, *Défense et illustration de la langue française* (1549)

Marguerite de Navarre, *L'Heptaméron*, 1^{er} prologue + 1^{ère} Journée, 4, 6, 7, 8 + 8^e Journée, 72 (1558)

Louise Labé, « Si jamais il y eut plus clairvoyant qu'Ulysse » ; « Depuis qu'Amour cruel empoisonna » ; « Je vis, je meurs : je me brûle et me noie » ; « Ô doux regards, ô yeux pleins de beauté » ; « Baise m'encor, rebaise-moi et baise »

Pierre de Ronsard, « Comme on voit sur la branche, au mois de mai la rose » ; « Quand vous serez bien vieille » ; « Mignonne, allons voir si la rose »

Michel de Montaigne : *Essais* (1588-1595) (sélection) : « Aux Lecteurs » ; « De la force de l'imagination » (I, 21) ; « Des cannibales » (I, 31) ; « Des livres » (II, 10) ; « Du repentir », (III, 2) ; « Des boiteux » (III, 11) ; « De l'expérience » (III, 13), in P. Villey et V.-L. Saulnier, éd., *Michel de Montaigne, Les Essais*, Paris, PUF., coll. « Quadrige », 2004.

Agrippa d'Aubigné, *Les Tragiques* (1616): "Misères," v. 55-110; "Les Fers", v. 765-954.

XVII^e siècle

Pierre Corneille, *L'Illusion comique* (texte de 1635)

René Descartes, *Le Discours de la méthode* (1637)

Bossuet, Jacques-Bénigne. *Sermon sur la Mort* (1662)

Blaise Pascal, *Pensées* (1670). Fragments : 33 « Misère » ; 50, 55, 56, 70, 74, 78 (*Imagination*), 85 « Vanité » ; 94, 100 « Misère » ; 146 « Grandeur » ; 153, 163 « Contrariétés » ; 168, 169, 170, 171, 515 « Divertissement » ; 230, 231, 232, 233 (disproportion de l'homme) ; 680 (pari), in G. Ferreyrolles et Ph. Sellier, éd., Paris, Librairie Générale Française, 2004.

Jean Racine, *Phèdre* (1677), in G. Forestier, éd., Paris, Gallimard, coll. « Pléiade », 1999.

Mme de La Fayette, *La Princesse de Clèves* (1678)

Mme de Scudéry, « La tyrannie de l'usage », in *Conversations morales* (1676)

XVIII^e siècle

Montesquieu, *Lettres Persanes* (1721) (Lettres 2, 7, 19, 24, 26, 29, 36, 62, 161)

Marivaux, *Le jeu de l'amour et du hasard* (1730)

Graffigny, *Lettres d'une Péruvienne* (1752)

Jean-Jacques Rousseau, *Du Contrat social* (1762)

Voltaire, *Dictionnaire philosophique* (« Intolérance ») (1763)

Diderot, *Le Rêve de d'Alembert* (1769)

Diderot and d'Alembert, *Encyclopédie*, « Discours préliminaire » (1751)

Évariste de Parny, *Les Chansons madécasses* (1787) (Chansons III « Quel imprudent ose appeler », V « Méfiez-vous des blancs », IX « Une mère traînait sur le rivage »)

Olympe de Gouges, *Déclaration des droits de la femme et de la citoyenne* (1791)

Un Enfant d'Haïti, « La Nature infiniment sage » (1804)

Juste Chanlatte, « Quels apprêts ? Quels moments ? » (1805)

XIX^e siècle

Chateaubriand, *René* (1802)

Claire de Duras, *Ourika* (1824)

Victor Hugo, « Préface de *Cromwell* » (1827) ; « Demain, dès l'aube » (1856)

Eugène Delacroix, « La mort de Sardanapale » (1827)

George Sand, *Indiana* (1832)

Gustave Flaubert, *Madame Bovary* (1857)

Charles Baudelaire, « Correspondances » ; « L'invitation au voyage » ; « Chant d'automne » ;
« Spleen : Quand le ciel bas et lourd... », in *Les Fleurs du mal* (1857) ; *Le Peintre de la vie
moderne* (1863).

Arthur Rimbaud, « Le bateau ivre » (1871)

Joris-Karl Huysmans, *A Rebours* (1884)

Émile Zola, *L'œuvre* (1886)

XX^e siècle

André Gide, *L'Immoraliste* (1902)

Eugène Atget, « La Zone : Intérieur d'un chiffonnier. Boulevard Masséna (13^e
arrondissement) (1912) : <http://expositions.bnf.fr/atget/grand/344.htm>

Marcel Proust, *Du côté de chez Swann*, « Combray » (1913)

Guillaume Apollinaire, *Les Mamelles de Tirésias* (1917)

« Ne visitez pas l'exposition Coloniale » par le Collectif des douze surréalistes (1931)

Simone de Beauvoir, *Le Deuxième sexe* (1949)

Claude Lévi-Strauss, *Tristes Tropiques* (1955)

Frantz Fanon, « Sur la culture nationale » (1961)

Ahmadou Kourouma, *Les Soleils des indépendances* (1968)

Aimé Césaire, *Une tempête* (1969), « Discours sur le colonialisme » (1950)

Ousmane Sembène, *Xala* (1975)

Georges Perec, *W ou le souvenir d'enfance* (1975)

Assia Djebar, *Femmes d'Alger dans leur appartement* (1980)

Pierre Michon, « Vie des frères Bakroot » et « Vie du père Foucault », in *Vies minuscules* (1984)

Claire Denis, *Chocolat* (1988)

Mathieu Kassovitz, *La Haine* (1995)

Édouard Glissant, *Introduction à une poétique du divers* (1996)

Yasmina Reza, *Art* (1997)

Laurent Valère, « Cap 110 : Mémorial de l'Anse Cafard, Martinique » (1998) :

https://www.rendeznousvisite.com/visites_virtuelles/martinique/diamant/2015/cap110/

XXI^e siècle

Joël Pommerat, *Je tremble (1)* (2007)

Ananda Devi, *Ève de ses décombres* (2006)

Alain Mabanckou, *Black Bazar* (2009)

Marie N'Diaye, *Trois femmes puissantes* (2009)

Virginie Despentes, *Apocalypse bébé* (2010)

Pascal Quignard, *Les Désarçonnés* (2012)

Patrick Modiano, *Pour que tu ne te perdes pas dans le quartier* (2014)

Laurent Bidet, *La septième fonction du langage* (2015)

DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES

M.A. Foreign Language Requirement

Date:

To: Graduate Staff Assistant

This is to confirm that _____,

ID# _____ a candidate for the Master's Degree in French, has fulfilled the French Department's language requirement.

The second foreign language is _____. The requirement was fulfilled through:

Courses: _____

Exam(s): _____

Native Language (Other than English or French): _____

Signature of Advisor: _____

DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES

REPORT OF MASTER'S PAPER

Student Name _____

Student Number _____ Degree _____ Semester _____

Title of Paper: _____

Name of advisor _____

The student mentioned above successfully submitted his/her master's paper on _____
(Date)

Signature of Advisor date

APPENDIX B

Forms: Ph.D. Program

1. Ph.D. Foreign Language Requirements
2. Graduate School's Ph.D. English Competency Requirement
3. Ph.D. Thesis Proposal Submission Form
4. Ph.D. Thesis Proposal Approval Form
5. Proposal for Graduate-level Independent Study Courses (FR 596)
6. Graduate Teaching Intern Contract

DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES

Ph.D. Foreign Language Requirements

This is to confirm that _____, ID# , _____
a candidate for the Ph.D. Degree in French, has fulfilled the French Department's
language and communication requirements.

Foreign Languages:

1. _____ 2. _____

The requirement was fulfilled by means of:

Courses: _____

Exam:

Native Language (Other than English or French): _____

Signature of Advisor: _____

DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES

Ph.D. Thesis Proposal Submission Form

Name of Student _____

Dissertation Topic _____

Committee members are asked to focus on the content rather than the style of the proposal. It is understood that the dissertation itself will undergo extensive stylistic editing.

_____ I approve the dissertation proposal in its present form.

_____ I would prefer to see the following modifications in the proposal.
(see general comments below and/or specific comments in margins of proposal)

Signature of Committee Member

Please send this form back to the chair of this student's committee. Thanks.

DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES

Ph.D. Thesis Proposal Approval Form

Date:

To: Graduate Staff Assistant

The following student's Ph.D. thesis proposal has been approved.

Name of student _____ Student Number _____

Dissertation Topic _____

Comprehensive Exam Committee Members:

Committee Chair (s) _____

Thesis Advisor (s) _____

Outside Member _____, Dept. _____

Special Member _____

Note: If a special member is serving on this committee, please attach a copy of their CV, along with a letter indicating reason for serving on the committee (unless previously submitted).

Signature of Committee Chair

Proposal for Graduate-level Independent Study Courses (FR 596)

Name of Student _____

Name of Advisor _____

Name of Instructor Offering Course _____

Semester/Year _____ No. of Credits _____

Topic of Course: _____

In order for the topic to appear on a student's transcript, the faculty member must formally list the name of the course with the department staff assistant, who will then process the appropriate forms with the Associate Dean's Office.

Justification for Taking an Independent Study Course:

Brief Description of Course:

Signatures

Student: _____ Date: _____

Instructor: _____ Date: _____

Advisor: _____ Date: _____

Head: _____ Date: _____

Copy: Student File

Department of French and Francophone Studies

Graduate Teaching Intern Contract – FR596

Date: : _____

Graduate Student: _____

Registering for Special Title Course: FR596 Semester: ____ Credits: ____

Title (not to exceed 18 characters including spaces):

Course to Assist: FR _____

Professor: : _____

We agree that the intern will be responsible for the following duties. Please check all the appropriate tasks and specify the number of hours per **semester** that each task entails. Please note: the total hours listed below does **not include** presence in class and teaching hours. Thus for 1 credit, the total listed below should come to 30 hours/semester; for 2 credits, the total listed below should come to 60 hours/semester; for 3 credits, the total listed below should come to 120 hours/semester.

- | | | |
|--------------------------|---|-----------|
| <input type="checkbox"/> | Library or database searching | ___ hours |
| <input type="checkbox"/> | Lesson and/or activity design | ___ hours |
| <input type="checkbox"/> | Technology enhancements | ___ hours |
| <input type="checkbox"/> | Assessment design (undergrad course only) | ___ hours |
| <input type="checkbox"/> | Other | ___ hours |

Specify these duties:

Attending and contributing to class

Total hours **per semester** _____ hours

We agree that the intern will teach the course for: _____ credit hours this semester. One credit hour = 50 minutes.

	Not less than:	No more than:
1 credit internship	1 hour	2 hours
2 credit internship	2 hours	4 hours
3 credit internship	5 hours	6 hours

Based on the above work and teaching requirements, we agree that the intern will register for:

- 1 credit (1-2 credit hours teaching, ≈ 30 hours of tasks)
- 2 credits (2-4 credit hours teaching, ≈ 60 hours of tasks)
- 3 credits (5-6 credit hours teaching, ≈ 120 hours of tasks)

In accord with departmental guidelines for graduate teaching internships, we agree that the intern will not be required to attend more than one credit hour of class, on average, per week, that the intern will not be required to perform clerical duties such as typing or photocopying, and that the intern will not be asked to grade. We agree that whenever possible the professor will be in attendance when the intern is teaching the course, that the professor will assess the student's performance as an intern and teacher at the conclusion of the semester, and that upon request the professor will provide the student with a written performance evaluation.

Signatures:

Professor: _____

Student: _____

Advisor: _____

Department Head: _____