

The Graduate Program in French



***Information for Incoming Students
Fall 2016***

THE GRADUATE PROGRAM IN FRENCH
INFORMATION FOR INCOMING STUDENTS

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THE GRADUATE PROGRAM IN FRENCH INFORMATION FOR INCOMING STUDENTS

I. ABOUT THE PROGRAM

The graduate program in French, one of several in the Department of Romance Languages and Literatures, offers students outstanding opportunities to work in the French and Francophone literary and cultural traditions, alone or in combination, leading to the Doctor of Philosophy Degree. After the first two years of graduate study, students receive practical training in teaching both language and literature courses. (See Section VII of this document.)

The French literature faculty is committed to interdisciplinary work, including philology, history, philosophy, psychoanalysis, film studies, literary theory, and literary history. Students are encouraged to situate literature in the broad context of cultural productions, ranging from the canonical to alternative modes. Graduate students in the French program are required to take at least two full years of course work, demonstrate solid competence in French (through additional language and translation study when necessary), and take at least one literature course in an additional modern language (see IV: Requirements). Each graduate student takes a first-year exam allowing the section faculty to evaluate progress toward the doctorate and advise the student on future course work and emphases. Each student takes the Ph.D. General Exam, covering all periods of French literature.

Within this required framework, the Harvard program offers students the freedom to work in a range of periods, genres, and theoretical emphases, and to formulate their individual study programs with the help of their advisors, around their specific interests. While students take courses chiefly with members of the Department, they may also participate in courses and seminars with faculty working in related areas in the Departments of Comparative Literature, History, Fine Arts, Visual and Environmental Studies, Studies of Women, Gender, and Sexuality Philosophy, Political Science, Sociology, and others.

The normal period of time for completion of the Ph.D. is about seven years, five of which are fully funded through standard financial aid from the Graduate School of Arts and Sciences, with any additional years funded through teaching, loans, or competitive grants. Starting in 2013, students receive as part of their financial aid package an additional year of tuition and health fees. At some point in the program, most students have the opportunity to spend time abroad.

II. FACILITIES AT HARVARD

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

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

Dudley House, located near Boylston Hall, is the central gathering place on campus for graduate students. It sponsors many cultural and artistic events specifically for them. It also offers an opportunity to participate in intramural sports. Dudley House is part of the House system, where most of Harvard's undergraduates live. The houses provide opportunities for graduate students as resident and non-resident tutors. Harvard University Information Technology (HUIT) offers services such as data recovery, troubleshooting, and discount prices on selected laptops and printers, and similar products.

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

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

Master of Arts

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

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

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

General Requirements for the A.M. Degree

1. Proficiency in the oral and written use of the French language, to be demonstrated either by examination upon entrance or by performance in course work during the period of residence.
2. One year's residence at Harvard and a program of eight courses, to include three 200-level half-courses, one of which must be designated as a seminar.
3. Sound knowledge of the major aspects of French literature, to be tested by examination at the end of the first year of study.

Doctor of Philosophy

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

The 16 required half-courses must include:

- A. One half course designated as a graduate Proseminar
- B. Fulfillment of the language requirement.
Knowledge of more than one Romance literature and culture is an invaluable tool for research and teaching in the Romance languages and literatures. The following requirements go into effect for students who began the program in fall, 2015.
 1. Two half-courses entailing advanced literary study of one or more Romance

languages (other than the language of specialization), or Latin. If these courses are taught in English, primary readings should be done in the language under study. (Language courses or equivalent study are prerequisite to the required half-courses, but do not receive credit toward the graduate language requirement.)

2. Students must complete this requirement before taking the Ph.D. General Examination.

3. Specific requirements by specialty or section

N.B.: These guidelines affect the choice of the two half-courses stipulated in the section above. They do not increase the number of required courses for any specialty.

- Students specializing in medieval and/or early modern studies take one half-course in Latin literature at a level beyond the year-long introductory language course.
 - The Students specializing in modern and contemporary studies may take the two half-courses in one or two languages.
4. Substitutions and credit for previous work
- Students may request substitutions of other European or world languages dictated by their field of research.
 - Students may request graduate language requirement credit for course work done at another university or equivalent study done prior to arrival at Harvard.
 - Romance Studies courses taught by members of a section other than that of the student's specialization, and in which primary readings are done in the language or languages presented for the graduate language requirement, may be proposed for credit toward the language requirement. In Romance Studies courses co-taught by a faculty member of the student's home section, but in which half of the primary materials are read in languages outside the field of specialization, the course may count as half of a half-course; two such courses count as one half-course.

C. Romance Studies 201. RS 201, offered yearly, is a required seminar on approaches to literary and cultural theory specifically designed for all the graduate students in RLL. RS 201 is taught collaboratively among the faculty in RLL. This course offers students an opportunity to discuss literary theory through a range of readings and perspectives, to get to know the faculty of the department, and to learn from their approaches to the study of literature.

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

D. The passing of a Ph.D. General Examination (see Examinations, next page), which should be taken no later than the end of the third year of graduate studies.

- E. Training and experience in teaching is strongly encouraged in order to prepare students for a competitive academic job market. Supplementing their classroom experience, new Teaching Fellows take Romance Languages 200 and attend a practicum on teaching techniques; RL 200 does not count as one of the 16 required half-courses.
- F. A dissertation on a subject of the student's choosing in consultation with the advisor and dissertation committee, to be defended prior to receipt of the PhD.

Specific Requirements for the Ph.D. in French

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

IV. EXAMINATIONS

First-year exam

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

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

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

Ph.D. General Examination

The Ph.D. General Examination tests ability to speak and write with confidence and clarity about some aspects of all periods of French literature from the Middle Ages to the present, including francophone literature for those students who entered the program in 2010 or later. The examination consists of a three-hour oral examination, conducted in French, followed by an evaluation, with all members of the French faculty in residence. A written examination is scheduled after successful completion of the oral. The three-hour written examination consists of essay questions, tailored to the perceived weaknesses and strengths demonstrated in the oral. The essays are normally written in French.

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

Since no one can be expected to discuss every aspect of all periods, it is up to each student to compose his or her own reading lists for this examination, with an emphasis on those areas of strongest interest. The "specialty" lists should number about 20 texts; all other lists should number about ten. Students are asked to choose two theoretically-informed themes and write a position paper, 4 to 6 pages, on each. This should be done well in advance—at least one full semester before the exam is to be taken. Students should involve faculty and consult with them frequently on readings and the constitution of each list. They should consult with all the members of the section, even if they will be on leave at the time of the examination. (It is common practice for faculty on leave to e-mail questions for presentation at the oral by the chair of the exam.) It is not always possible to predict schedules of leaves or examinations. In some cases it will be necessary to consult only one faculty member for a given period; in others where more than one faculty member specializes in a period, the student must confer with both faculty members in drawing up the list. **Final versions of all reading lists must be submitted to the graduate coordinator one month prior to the exam. After submission, they may not be changed.** You may consult samples of recent reading lists and theme descriptions in the appendix of this booklet.

Additional Guidelines: Students often ask about their specific interests and "general coverage" of the canon in each century with each departmental faculty member. With faculty help in making judicious choices, students should be able both to focus on issues that interest them and to acquire a broad background. Each list should stress the two chosen themes and an area of specialization. Each position paper should indicate a theoretical framework within which the student will explore this particular theme. The definition of themes is left up to the student in consultation with faculty members. These themes will shape the lists in all the periods (balanced against the "general coverage" criterion). As for the period of specialization, it should be the one (or two) on which the student plans to write the dissertation.

V. ADVISING AND THE DISSERTATION

Upon enrollment, first-year graduate students are assigned advisors in accordance with their interests and faculty availability. They discuss their proposed program with their advisors at the beginning of each semester and obtain official signature where needed. Before the spring break, all first-years will fill out the First-Year Review Questionnaire, located at the end of this document, indicating courses taken and areas of interest. The first-year exam chair becomes the advisor until the student chooses the dissertation director.

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

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

The dissertation: Within six weeks (at the latest) following official receipt of a satisfactory grade on the general examination, the student must choose a dissertation director; together they select a committee to supervise the research and writing of the dissertation. The committee, chaired by the dissertation director, is made up of three (exceptionally four) faculty members. Ordinarily, two members of the committee represent the principle language and field; a third may come from another language or discipline. Two of the committee members *must* be members of the Faculty of Arts and Sciences at Harvard.

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

The dissertation may be written in English or in French. The final manuscript must

conform to the requirements described in the on-line booklet, *The Form of the Doctoral Dissertation*, available at the GSAS web site.

The dissertation defense

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

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

All candidates must defend their dissertations at least **ten days** before the approved version is due at the registrar. After the candidate has handed in his or her completed final draft, the Graduate Coordinator will schedule the defense. Holding the defense in advance of submitting the approved and final version will not jeopardize degree candidacy. Rather, it will allow for fine-tuning and presentation of the candidate’s very best work to the University Archive.

VI. TEACHING OPPORTUNITIES

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

courses on literature that have weekly discussion sections in addition to the lectures. The TF leads the discussion with a small group of undergraduates and grades their papers and examinations. TFs have regular meetings with the professor in charge of the course to discuss teaching, grading and any problems they may have; the professor normally visits each discussion section once a semester.

Teaching contracts are offered in the spring for the following year. The Director of Language Programs is in charge of assigning teaching duties in the department and offers contracts. Teaching Fellows for literature courses are selected by the faculty member in charge of the course. Students should contact the faculty members for whom they wish to work as a TF in a literature course one or two terms in advance.

Tutorial Board

Each year, eligible post-graduates graduate students are encouraged to apply for positions on the Romance Languages and Literatures Tutorial Board. There are two types of tutorials which graduate students may conduct. Junior tutorials consist of preparing a student to write a 20-25 page research paper in French, either as part of a 100-level course taught by a Faculty member or, in rare cases, a one-on-one course. In senior tutorials, a graduate student serves as the assistant tutor to a Faculty member advising a senior honors thesis. For further information on tutorials, please contact Cathy Downey, Undergraduate Program Coordinator.

VII. OPPORTUNITIES FOR STUDY, RESEARCH, AND WORK ABROAD

The Department offers a number of opportunities for research and study abroad, as well as information for students seeking outside fellowship support at the dissertation stage.

Three graduate students per year may go to the Ecole Normale Supérieure in Paris (rue d'Ulm) as *pensionnaires étrangers*, a status giving them housing and inclusion in the rue d'Ulm intellectual community. Two of these students receive a fellowship of \$12,500. The third student may be eligible for a "half-grant" of \$6250.

Full scholarship support is awarded to one student each year for summer study at the Institut d'Etudes Françaises at Avignon (the Bryn Mawr Program).

Additional funds may be available, in small grants for specific summer research projects, in France or Francophone countries. (Consult the Fellowships Office and the Office for Career Services. Also consult the Director of Language Programs).

In addition to the above departmental opportunities, the Faculty of Arts and Sciences at Harvard offers a number of internal competitive fellowships for advanced graduate students, including the ENS and Tower Fellowships, the Lurcy Fellowship for dissertation research in France, a Merit Fellowship for fourth- or fifth- year students of outstanding achievement, and Kennedy and Sheldon Teaching Fellowships. Recent years have seen a considerable increase in GSAS funding available to students both at the pre-dissertation and dissertation writing stages of their graduate careers. Other possible fellowship resources for dissertation research include Fulbright Fellowships, Bourses Chateaubriand, AAUW Fellowships, Gilbert Chinard Scholarships, Getty Grant Programs,

Phi Beta Kappa's Mary Isabel Sibley Fellowships, National Women's Studies Association Graduate Scholarships, and the Center for European Studies. The GSAS Director of Fellowships can offer advice to help students with fellowship applications. Students should always confer with their advisors when applying for funds.

VIII. JOB PLACEMENT

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

The application process is facilitated by frequent consultations with the dissertation director, the DGS, and with the Office of Career Services (OCS). OCS helps students set up a dossier (which contains recommendation letters and a copy of the CV), and gives general advice; the dissertation director will help in drafting letters of application, as well as other matters relating specifically to the candidate's work and area of specialization. A few weeks prior to the Convention, the Graduate Coordinator will schedule mock interviews with small groups of faculty to prepare candidates for the real thing.

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

APPENDIX

TIMELINE TO THE DOCTORATE

Year One: AM Requirements, First-Year Exam

Upon enrollment, first-year graduate students are assigned an advisor suited to their stated research interests.

Students ordinarily complete the eight courses needed for the Master's Degree, as well as the Latin (or other language) requirement as described in the **GSAS Handbook**.

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

Some students choose to take Latin or another required language at Harvard or elsewhere during the summer. (Students may also take an undergraduate language course in preparation for their literature course in a second Romance Language.) Funding for both is available through fellowship competition.

Students may apply for the Harvard Master's Degree following their first-year exam, provided they have completed their eight courses and the Latin or other language requirement. (*Note:* Credits from other institutions cannot be counted among the eight courses for the Master's Degree.)

Year Two: Finishing Required Courses, Planning Ahead to Generals

Students in their second year complete their remaining Ph.D. course requirements. During this time, students and their advisors should begin thinking ahead to the general exam, which must be completed by May of the third year.

Year Three: Teaching and Generals

Provided students have met their AM requirements and are in good standing, they now begin teaching. The load for a beginning Teaching Fellow is one half-course. Students also take linguistics 200, a noncredit course in language pedagogy, during their initial semester of teaching.

With residency requirements met after the first two years of full-time enrollment, students may also travel in order to teach or conduct research abroad through various awards and exchange programs.

Year Three: Generals

General exams must be scheduled, after discussion with the student's advisor, no later than the spring term of the third year.

Year Four: Prospectus, Planning Ahead (Teaching, Fellowships)

After the general exam, students have six months to prepare a dissertation prospectus. (For students taking exams in May, the prospectus is due in November.) During the first month, students are expected to select a dissertation advisor and committee. Over the following five months, the student writes the prospectus and obtains formal approval of it by all members of the committee. The student is now eligible for dissertation research fellowships at Harvard and elsewhere.

Once the prospectus is approved, students must begin submitting at least one chapter yearly. For example, if the prospectus is approved in May of 2016, the first chapter is due by April, 2017.

Year Five: Submission of Chapter Drafts

Tuition and fees for G5 students is paid in full. However, it is still the student's responsibility to secure funding for living expenses. Such funding is available competitively through fellowships, or through teaching or loans. Students should note that while every effort is made to offer sections to deserving Teaching Fellows who are G5 and above who apply for them, teaching assignments beyond the fourth year are not guaranteed.

Years Six and Seven: Writing and Finishing the Dissertation, Considering the Job Market

Dissertation Completion funding is offered to all candidates who are ready to receive it, demonstrated by the submission of two solid chapter drafts to the dissertation committee before the Fellowship application deadline the previous February.

As they enter the completion year, students ordinarily prepare a CV and consider the job market. The Department schedules mock interviews for those involved in an active search.

Once the dissertation is completed and ready for committee approval, candidates must present an oral defense to which all members of the Department are invited, as well as those from other departments and the general public. Upon completion of a successful dissertation defense and delivery of the approved dissertation to the registrar, the candidate is eligible to receive his or her degree.

G7 and Beyond

The Deans of the Graduate School carefully monitor the progress of students in the seventh year of studies and beyond. It is each student's responsibility, especially those registered beyond six years, to communicate frequently with *all* of their committee members, establish a written schedule for completion, to be submitted to the advisor and the graduate coordinator.

G-10 Enrollment Cap

Students who must, due to specific extreme hardships, remain in the program beyond the tenth year are required to petition the Dean's Office for a one-year grace period provided they can show evidence of ongoing academic progress. Should a student in grace fail to complete the dissertation during the allotted time, he or she will be withdrawn from the graduate program. A withdrawn student may apply for readmission once he or she is ready to defend the dissertation.

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES
GRADUATE PROGRAM

FIRST YEAR REVIEW QUESTIONNAIRE

NAME: _____ DATE: _____ SECTION: _____

1. HARVARD GRADUATE COURSES (PLEASE INCLUDE COURSE TITLES)

Fall Term:

Spring Term (in progress):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Course Title	Topics Addressed	Institution
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

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