



THE UNIVERSITY OF  
**CHICAGO**

**DEPARTMENT OF ROMANCE  
LANGUAGES AND LITERATURES**  
Division of the Humanities

# **GRADUATE STUDENT HANDBOOK**



**2023-2024**

*8/10/23*

# TABLE OF CONTENTS

<a href="#">Program-Specific Requirements</a> .....	2
<a href="#">Requirements for PhD in French and Francophone Literature</a> .....	2
<a href="#">Requirements for PhD in Italian Studies</a> .....	9
<a href="#">Requirements for PhD in Hispanic and Luso-Brazilian Studies</a> .....	14
<a href="#">General RLL Policies and Requirements</a> .....	20
<a href="#">University Registration Requirements</a> .....	20
<a href="#">Academic Advising</a> .....	20
<a href="#">Language Proficiency</a> .....	20
<a href="#">Satisfactory Academic Progress</a> .....	21
<a href="#">Pedagogical Training/Teaching Requirements</a> .....	23
<a href="#">The Dissertation</a> .....	25
<a href="#">Financial Aid</a> .....	27
<a href="#">Employment Limit</a> .....	27
<a href="#">Conference Grants/Fellowships</a> .....	27
<a href="#">Other Funding Sources</a> .....	28
<a href="#">Professional Development</a> .....	29
<a href="#">Employment for Student Spouses/Domestic Partners</a> .....	29
<a href="#">2023-24 RLL Graduate Courses</a> .....	30
<a href="#">Department Directory</a> .....	39
<a href="#">PhD Reading List in French</a> .....	51
<a href="#">PhD Reading List in Italian</a> .....	56
<a href="#">PhD Reading List in HLBS</a> .....	59
<a href="#">Department Forms/Documents</a> .....	61
<a href="#">Mentoring Plan</a>	
<a href="#">Pedagogical Training Plan</a>	
<a href="#">Completion of Course Requirements Forms</a>	
<a href="#">Quarterly Progress Report</a>	
<a href="#">Comprehensive Examination Chair Form</a>	
<a href="#">Dissertation Committee Form</a>	

This handbook spells out the requirements specific to the Department of Romance Languages and Literatures (RLL). **You are responsible for knowing its contents.** Please read it carefully and, if you have any questions, ask! Students who have not yet chosen a dissertation director should consult with the relevant graduate adviser on every aspect of course registration, examinations, and all scholarly and practical matters concerning their PhD work. Students at the dissertation phase of their career will primarily be advised by their dissertation director, and may also consult their graduate adviser. Additional important information regarding specific Humanities Division policies and requirements is available on the [division's website](#).

## **PROGRAM-SPECIFIC REQUIREMENTS**

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

The PhD program in French and Francophone Literature provides a rigorous and intellectually supportive setting in which creative, independent students will develop in-depth knowledge of French and Francophone literature and culture, while acquiring expertise in a secondary field that will allow them to undertake interdisciplinary research projects. The French section is defined by its international and collaborative approaches to research and teaching – evidenced, for instance, in the workshops, team-taught courses, and colloquia – in which students participate actively. The French graduate adviser for 2023-24 is Larry Norman.

#### **Coursework**

The PhD requires a total of 18 trimestral courses, as follows:

- 12 in French;
- Four in a secondary field;
- The departmental pedagogy course (RLLT 48800) or another course on foreign language teaching offered by the Chicago Center for Teaching and Learning (CCTL), to be taken in either winter or spring of the second year;
- Professional Academic Writing (RLLT 47000), to be taken during winter quarter of the second year.

At least two courses (of the 18) should be dedicated to critical theory or the history of literary criticism and aesthetics. These may include courses offered not only in RLL, but also in Comparative Literature, English, Gender Studies, Philosophy, Anthropology, or other departments. The 18 required courses must be graduate-level. Two courses (the pedagogy course and Professional Academic Writing) can be taken Pass/Fail, while the other 16 must be taken for a letter grade (B or better). An optional pro-seminar on the job market (RLLT 48000) will be offered for students in year five and beyond.

For their secondary field, students will select one of two tracks: 1) second romance literature; or 2) second discipline or field, such as cinema and media studies (see section below for

requirements specific to this track), philosophy, sociology, gender and sexuality studies (see section below for requirements specific to this track), visual culture, theater and performance, music, political science, history, digital studies (see section below for requirements specific to this track), etc. Where these tracks require more than four courses, the additional courses may be double-counted towards the 12 French required courses, as appropriate (e.g., cross-listed courses in French and cinema). Students who choose theater and performance studies as a secondary field may also consider the [joint degree program with TAPS](#). Courses chosen for the secondary field should be organized, in consultation with the graduate adviser, into a coherent program of study in order to help the student develop a complementary area of expertise. Students should make every effort to take at least one course for a quality grade with each member of the faculty.

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

Students who enter the program without an MA, or with a completed MA from another institution but who did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all required courses and the qualifying paper.

### **Secondary Field Track in Cinema and Media Studies**

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

Five classes in CMS, as follows:

1. CMST 40000. Methods and Issues in Cinema and Media Studies, a graduate-level introduction to research methods, key concepts, and theoretical approaches, using case studies to introduce students to debates and issues in the field.
2. CMST 48500. History of International Cinema I, the first of a two-quarter sequence.
3. CMST 48600. History of International Cinema II, the second of a two-quarter sequence.
4. One upper-level seminar in CMS taught by CMS core faculty; students should consider seminars on film theory or history.
5. One upper-level seminar in CMS taught by CMS core faculty; this seminar may or may not be cross-listed with RLL, in which case writing will be done in French.

### **Secondary Field Track in Gender and Sexuality Studies**

Students opting for Gender and Sexuality Studies as their secondary field should satisfy the [Graduate Certificate in Gender and Sexuality Studies](#) requirements (please submit evidence

to the Center for the Study of Gender and Sexuality Assistant Director for Student Affairs and Curriculum, Bonnie Kanter, [bonniek@uchicago.edu](mailto:bonniek@uchicago.edu)).

### **Secondary Field Track in Digital Studies**

Students opting for Digital Studies as their secondary field should satisfy the [Graduate Certificate in Digital Studies](#) requirements. If you are planning on obtaining this certificate, please inform the Digital Studies program staff at [digitalstudies@uchicago.edu](mailto:digitalstudies@uchicago.edu).

### **Dual Degree Initiative with Institutions in France**

Students may simultaneously pursue PhD studies at the University of Chicago and at a degree-granting institution of higher learning in France, leading to two PhD degrees—one from each of the two institutions. Every student will have an individualized *cotutelle* (joint supervision) agreement that specifies the details of their course of study, academic requirements, and plan/timeline for the completion of the two degrees, which may differ from those outlined in this handbook. Students approved for this initiative pursue a specific course of study depending on their research and professional interests, must satisfy all the requirements of both doctoral programs, and must write and defend a single dissertation that meets the requirements for each degree. For more information, visit the [France Chicago Center website](#).

### **Language Requirements**

Besides competency in English and their language of specialization, students must demonstrate 1) at least a basic command (equivalent to one year of college-level instruction) of a second Romance language, and 2) reading knowledge of a research language (such as Latin, German, Arabic, Haitian Kreyol, or Old French). Both of these languages should be relevant to the student's field of study and will be selected in consultation with the graduate adviser.

The language requirements may be fulfilled in the ways listed below, at the relevant level for each language, by the end of year three. Please note that language courses do not count towards the PhD course requirements.

- Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) in the target language, and receiving a grade of B+ or better;
- Taking a course beyond 20300 with readings in the target language and receiving a grade of B+ or better;
- Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
- Passing a translation exam administered by an RLL faculty member who teaches the target language. (Students studying medieval and/or early modern Latin for the purposes of their research may, with the approval of the graduate adviser, take a Latin translation exam with an RLL faculty member.) In this case, the student will be given a passage of 500-600 words (selected from a text chosen by the student in

consultation with the faculty member who will administer the exam, in the student's area of research) to be translated into English (or an alternative language, with permission of the French graduate adviser and the faculty member administering the exam) within two hours. A dictionary may be used, and students will use a computer to write the exam. Students wishing to take this exam must email, at least three weeks prior to the anticipated date of the examination, the Graduate Affairs Administrator to reserve a room and finalize other logistics.

### **First-Year Exam**

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

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

### **Qualifying Paper**

For the qualifying paper, students will produce (using, if they wish, one or more of their course papers) a substantial piece of work demonstrating their capacity to perform original research. The paper should serve as an intermediate step between a course paper and an article that might plausibly be sent to a journal. Students are not required to publish it immediately, but publication should be the eventual objective. The department's Professional Academic Writing course will help students prepare their paper during winter quarter of their second year.

By the beginning of winter quarter of their second year, students should select a topic and primary reader who may, or may not, be their eventual dissertation director. In addition, students should select a faculty person, if possible from their secondary field, to serve as another reader. The paper may be written either in French or in English, with the language determined in consultation with the primary reader (and as a function of the specifications of the journal targeted by the student). The length should not be predetermined, but set as a function of the journal targeted by the student (again, in consultation with their primary reader).

During their second year in the program, no later than the fifth week of spring quarter, the qualifying paper will be presented and discussed at a colloquium attended by the first



and second readers, and open to all French faculty. The student will be responsible for scheduling the colloquium, and should also announce the date and time of the colloquium to all French faculty in residence. Students should also make their paper available to all French faculty one week in advance of the colloquium.

Papers will receive a grade of Pass, High Pass or Fail, which will be added to their department record but will not appear on their university transcript. Comments provided to the student at the time of the colloquium shall not necessitate revision of the paper for program or departmental purposes, but may be used by the student when preparing the paper for possible publication.

### **Comprehensive Examinations**

The comprehensive exams will be comprised of two parts:

1. An oral exam conducted in French based on two reading lists, compiled by the student in consultation with a faculty member (either the prospective dissertation director or the graduate adviser) chosen by the student to serve as chair of the examination committee. The first list will consist of about 45 texts from different periods, chosen, in consultation with the exam chair and the faculty, from the [French PhD reading list](#). The second list, of about 15 books, should represent the student's field of specialization (defined by period or genre, or according to another criterion established by the student in consultation with the exam chair).
2. A discussion of a syllabus, which may be in French or in English, developed by the student under the direction of their exam chair, and distributed to the faculty (along with the reading lists) at least one week in advance of the exam, that shows the relationship of their work in French to their secondary field. The syllabus may draw on the student's intellectual interests but should also aim to have a broader appeal. Students should submit two versions of the syllabus: an undergraduate version (focusing on primary texts), and a graduate version (including secondary readings). The syllabus should include a general description of the course, a list of course objectives, an explanation of the course requirements and assignments, and a detailed schedule with subtopics for each week of the course.

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

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

dissertation proposal.

The examinations shall take place during the second week of autumn quarter of the third year. Students who receive credit for a previous MA may take them in spring quarter of the second year. All French faculty in residence will take part in the examinations, which shall last between two and three hours. The exams will be scheduled by the exam chair, in consultation with the faculty and student. Students will receive a grade of High Pass, Pass, or Fail for each exam, which will be added to their department record but will not appear on their university transcript.

### **Dissertation Proposal**

From the very beginning of their course of study, students will have been encouraged to situate their own analyses within existing critical debates, and to make meaningful interventions into such conversations. The dissertation represents a substantial and original piece of work by the student, one that constitutes a contribution to the student's chosen field of study. Students should have selected a dissertation director by the end of autumn quarter of year three, though students can identify one as early as spring quarter of their second year. In consultation with the dissertation adviser, the student will constitute a dissertation committee who will guide and advise the student's research. This committee will approve the dissertation proposal, and all subsequent work.

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

The proposal, developed in consultation with the student's dissertation director, should be 15-25 pages (excluding bibliography); should describe the questions driving the student's work, the methodology to be employed, and an overview of the state of the field; and include both a working bibliography and a provisional chapter structure.

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

### **Teaching Requirements**

As an integral part of the doctoral program, students will be exposed to a variety of teaching methodologies through coursework, mentoring and workshops, and will gain teaching experience by serving in different roles in our undergraduate program. For more information, see the [Pedagogical Training/Teaching Requirements](#) section.

### **Research/Travel Abroad**

The fourth year is often a good time to spend a year of research, writing, and building contacts abroad; however, it is possible to make arrangements to go abroad in the third or



fifth year. Students should discuss with their dissertation director and the graduate adviser the best way to meet on-campus commitments while allowing for extended time abroad.

### Program Requirement Deadlines

All required coursework and the qualifying paper should be complete by the end of year two; language requirements should be complete by the end of year three. Students must have reached candidacy by the end of year three unless exceptional circumstances warrant an extension. In all cases students must be ABD by the end of winter quarter of year four. Students are expected to graduate by the end of year six. See the chart below for a standard timeline of requirements.

Requirement	Deadline/Recommended Year
18 Courses	
- 12 French	Year 2
- 4 secondary field	Year 2
- 2 critical theory (in French or secondary field)	Year 2
- 1 pedagogy	Year 2 (winter or spring)
- RLLT 47000. Professional Academic Writing	Year 2 (winter)
First-year exam	Year 1 (spring)
Qualifying paper/colloquium	Year 2 (spring)
Language teaching mentorship	Year 2
Comprehensive exams	Year 3 (autumn)
Languages	Year 3
- research	
- second Romance	
Dissertation proposal/colloquium	Year 3
Candidacy	Year 3
2 Language lectureships	Year 3 or 4
1-3 Language teaching observation(s)	Year 3 or 4
- observation 1	
- observation 2 (if applicable)	
- observation 3 (if applicable)	
1 of the following, in preparation for Graduate Student - TA position	Year 3 or 4
- Writing Center workshops	
- CCTL Fundamentals of Teaching Series	
- Pedagogies of Writing (HUMA 50000)	
Literature teaching mentorship/Graduate Student - TA position	Year 4
Literature course lectureship	Year 5
1-2 Classroom observation(s) of lit course	Year 5
- by dissertation director	
- by undergrad adviser (if applicable)	

RLLT 48000. Job Market Preparation course (optional)	Year 5
Dissertation completion/defense	Year 6

### **Sample Program of Study Summary**

First year: Coursework; first-year exam; plan for fulfillment of language requirements.

Second year: Coursework; qualifying paper colloquium; fulfillment of language requirements; language teaching mentorship.

Third year: Comprehensive exams; Writing Center workshops, CCTL Fundamentals of Teaching series or HUMA 50000; dissertation proposal and colloquium; language lectureships; applications for dissertation research fellowships.

Fourth year: Applications for fellowships; dissertation research and writing; literature teaching mentorship/Graduate Student - TAsip.

Fifth year: Dissertation research and writing; literature lectureship; applications for dissertation completion fellowships; job market pro-seminar; job applications.

Sixth year: Dissertation completion; job applications.

### **Joint Degree Program with Theater and Performance Studies**

Students who have been accepted in the joint degree program with [Theater and Performance Studies \(TAPS\)](#) should develop a program of study in consultation with the French graduate adviser and the TAPS Director of Graduate Studies (DGS) that meets the joint degree requirements.

### **REQUIREMENTS FOR PhD IN ITALIAN STUDIES**

The PhD program in Italian Studies provides rigorous critical training based on the canonical texts of the Italian literary tradition while strongly encouraging interdisciplinary work that allows students to acquire expertise in a secondary field of their choice. Students will also be trained in pedagogical techniques and given ample opportunity to shape their pedagogical approach by teaching in RLL's undergraduate program. The Italian graduate adviser for 2023-24 is Justin Steinberg.

### **Coursework**

The PhD requires a total of 18 trimestral courses, as follows:

- 11 in Italian;
- Five electives, chosen in consultation with the Italian graduate adviser, that must include a literary theory course, which may be taken in another department with the approval of the graduate adviser;

- The departmental pedagogy course (RLLT 48800) or another course on foreign language teaching offered by the Chicago Center for Teaching and Learning (CCTL), to be taken in either winter or spring of the second year;
- Professional Academic Writing (RLLT 47000), to be taken during winter quarter of the second year.

The 18 required courses must be graduate-level. Two courses (the pedagogy course and Professional Academic Writing) can be taken Pass/Fail, while the other 16 must be taken for a letter grade (B or better). An optional pro-seminar on the job market will be offered for students in year five and beyond.

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

Students who enter the program without an MA, or who enter the program with a completed MA from another institution but did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all required courses and the qualifying paper.

### **Language Requirements**

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

- Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) in the target language, and receiving a grade of B+ or better;
- Taking a course beyond 20300 in the target language and receiving a grade of B+ or better;
- Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
- Passing a translation exam administered by an RLL faculty member who teaches the target language. (Students studying medieval and/or early modern Latin for the purposes of their research may, with the approval of the graduate adviser take a Latin translation exam with an RLL faculty member.) In this case, the student will be given a passage of 500-600 words (selected from a text chosen by the student in consultation with the faculty member who will administer the exam, in the student's area of research) to be translated into English (or an alternative language, with permission of the Italian graduate adviser and the faculty member administering the exam) within two hours. A dictionary may be used, and students will use a computer

to write the exam. Students wishing to take this exam must email, at least three weeks prior to the anticipated date of the examination, the Graduate Affairs Administrator to reserve a room and finalize other logistics.

### **First-Year Exam**

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

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

### **Qualifying Paper**

By the fifth week of spring quarter of their second year, students should complete a qualifying paper, preferably under the guidance of their prospective dissertation director. The aim is to further research and revise one of the term papers written during previous quarters in a seminar related to the student's area of specialization. Students are not required to publish it immediately, but publication should be the eventual objective. The department's Professional Academic Writing course will help students prepare their paper during winter quarter of their second year.

By the beginning of winter quarter of their second year, students should select a paper topic and Italian faculty member to serve as a secondary reader. The reader will, in addition to the prospective dissertation director, provide a "peer-reviewed" styled report of the final version of the essay by the end of spring quarter. It should be written in English or the student's language of specialization, in consultation with the faculty readers (and as a function of the specifications of the journal targeted by the student). The length should not be predetermined, but set as a function of the journal targeted by the student (again, in consultation with their paper advisers). The paper will be assigned a grade of High Pass, Pass or Fail, which will be added to the student's department record but will not appear on their university transcript.

### **Comprehensive Examination**

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

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

List 2 is based on the student's area of research and is composed of 10 to 15 texts chosen by the student in consultation with a professor chosen as exam chair by the student (who may or may not be the graduate adviser). It is up to the student whether she or he wants to select books from List 1, from outside the list, or a combination of the two. The student must send the finalized list to all professors in the Italian section by the end of the first week of autumn quarter of their third year.

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

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

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

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

### **Dissertation Proposal**

Students should have selected a dissertation director by the end of autumn quarter of year three, though students can identify one as early as spring quarter of their second year. In consultation with the dissertation director, the student will constitute a dissertation committee who will guide and advise the student's research.

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

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

## Teaching Requirements

As an integral part of the doctoral program, students will be exposed to a variety of teaching methodologies through coursework, mentoring and workshops, and will gain teaching experience by serving in different roles in our undergraduate program. For more information, see the [Pedagogical Training/Teaching Requirements section](#).

## Program Requirement Deadlines

All required coursework and the qualifying paper should be complete by the end of year two; language requirements should be complete by the end of year three. Students must have reached candidacy by the end of year three unless exceptional circumstances warrant an extension. In all cases students must be ABD by the end of winter quarter of year four. Students are expected to graduate by the end of year six. See the chart below for a standard timeline of requirements.

Requirement	Deadline/Recommended Year
18 Courses	
- 11 Italian	Year 2
- 5 electives, including 1 on critical theory	Year 2
- 1 pedagogy	Year 2 (winter or spring)
- RLLT 47000. Professional Academic Writing	Year 2 (winter)
First-year exam	Year 1 (spring)
Qualifying paper	Year 2 (spring)
Language teaching mentorship	Year 2
Comprehensive exams	Year 3 (autumn)
Languages	Year 3
- research	
- second Romance	
Dissertation proposal/colloquium	Year 3
Candidacy	Year 3
2 Language lectureships	Year 3 or 4
1-3 Language teaching observation(s)	Year 3 or 4
- observation 1	
- observation 2 (if applicable)	
- observation 3 (if applicable)	
1 of the following, in preparation for Graduate Student - TA position	Year 3 or 4
- Writing Center workshops	
- CCTL Fundamentals of Teaching Series	
- Pedagogies of Writing (HUMA 50000)	
Literature teaching mentorship/Graduate Student - TAs hip	Year 4
Literature course lectureship	Year 5



1-2 Classroom observation(s) of lit course - by dissertation director	Year 5
- by undergrad adviser (if applicable)	
RLLT 48000. Job Market Preparation course (optional)	Year 5
Dissertation completion/defense	Year 6

### **Sample Program of Study Summary**

First year: Coursework; preparation for language requirements; first-year exam.

Second year: Coursework; qualifying paper; fulfillment of language requirements; language teaching mentorship; preparation for comprehensive exams.

Third year: Comprehensive exams; Writing Center workshops; language lectureships; dissertation proposal and colloquium.

Fourth year: Dissertation research and writing; literature teaching mentorship/Graduate Student - TAsip; applications for fellowships.

Fifth year: Dissertation research and writing; literature course lectureship; applications for dissertation completion fellowships; job applications.

Sixth year: Dissertation completion; job applications.

### **REQUIREMENTS FOR PhD IN HISPANIC AND LUSO-BRAZILIAN STUDIES**

The doctoral program in Hispanic and Luso-Brazilian Studies (HLBS) aims to provide students with a wide-ranging knowledge of its literary and cultural traditions, a command of critical tools, an understanding of both the history and current state of the discipline, and the pedagogical training that will allow them to become effective teachers and productive scholars who can make a significant contribution to the field. The program consists of a combination of courses, independent research projects, exams, language requirements, workshops and lectures, and also provides pedagogical training and teaching experience. It is designed to be completed within five or six years of full-time study. The graduate adviser for 2023-24 is Agnes Lugo-Ortiz.

#### **Coursework**

Students in the program are expected to complete a total of 18 graduate courses. These courses are normally spread over six quarters, and should be distributed as follows:

- One required seminar:
  - Critical Issues in Hispanic and Luso-Brazilian Studies (SPAN 38800)
- The departmental pedagogy course (RLLT 48800) or another course on foreign language teaching offered by the Chicago Center for Teaching and Learning (CCTL), to be taken in either winter or spring of the second year

- Professional Academic Writing (RLLT 47000), to be taken during winter quarter of the second year
- 12 courses taken within the program, including one in each of the following fields in Luso-Hispanic literatures:
  - Medieval
  - Early Modern - Golden Age
  - Modern - Contemporary (18<sup>th</sup> to 21<sup>st</sup> Centuries) Peninsular
  - Colonial
  - 19<sup>th</sup> Century Latin America
  - 20<sup>th</sup> to 21<sup>st</sup> Century Latin America
  - Latinx Literatures and Cultures
- Three elective courses outside the program, to be selected in consultation with the graduate adviser, and intended to provide students with the interdisciplinary knowledge appropriate to their area of specialization.

Two required courses (the pedagogy course and Professional Academic Writing) can be taken Pass/Fail, while the other 16 must be taken for a letter grade (B or better). Most, if not all, required courses should be completed during the first two years in the program, and before students can proceed to take the comprehensive exams.

Beyond the required 18 courses, students are encouraged to take any additional courses—in this or other departments—that may be useful in their program of study; these may be audited, taken for a grade or taken Pass/Fail. An optional pro-seminar on the job market will be offered for students in year five and beyond.

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

Students who enter the program without an MA, or with a completed MA from another institution but who did not receive credit for any courses taken outside the program, may petition to receive this degree upon the successful completion of all required courses and the qualifying paper.

### **Certificates and Joint Degrees**

Students are eligible to pursue a range of supplementary forms of training, including but not limited to, graduate certificates offered by the [Center for Latin American Studies](#), the [Center for the Study of Gender and Sexuality](#), or the [Committee on Environment, Geography and Urbanization](#); and the [Theater and Performance Studies joint degree](#).

### **Language Requirements**

Besides competency in English and their language of specialization, students must demonstrate 1) a basic command (equivalent to one year of college-level instruction) of a second Romance language, or another Iberian or Latin American language, and 2) basic command of a research language. Both of these languages should be relevant to the student's field of study and will be selected in consultation with the graduate adviser.

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

- Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) in the target language, and receiving a grade of B+ or better;
- Taking a course beyond 20300 in the target language and receiving a grade of B+ or better;
- Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
- Passing a translation exam administered by an RLL faculty member who teaches the target language. (Students studying medieval and/or early modern Latin for the purposes of their research may, with the approval of their graduate adviser, take a Latin translation exam with an RLL faculty member.) In this case, the student will be given a passage of 500-600 words (selected from a text chosen by the student in consultation with the faculty member who will administer the exam, in the student's area of research ) to be translated into English (or an alternative language, with permission of the HLBS graduate adviser and the faculty member administering the exam) within two hours. A dictionary may be used, and students will use a computer to write the exam. Students wishing to take this exam must email, at least three weeks prior to the anticipated date of the examination, the Graduate Affairs Administrator to reserve a room and finalize other logistics.

### **First-Year Exam**

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

### **Qualifying Paper**

By the fifth week of spring quarter of their second year, students should complete a qualifying paper, preferably under the guidance of their prospective dissertation director.

The aim is to further research and revise one of the term papers written during previous quarters in a seminar related to the student's area of specialization. Students are not required to publish it immediately, but publication should be the eventual objective. The department's Professional Academic Writing course will help students prepare their paper during winter quarter of their second year.

By the beginning of winter quarter of their second year, students should select a paper topic and HLBS faculty member who will serve as a secondary reader. The reader will, in addition to the prospective dissertation director, provide a "peer-reviewed" styled report of the final version of the essay by the end of spring quarter. Exceptions to the topic of the paper (e.g., if a student wants to write on a theme outside their proposed area of specialty) will be considered only by petition.

The paper is to be written in English or the student's language of specialization, in consultation with the faculty readers (and as a function of the specifications of the journal targeted by the student). The length should not be predetermined but set as a function of the journal targeted by the student (again, in consultation with their paper advisers). The paper will be assigned a grade of High Pass, Pass or Fail, which will be added to the student's department record but will not appear on their university transcript.

### **Comprehensive Examinations**

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

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

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

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

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

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

### **Dissertation Proposal**

Students should have selected a dissertation director by the end of autumn quarter of year three, though students can identify one as early as spring quarter of their second year. In consultation with the dissertation director, the student will constitute a dissertation committee who will guide and advise the student's research.

Students should plan to have their proposal approved by their committee by the end of spring quarter of their third year. The proposal is officially approved after successfully completing the Dissertation Colloquium.

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

### **Teaching Requirements**

As an integral part of the doctoral program, students will be exposed to a variety of teaching methodologies through coursework, mentoring and workshops, and will gain teaching experience by serving in different roles in our undergraduate program. For more information, see the [Pedagogical Training/Teaching Requirements section](#).

### **Program Requirement Deadlines**

All required coursework and the qualifying paper should be complete by the end of year two; language requirements should be complete by the end of year three. Students must have reached candidacy by the end of year three unless exceptional circumstances warrant an extension. In all cases students must be ABD by the end of winter quarter of year four. Students are expected to graduate by the end of year six. See the chart below for a standard timeline of requirements.

<b>Requirement</b>	<b>Deadline/Recommended Yr</b>
18 Courses	
- 13 in HLBS (including SPAN 38800. Critical Issues in HLBS)	Year 2

- 3 electives	Year 2
- 1 pedagogy	Year 2 (winter or spring)
- RLLT 47000. Professional Academic Writing	Year 2 (winter)
First-year exam	Year 1 (spring)
Qualifying paper	Year 2 (spring)
Language teaching mentorship	Year 2
Comprehensive exams	Year 3 (autumn)
Languages	Year 3
- research	
- Iberian, Latin American or second Romance	
Dissertation proposal/colloquium	Year 3
Candidacy	Year 3
2 Language lectureships	Year 3 or 4
1-3 Language teaching observation(s)	Year 3 or 4
- observation 1	
- observation 2 (if applicable)	
- observation 3 (if applicable)	
1 of the following, in preparation for Graduate Student - TA position	Year 3 or 4
- Writing Center workshops	
- CCTL Fundamentals of Teaching Series	
- Pedagogies of Writing (HUMA 50000)	
Literature teaching mentorship/Graduate Student - TAsip	Year 4
Literature course lectureship	Year 5
1-2 Classroom observation(s) of lit course	Year 5
- by dissertation director	
- by undergrad adviser (if applicable)	
RLLT 48000. Job Market Preparation course (optional)	Year 5
Dissertation completion/defense	Year 6

### **Sample Program of Study Summary**

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

Second year: Coursework; qualifying paper; fulfill first language requirement; language teaching mentorship; get comprehensive exam lists approved.

Third year: Comprehensive exams; fulfill second language requirement; Writing Center workshops, CCTL Fundamentals of Teaching series or HUMA 50000; dissertation proposal and colloquium.



Fourth year: Dissertation reading and writing; completion and approval of at least one chapter; literature teaching mentorship/Graduate Student - TAsip.

Fifth year: Literature course lectureship; applications for dissertation completion fellowships; job applications.

Sixth year: Complete and defend dissertation; job applications.

## **GENERAL RLL POLICIES AND REQUIREMENTS**

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

### **UNIVERSITY REGISTRATION REQUIREMENTS**

Humanities doctoral students are required to register each autumn, winter, and spring quarter until they graduate or withdraw. [University registration requirements](#) are distinct from the program requirements of this department. Students with questions should contact the [Humanities Dean of Students](#) office.

### **ACADEMIC ADVISING**

Each section has a graduate adviser available to all students. Starting in spring quarter of year two, students may officially identify a dissertation director; they are required to do so by the end of autumn quarter of year three. Students are expected to remain in communication with their adviser and/or dissertation director, to respond to email, and in particular to let their adviser/director know if they are encountering difficulties or find that they are not able to meet deadlines. Students are also assigned a faculty mentor from outside of their section with whom they meet at least once a year. For more details see the [RLL Mentoring Plan](#).

### **LANGUAGE PROFICIENCY**

The proficiency of non-native speakers of the target language is evaluated as soon as the student has accepted their offer of admission. This assessment is in two parts: one evaluating linguistic competency for research/writing/expression, and the other evaluating linguistic competency for teaching in the target language. If any additional work is deemed necessary, the student receives prompt and specific recommendations, ideally to begin implementation during the spring and summer before beginning the program. Students are given a program of study appropriate to them which may include: taking advanced courses, studying abroad in a country/region where the target language is spoken, and enrolling there in a program of study selected in consultation with the relevant language program director(s) and faculty.

Students who have not achieved an adequate level of proficiency by the end of year two may be encouraged to leave the program (ideally with their MA), and/or may be placed on probation. Students who have not achieved an adequate level of proficiency by the end of winter quarter of year three will be required to leave the program. An “adequate level” is defined by the demonstrated ability to successfully communicate about academic subjects orally and in writing in the target language and, except in rare cases, the demonstrated linguistic skills to teach years one and two of the language. This determination will be made by the section’s faculty members in consultation with the Language Program Director(s).

## **SATISFACTORY ACADEMIC PROGRESS**

All students’ progress is reviewed every quarter by the relevant faculty. By eighth week of fall, winter and spring quarter, all students must submit a [Quarterly Progress Report](#) to the Graduate Affairs Administrator (signed by their graduate adviser or dissertation director), stating what progress they have made in the quarter in which they are submitting the report (e.g., courses/exams completed or other requirements fulfilled; dissertation chapters drafted, submitted, or approved; conference papers presented; articles completed, sent, accepted for publication; courses taught). In addition, ABD students will be asked to state whether/when they have met with members of their dissertation committee to discuss their work.

Students who fulfill requirements in a timely fashion and who make satisfactory progress will be permitted to continue in the program. Students who have received failing marks on an examination or qualifying paper, who have unexcused incompletes, who have not fulfilled the requirements of a given year, or who are not making steady progress towards the completion of their dissertation, may receive an “unsatisfactory” and/or be placed on probation. The student will be told, in writing, what specific actions need to be taken in order for their progress to be deemed satisfactory. Two consecutive unsatisfactory reports and/or non-fulfillment of academic probation actions may result in withdrawal from the program. For details, see the [RLL Mentoring Plan](#).

Students are expected to graduate within six years. In specific circumstances, students may be granted a seventh year of registration. Starting in 2025-26, students who wish to request a seventh year of registration must present a one-to-two-page petition explaining the rationale for the extension, including a completion plan, by Friday of Week 6 of the first quarter of their sixth year. The faculty from the student’s section, in collaboration with the Director of Graduate Studies (DGS), will make a decision regarding the extension by Friday of Week 9. Students who do not defend their dissertation by the end of their sixth year (if they haven’t applied for or been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program. Withdrawn students have the option of finishing their dissertation independently and petitioning to defend it at the University of Chicago in the years following the withdrawal. For more information, see the [Time Limit Administrative Withdrawal policy](#).

## **Incomplete Coursework**

If students are unable to complete their coursework by the end of the quarter, they should make formal arrangements with the instructor to take a grade of "I" ("Incomplete") in that class. Instructors are not required to grant a grade of "I" and will adhere to program-specific policies about granting a grade of "I." Students should use the [Incomplete Request Form](#) to communicate with their faculty.

If the instructor agrees to grant a grade of "I" to reflect that the course work is incomplete, the instructor will indicate in writing (via the [Incomplete Request Form](#)) what work remains to be completed, the deadline to complete the outstanding work, and what the grade will be if the student fails to complete that work by the deadline.

A grade of "I" cannot be carried from one academic year into the next academic year. If no specific deadline for the course work to be completed is set by the course instructor, the default deadline for completion of the work is the start of the autumn quarter of the next academic year. The course instructor is expected to evaluate the completed work as quickly as feasible upon receipt. After the work has been completed, and when a quality grade is submitted with the Office of the Registrar before the start of the autumn quarter of the next academic year, no intervening "I" will be recorded.

If the work is not completed by the deadline set by the instructor or by the start of the autumn quarter of the next academic year, a grade of "UW" will be recorded. A "UW" indicates an "Unofficial Withdrawal" and bears no point value and does not confer credit. Students may be required to take a new course to fulfill the given program requirement.

When an "NGR" or blank grade is reported on the student's academic record, the work can be completed for a quality grade before the start of the autumn quarter of the next academic year. If the work is not completed by then, a grade of "UW" will be recorded

Additionally, a student may choose not to complete the coursework for a given class for a variety of reasons. In this instance, a student may formally request from the instructor prior to the end of the quarter, a grade of "R," which means "Registered" or "Audit." This status has no point value and does not confer credit. Grades of "R" are either assigned by the instructor or arranged in advance by the student via the registration process. Instructors are not required to grant a grade of "R" if requested outside of the registration process. Students may be required to take a new course to fulfill the given program requirement.

## **Advanced Studies**

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

Advanced Studies students will receive a grade of “satisfactory” (S) or “unsatisfactory” (U) in each quarter. This grade will be assigned by the Director of Graduate Studies, in consultation with the graduate adviser or dissertation director, if applicable. A student who receives a grade of “U” will be placed on academic probation and will be told, in writing, what specific actions need to be taken, and when, in order for the student’s progress to be deemed satisfactory. Two consecutive unsatisfactory reports may result in withdrawal from the program.

For more information about the federal aid regulations and satisfactory academic progress, please see the [Student Loan Administration's policy](#).

### **Lectures and Workshops**

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

### **PEDAGOGICAL TRAINING/TEACHING REQUIREMENTS**

The following table outlines the normative teaching schedule, elements of pedagogical training, and learning objectives (changes to this schedule may be approved on a case-by-case basis). Teaching experiences are sequenced, but the availability of certain assignments is based on curricular need. For this reason, it’s not possible to guarantee certain assignments in fixed years or the availability of optional Graduate Student Lecturer or Graduate Student - TA positions. See the [RLL Pedagogical Training Plan](#) for details.

Year	Teaching Experience	Pedagogical Training/Mentoring	Learning Objective(s)
1	- None	- Additional language study, if needed	- Demonstrate adequate mastery of the target language
2	- None required	- Pedagogy course on foreign language teaching (may be the course offered by RLL or by the Chicago Center for Teaching and Learning [CCTL]) taken pass/fail. Students who have taken such a course previously may petition for credit.	- Gain an overview of foreign language pedagogy, instructional practices, and course design; understand backward design as a framework; understand the role of assessment and formats for assessment; understand teaching techniques and activities
		- RLL Language Teaching Mentorship (details below)	- Observe and analyze language instruction in action - Engage in limited and guided teaching - Teach 1 to 2 whole sessions with the guidance of a language teaching mentor
		- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
3	- Graduate Student Lecturer for at least 1 of 2 required language courses, depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200)  - Qualified students may, with approval, serve as a Graduate Student - TA (see prerequisites, below)	- 1 to 3 classroom observations (depending on student's performance) by language teaching mentor and/or Language Program Director (LPD), followed by meeting with student and written report	- Practice classroom instruction with the guidance of a language teaching mentor
		- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail, if not previously fulfilled	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
		Recommended - 2 hours of CCT inclusive teaching programming	- Reflect on inclusive teaching practices
4	- Graduate Student Lecturer for 1 language course, if only 1 was completed in year 3  - 1 required Graduate Student - TA position in RLL (if not previously completed)	- RLL Literature Teaching Mentorship (details below)	- Learn about principles of literature course design, including text selection, assignments, policies - With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose - Engage in limited and guided teaching
		Recommended - Course Design and College Teaching (CCTE 50000), in preparation for teaching a literature course	- Design an inclusive and well-conceived course based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
5	- 1 Graduate Student - TA position in RLL (if not previously completed)  - 1 Graduate Student Lecturer position for literature course of student's design	- RLL Literature Teaching Mentorship (if not previously completed; details below)	
		- 1 to 2 classroom observations (depending on student's performance): 1 by the student's dissertation director (or another committee member) and/or 1 by the relevant undergraduate adviser, followed by meeting with student and written report	- Practice and get feedback on classroom instruction from faculty in the student's field
		Recommended - CCTL Individual Teaching Consultation - CCTL Seminar & Workshop on Teaching Portfolios	- Practice and get feedback on classroom instruction from specialists in teaching and learning - Develop a draft statement of teaching philosophy
6	- 1 optional Graduate Student Lecturer or Graduate Student - TA position*	Recommended - Complete any remaining components of CCTL Teaching Certificate Programs	- Synthesize evidence of and reflections on teaching

\*Students may, based on their professional development plans and with the approval of their adviser and the DGS, request a Graduate Student Lecturer position for a third language course or a second literature stand-alone course, or a second Graduate Student - TA position, in year 6. The optional Graduate Student - TA position will be contingent on departmental course planning, or may be completed in another department/program, pending availability.

## **THE DISSERTATION**

Students should have selected a dissertation director by the end of autumn quarter of year three, though students can identify one as early as spring quarter of their second year. In consultation with their dissertation director, students formulate a dissertation topic, plan the stages of its development, and select a dissertation committee that includes a second and third reader.

### **Dissertation Committee**

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

The department recommends that a dissertation committee consist of at least three and no more than five members. The majority of the committee members must be University of Chicago faculty, though committees may be made up of two members from outside the University if at least two members are from UChicago. The dissertation director must hold an appointment in RLL. In specific circumstances (e.g., joint degrees, cotutelle) co-directors are permitted. In such cases, the student and both directors should formulate a written plan that lays out how they will effectively work together.

Students typically choose as the dissertation director a faculty member with whom they have worked on the development of their dissertation topic. The membership of the dissertation committee may be modified in consultation with the dissertation director or the graduate adviser, as long as the dissertation committee adheres to the dissertation committee requirements stated above.

The role of the dissertation director is to supervise the timely progress of the student's development of the dissertation topic, the research and writing of the dissertation, and to support the student in working with other dissertation committee members. The role of dissertation committee members is to provide feedback on the dissertation within a reasonable time period. Generally, this means that dissertation committee members read chapters, provide written or oral responses and participate in the dissertation defense. For a detailed list of responsibilities, see the [RLL Mentoring Plan](#).

### **Dissertation Proposal and Colloquium**

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



After the dissertation committee has approved the proposal, the student should submit this draft at least a week before the proposed colloquium date to the Graduate Affairs Administrator, who will submit the student's dissertation proposal and request to schedule the colloquium to the Graduate Student Affairs Committee (GSAC). After obtaining the Committee's authorization to hold the colloquium, students must email the Graduate Affairs Administrator to reserve a room and finalize other logistics. It is the student's responsibility to confirm the date and time of the colloquium with their dissertation committee prior to requesting a room.

At the colloquium (circa one hour in length), the student will present the proposal to their dissertation committee and receive general feedback, suggestions for improvement, etc. The student may also be asked about the principal original texts in the field, knowledge of secondary bibliography, and a grasp of the scholarship relevant to the field. After the colloquium, the dissertation director will notify the Graduate Affairs Administrator of the colloquium results. If approved, and all course and language requirements have been met, a formal request for admission to candidacy is made by the department to the Humanities Dean of Students. Admission to candidacy is noted on the student's university transcript. Students must have reached candidacy by the end of year three unless exceptional circumstances warrant an extension. In all cases students must be ABD by the end of winter quarter of year four.

### **Dissertation Progress**

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

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

### **Dissertation Defense**

Once the dissertation committee has approved the dissertation's final form and has agreed upon a day and time for the defense, the student will contact the Graduate Affairs Administrator to request a room. This must be done at least three weeks before the date of the defense.

The dissertation director and at least one other committee member must be present in person. In the case that a committee member is unable to attend in person, the committee member may participate via videoconference. All-remote defenses are also an option if approved by the committee. The defense must be open to all faculty within the department. Broader attendance will be left to the discretion of the student in consultation with the committee.

Students are reminded that dissertation defenses are academic—and not social—moments. Celebrations after a successful defense and/or at Convocation are good occasions for family and friends to share in students' accomplishments. Audio or video recording of the defense is prohibited, except upon approval of a written petition to the department.

### **Convocation Deadlines**

To receive a degree, students must submit an online degree application through <http://my.uchicago.edu>. The application must be submitted no later than 5pm CT on Friday of the first week of the quarter in which the student intends to receive the degree. In addition to submitting the online degree application, doctoral candidates must register in the quarter in which they plan to graduate, including summer quarter.

Details concerning the preparation and submission of the dissertation, including the deadline for electronic submission of the final approved copy of the dissertation and any required paperwork, is posted on the university's [Dissertation Office website](#). Be sure to allow enough time after the defense date to make any requested corrections and to submit the [Departmental Approval Form](#).

### **FINANCIAL AID**

See the [Division of the Humanities website](#) for information on funding.

### **EMPLOYMENT LIMIT**

Graduate students are expected to devote full attention and effort to their studies and may undertake additional employment only as an adjunct to their student status. Graduate students in the Division of the Humanities who are registered full-time ***may not work for the university more than 20 hours per week***, including teaching and research appointments. There are no limits on employment in the summer if the student is not registered in the summer quarter.

Fellowship terms that prohibit or limit employment to less than 20 hours/week supersede the [division's employment policy](#).

### **CONFERENCE GRANTS**

Students who will be presenting a paper at an academic conference can receive up to \$400 in reimbursement for eligible travel expenses through a [Division of the Humanities Conference Reimbursement Grant](#). Students must verify eligibility and get the appropriate paperwork from the Humanities Dean of Students website before traveling. Students may receive the grant a maximum of three times in their graduate careers, but only once in any given fiscal year. The division also provides financial support for dissertation research travel through [Dissertation Research Travel Grants](#).

The Graduate Council Travel Fund offers grants to graduate students to attend academic conferences and other events. The fund has a rolling deadline, but you must apply in advance. See the [Graduate Council website](#) for details.

If there are sufficient funds in the budget, the department may reimburse students as much as \$350 up to three times in their graduate careers for expenses incurred while presenting a paper at an academic conference. In general, students should have finished all coursework before applying for conference support, and students who have divisional research accounts should use up those funds before requesting funding from the department. Students in ABD status may also be reimbursed for short-term travel to facilitate dissertation research, though these payments may be considered reportable and taxable scholarship income (not a reimbursement) per IRS regulations. ***Students must get approval from the department at least three weeks before traveling*** and should submit the following information to their graduate adviser: proposed budget, what other funding has been applied for, and a letter of participation and/or acceptance, or a short statement that describes the proposed research trip and its relevance to their dissertation. The GSAC will review such requests on a rolling basis at a meeting or via email and will notify the student of their decision. The faculty will be informed of all approved requests. There is a \$25 limit for reimbursements per meal, and students must submit receipts and the required forms to the Graduate Affairs Administrator after their trip.

Students who do not pass the language assessment may use some of the conference travel funds (up to \$350) available from the department for short-term, targeted tutoring. They may do this only once, and it will replace one of the three times that they are permitted to request departmental funds for travel. These funds may only be used for a tutoring plan that has been approved by the language program director in question, and students must discuss the plan with their graduate adviser and the Graduate Affairs Administrator first.

## **OTHER FUNDING SOURCES**

The Humanities Dean of Students office and UChicagoGRAD help students find and apply for [internal or external funding](#). More funding information, including a fellowship database, is available on the [UChicagoGRAD website](#). Fellowships exist to help students at all stages of their graduate career, and students are strongly encouraged to educate themselves about such opportunities and to apply for fellowships at the earliest possible moment.

Students who are making excellent progress may be offered employment opportunities, such as research assistantships for faculty projects, serving as workshop organizers, or contribution to the technological databases of [ARTEFL](#). These students must adhere to the division's employment policy (see [Employment Limit section](#)).

## PROFESSIONAL DEVELOPMENT

Students in their fifth year who intend to apply for jobs are strongly encouraged to take the department's Job Market Preparation seminar (RLLT 48000), aimed at preparing and polishing application materials, and which will discuss best practices for first-round interviews and campus visits. The department will also organize workshops and mock interviews/job talks as necessary to fit the needs of students in a given year.

If there are sufficient funds in the budget, the department may reimburse students as much as \$350 up to two times in their graduate careers for expenses incurred while traveling to the MLA for job interviews. ***Students must get approval from the department at least three weeks before traveling*** and should submit to their graduate adviser proof that they will be interviewed. The GSAC will review such requests at a meeting or via email and will notify the student of their decision. There is a \$25 limit for reimbursements per meal, and students must submit receipts and the required forms to the Graduate Affairs Administrator after their trip. Please note that this payment will be considered reportable and taxable scholarship income (not a reimbursement) per IRS regulations.

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

## EMPLOYMENT FOR STUDENT SPOUSES/DOMESTIC PARTNERS

The central employment offices of the University of Chicago and the University of Chicago Medical Center both provide a variety of employment opportunities for student spouses and domestic partners. Lists of job openings can be found on the [Human Resources website](#).

## 2023-24 RLL GRADUATE COURSES (as of 7/27/23)

### Basque

#### **BASQ 36624. Repression, Resilience, and Gender Politics in Basque Cultural Memory.**

This course aims to explore the resilient character of contemporary Basque artistic and cultural production, with a particular focus on the increasing presence of strong female voices. One of the goals will be to explore forms of Basque cultural resistance that question the silencing and homogenizing tendencies of political institutions and their cultural hegemony, thus shedding light on both the dialectic between culture and counterculture and the mechanisms and agents of artistic censorship that come into play. Significant attention will also be given to the narrative poetics of the post-ETA period, during which works by female authors have played a leading role in examining the gender policies that have governed the so-called Basque conflict. The link established between the female figure and the transmission of a "dangerous" memory must be interpreted in the light of the current historical moment characterized by the struggle for the telling of the past and the interrogation of gender. Thus, with a focus on memory and gender, and drawing upon a diverse range of materials—including literary texts, sculptural works, music, and films—the course will provide students with a broad overview of contemporary culture in the Basque Country.

*PQs/Notes:* Classes will be conducted in Spanish, and prior knowledge of the Basque language or culture is not necessary.

*Instructor:* Amaia Elizalde Estenaga      *Quarter:* Spring

### Catalan

#### **CATA 38024. Ficción del siglo XX, tradición y canon: la narrativa en catalán**

El curso ofrece una introducción al concepto de 'tradición' y a sus mecanismos de funcionamiento, y analiza su relación con la creación literaria contemporánea a partir del estudio de tres obras fundamentales de la narrativa catalana del siglo XX: "El quadern gris" de Pla, "Mirall trencat" de Mercè Rodoreda y "Estremida memòria" de Jesús Moncada. Estas obras de géneros distintos—diario y relato— serán puestas en relación con la ficción contemporánea universal: leeremos los textos de Pla a la luz de la tradición diarista contemporánea, de Woolf o Nin a Walser, Pavese, Gombrowicz, Torga, Ribeyro o Piglia; la novela de Rodoreda, desde el conocimiento de las técnicas experimentales del modernism; y la de Moncada, a través de los universos ficcionales de Faulkner, Bassani, Carpentier, o García Márquez, y de la novela clásica de aventuras de Dumas y Verne. El propósito es contribuir no sólo a clarificar un concepto esencial en las humanidades, como es el de 'tradición', sino a situar en el contexto literario de la ficción internacional tres autores de lengua catalana que han devenido clásicos por su éxito comercial y académico, por el elevado número de traducciones que han merecido, y por su ascendiente en autores posteriores. Estudiaremos el proceso creativo de la ficción contemporánea y sus lazos con la tradición a través de un enfoque comparatista que tiene en cuenta cuestiones como la tensión entre literaturas de lenguas minoritarias y literaturas dominantes.

*PQs/Notes:* Taught in Spanish.

*Instructor:* Javier Aparicio Maydeu

*Quarter:* Spring

### **French**

**FREN 31506. Approches à l'analyse littéraire: questionner les classiques.** Ce cours est une initiation aux techniques et méthodes de l'analyse littéraire, prenant le parti de lire, commenter, et questionner des œuvres et textes considérés comme « classiques » en France et dans le monde francophone. On apprendra à analyser les formes littéraires, les figures de style, les procédés esthétiques et stylistiques, les structures et les voix narratives ainsi que les choix syntaxiques et lexicaux. Le cours s'appuiera sur la critique littéraire, avec des auteur·e·s et textes choisi·e·s afin de continuer à interroger la validité de la notion de classique. Qui sont les nouveaux classiques ? Nous ne limiterons pas cette question au contemporain, ou à sa dimension géographique, et remonterons la chronologie linéaire afin de considérer les œuvres qui ont été écartées.

*PQs/Notes:* Taught in French.

*Instructor:* Pauline Goul

*Quarter:* Winter

**FREN 34100. Nature and the Natural in the Middle Ages.** In this course we will undertake a study of nature and ideas about what is "natural" centered around three main axes, and will adopt a variety of relevant critical perspectives (e.g., ecocriticism, studies of gender and sexuality, political theory) to support our analyses. First, we will explore nature as the created world of which humans are a part (as one of God's creations), yet from which they also stand apart (as sovereign caretakers). Second, we will examine how the diffusion of Aristotelian works (notably the Politics) in the later Middle Ages provided a justificatory framework for social and political hierarchies and practices of economic exploitation. Third, we will consider the intersection of nature with gender, sexuality, and reproduction, a topic complicated by the fact that Nature is itself represented, in allegorical terms, as a woman.

*PQs/Notes:* Reading knowledge of French for all students. Taught in English, with a discussion section held in French for those seeking credit for the major/minor. All registered students will attend the cours magistral (taught in English). In addition, all registered students will select and attend either the French discussion section, or the critical theory section. Students are welcome to attend both.

*Instructor:* Daisy Delogu

*Quarter:* Autumn

**FREN 34210. Écrire le quotidien (XXe-XXIe siècles).** La vie quotidienne abonde... en menues découvertes" (André Breton). Des surréalistes à Annie Ernaux, en passant par Michel Leiris, Roland Barthes, Marguerite Duras, Georges Perec, Nathalie Quintane, ou Maryse Condé, les "écritures du quotidien" – explorations d'espaces urbains, répertoires de tâches professionnelles ou domestiques, enquêtes anthropologiques, notations descriptives, journaux plus ou moins intimes – occupent une place considérable dans le paysage littéraire français et francophone des XXe et XXIe siècles. À travers des analyses littéraires et des exercices de création, et en nous appuyant sur des lectures théoriques



(Henri Lefebvre, Michel de Certeau), il s'agira dans ce cours d'étudier et de pratiquer différentes approches littéraires de la vie de tous les jours.

*PQs/Notes:* Taught in French.

*Instructor:* Alison James

*Quarter:* Spring

**FREN 35000. Molière: Comedy, Power and Subversion.** Molière crafted a new form of satirical comedy that revolutionized European theater, though it encountered strong opposition from powerful institutions. We will read the plays in the context of the literary, dramatic, and theatrical/performance traditions which he reworked (farce, commedia dell'arte, Latin comedy, Spanish Golden Age theater, satiric poetry, the novel), while considering the relationship of laughter to social norms, with particular emphasis on sexuality, gender roles, and cultural identities.

*PQs/Notes:* Taught in French.

*Instructor:* Larry Norman

*Quarter:* Autumn

**FREN 37000. Neoclassical Aesthetics: Transnational Approaches.** Though “aesthetic” philosophy first developed as an autonomous field in the mid-eighteenth century, it has important roots in earlier eighteenth- and seventeenth-century debates concerning literature and the arts. In the wake of Cartesian rationalism, could reasoned method be reconciled with non-rational creativity, or decorous order with the unruly “sublime”? Just what kind of “truth” was revealed by poetry or painting? What is the value of the Greco-Roman models versus authorial innovation? We will consider the relation between literature and other media (particularly opera and the visual arts) and read French texts in dialogue with other, and often contending, national trends (British, German, Italian). Readings will include Descartes, Pascal, Perrault, Félibien, Dryden, Du Bos, Addison, Vico, Montesquieu, Staël, and A.W. Schlegel.

*PQs/Notes:* Reading knowledge of French is required. Undergrads permitted with consent of instructor. Taught in English. Students seeking FREN credit must complete all readings and written work in French.

*Instructor:* Larry Norman

*Quarter:* Winter

**FREN 44700. Becoming Montaigne.** Many great writers seem to have loved Montaigne, from Shakespeare and Emerson to Derrida or Virginia Woolf, who writes: “Surely then, if we ask this great master of the art of life to tell us his secret, he will advise us to withdraw to the inner room of our tower and there turn the pages of books, pursue fancy after fancy as they chase each other up the chimney, and leave the government of the world to others.” Even the scholarship on Montaigne is torn between treating his “Essays” as a work of philosophy or a work of literature, a distinction that only makes sense in modernity. A most imaginative writer, Montaigne created the genre of the essay and its characteristic poetics of “entreglose”—the subtitle of a recent book that claims that the essay, inherited from Montaigne, is the postcolonial genre by excellence—somewhere between the self and the world, asking unsettling questions and picking random things as objects. Reading some of his most well-known, and some of his least known essays, this course will, via the practice

of the essay, seek to identify and take inspiration from the unique mix of affect, sensibility and philosophy that gave Montaigne the ability to become the writer that he was. While we will read scholarship to help us in this endeavor, the course's outcome is to improve as a writer and foster creative approaches to writing about things.

*PQs/Notes:* Taught in English.

*Instructor:* Pauline Goul

*Quarter:* Spring

## **Italian**

**ITAL 31820. Italo Calvino: the Dark Side.** An intense reading of Italo Calvino's later works: we will contemplate the orbital debris of *Cosmicomics* and *t zero*, and we will follow the labyrinthine threads of *The Castle of Crossed Destinies* and *The Invisible Cities*. After stumbling upon the suspended multiple beginnings of *If On a Winter's Night a Traveler*, we will probe the possibilities of literature with the essays collected in *Una pietra sopra*. Finally, we will encounter *Mr Palomar*, who will provide us with a set of instructions on how to neutralize the self and "learn how to be dead." The approach will be both philosophical and historical, focusing on Calvino's ambiguous fascination with science, his critique of the aporias of reason and the "dementia" of the intellectual, and his engagement with the nuclear threat of total annihilation.

*PQs/Notes:* Taught in Italian.

*Instructor:* Maria Anna Mariani

*Quarter:* Winter

**ITAL 31900. Dante's Divine Comedy I: Inferno.** This is the first part of a sequence focusing on Dante's masterpiece. We examine Dante's *Inferno* in its cultural (i.e., historical, artistic, philosophical, sociopolitical) context. In particular, we study Dante's poem alongside other crucial Latin and vernacular texts of his age. They include selections from the Bible, Virgil's *Aeneid*, Augustine's *Confessions*, Ovid's *Metamorphoses*, and the stilnovist and Siculo-Tuscan poets. Political turmoil, economic transformation, changing philosophical and theological paradigms, and social and religious conflict all converge in the making of the *Inferno*.

*PQs/Notes:* Taught in English. Extra session for students seeking Italian credit.

*Instructor:* Justin Steinberg

*Quarter:* Autumn

**ITAL 32000. Dante's Divine Comedy II: Purgatorio.** This course is an intense study of the middle cantica of the *Divine Comedy* and its relationship with Dante's early masterpiece, the *Vita Nuova*. The very middleness of the *Purgatorio* provides Dante the opportunity to explore a variety of problems dealing with our life here, now, on earth: contemporary politics, the relationship between body and soul, poetry and the literary canon, art and imagination, the nature of dreams, and, of course, love and desire. The *Purgatorio* is also Dante's most original contribution to the imagination of the underworld, equally influenced by new conceptualizations of "merchant time" and by contemporary travel writing and fantastic voyages.

*PQs/Notes:* Course conducted in English. Those seeking Italian credit will do all work in Italian.

*Instructor:* Justin Steinberg      *Quarter:* Winter

**ITAL 32101. Dante's *Divine Comedy* III: *Paradiso*.** An in-depth study of the third cantica of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the "Convivio" and his political manifesto the "Monarchia."

*PQs/Notes:* Completion of the previous courses in the sequence not required, but students should familiarize themselves with the "Inferno" and the "Purgatorio" before the first day of class. Course conducted in English. Those seeking Italian credit will do all work in Italian.

*Instructor:* Justin Steinberg      *Quarter:* Spring

**ITAL 38500. Petrarch and the Birth of Western Modernity.** This course offers a close reading of the theoretical works of Petrarch (known as the "father of humanism" or "first modern man") with the aim of pinpointing the literary and rhetorical skills, as well as the self-conscious agenda, that went into the proclamation of a new era in Western history: the "Renaissance." How do we at once pay homage to and overcome a time-honored past without severing our ties to history altogether? Is Petrarch's model still viable today in efforts to forge a new beginning? We will pay special attention to Petrarch's fraught relationship with religious and secular models such as Saint Augustine and Cicero, to Petrarch's legacy in notable Renaissance humanists (Pico, Poliziano, Erasmus, Montaigne, etc.), and to the correlation of Petrarchan inquiry with modern concerns and methodologies in textual and social analysis, including German hermeneutics (Gadamer) and critical theory (Gramsci).

*PQs/Notes:* Taught in English.

*Instructor:* Rocco Rubini      *Quarter:* Autumn

### **Portuguese**

**PORT 36304. Literature and Society in Brazil.** This course surveys the relations between literature and society in Brazil, with an emphasis on the late nineteenth and early twentieth centuries. The nineteenth-century Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized and perhaps even discovered social questions. We will examine ways in which fiction has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex and love. We will read works in translation by Manuel Antonio de Almeida, José de Alencar, Machado de Assis, Aluísio de Azevedo and others.

*PQs/Notes:* Students taking the course as PORT 26304/36304 must read works in Portuguese.

*Instructor:* Dain Borges      *Quarter:* Autumn

## **Romance Languages & Literatures**

**RLLT 34550. Digital Texts I: Opening New Paths for Textual Scholarship.** The purpose of this course is to introduce students in the humanities to digital methodologies for the study of text. Students will not only learn how to construct a digital text collection, but also how to process text as data. Among the various digital approaches which will be introduced in class are concordances (retrieving occurrences of words), semantic similarity detection (finding similar passages across texts), sentiment analysis, or stylometry (analysis of literary style). The course will highlight how these approaches to text can provide new avenues of research, such as tracing intellectual influence over the *longue durée*, or uncovering the distinguishing stylistic features of an author, work, or literary movement. Students need no prior knowledge of such methods, and the course will aim at providing both the basics of computer programming in Python and to give students the necessary tooling to conduct a digital humanities project. The source material for the course will be drawn from literary sources, and students will be free (and encouraged) to use texts which are relevant to their own research interests. Students will need to bring a laptop to class.

*Instructor:* Clovis Gladstone      *Quarter:* Winter

**RLLT 30032. Digital Texts II.** This course is designed to expose students who already have experience in Python programming and text processing to more advanced computational approaches to text analysis. Over the course of the quarter, students will learn how to leverage existing Python libraries to extract the morphological structure from texts, they will become adept at building, analyzing, and refining their own machine-learning models using a variety of preprocessing and feature engineering methods. We will be covering clustering methods such as topic modeling, as well as different supervised learning or word embedding approaches. Our class content will be supplemented by readings which highlight the uses of these computational methods in current academic research. The source material for the course will be drawn from literary and/or media resources, and students will be free (and encouraged) to use texts which are relevant to their own research interests. At the end of the course, students will be expected to produce their own digital project using some of the methods covered in class.

*Instructor:* Jeffrey Tharsen      *Quarter:* Spring

**RLLT 47000. Professional Academic Writing.** This course is open to all RLL students and will be run as a workshop. The primary goal is to work on the Qualifying Paper with the objective of producing a piece of work that might, with subsequent revision, be submitted to an academic journal for publication. This course is also appropriate for anyone who wants to work on a dissertation proposal or chapter. We will cover all aspects of professional writing, from abstracts and grant proposals to revising manuscripts after readers' reports.

*PQs/Notes:* Open only to RLL students.

*Instructor:* Rocco Rubini      *Quarter:* Winter

**RLLT 48800. Foreign Language Acquisition, Research and Teaching.** This course provides students with a foundation in foreign language acquisition and sociolinguistic research pertinent to foreign language teaching, introduces current teaching methodologies and technologies, and discusses their usefulness in the classroom.

*PQs/Notes:* Designed primarily with RLL students in mind but open to others.

*Instructor:* Ana Maria Lima                      *Quarter:* Autumn

## **Spanish**

**SPAN 31800. Culturas populares en el mundo iberico (siglos XVI-XVII).** The popular classes of early modern Europe engaged in a rich array of cultural practices, including the production and consumption of a wide variety of literary materials. In the Iberian peninsula, moreover, some of the central cultural phenomena of the period are difficult to understand without taking into account the specifically popular social distribution of their uses and appropriations. In this seminar we will explore, for instance, popular readings of the Amadís, carnivalesque discourses and practices, the complexity and multiplicity of the romancero, the development of popular print and pliegos de cordel, the theater of playwrights such as Gil Vicente, Lope de Rueda, Lope de Vega, and Cervantes, or the autobiographies of the Catalan tanner Miquel Parets and the Valencian typographer Juan Martín Cordero. In order to seriously engage in a theoretical discussion about the complex notion of popular culture, we will also read classic essays by Bakhtin, Burke, Ginzburg, De Certeau, Chartier, Gramsci, Frow, Fiske, Caro Baroja, Redondo, and Maravall.

*Instructor:* Miguel Martínez                      *Quarter:* Spring

**SPAN 33900. El teatro en la corte de Felipe IV.** Spectacle plays flourished in the Spanish Golden Age after Philip IV ascended to the throne in 1621. Many of these plays rework mythological materials and make use of mechanical devices and designs prepared by Italian engineers and artists. Not only did these works appeal to the eyes, thus undermining the preeminent role of the poet. They were ostensibly written in praise of the king and of his courtiers, who were seen as classical deities walking on earth. Philip's minister, the Count-Duke of Olivares, promoted these works and a vision of Philip as a solar king around whom revolved artists and poets, enjoying his vivifying rays and glorifying his reign. Astrology thus plays an important part in the imagery of these works. This course will investigate the oppositions between the verbal and the visual, the laudatory and the critical, the Christian and the pagan in a number of plays written during Philip's reign, culminating with works by "a true master of the polyphony of the theatrical idiom," Calderón de la Barca. The course will also include a chivalric spectacle play by one of the few women playwrights of the period, Ana Caro.

*Instructor:* Frederick de Armas.                      *Quarter:* Winter

**SPAN 35500. New Directions in Afro-Latin Performance.** This class engages contemporary conversations in the study of Afro-Latin performance and explores the work of emerging black performance artists across the hemisphere. Tracing performances of blackness from the Southern cone to the Caribbean, we will examine the ways blackness is

wielded by the State and by black communities themselves in performance and visual art across the region. We ask: what is the relationship between race and theatricality? What work is blackness made to do in states organized around discourses of racial democracy and mestizaje? How are notions of diaspora constructed through performances of blackness? We take up these questions in our study of reggaetón, hip hop, samba, el baile de los negritos and examine the works of noted and upcoming black artists such as Victoria and Nicomedes Santa-Cruz, Carlos Martiel, Las Nietas de Nonó, and others.

*PQs/Notes:* Knowledge of Spanish is recommended. While the course will be taught in English, many of the performances and at least four of the readings will be in Spanish.

*Instructor:* Danielle Roper                      *Quarter:* Winter

**SPAN 38800. Problemas críticos y teóricos en el estudio de las culturas ibéricas y latinoamericanas.** En este seminario abordaremos algunas de las problemáticas clave que han estructurado el campo de los estudios literarios hispánicos/ibéricos y latinoamericanos en las pasadas décadas.

*PQs/Notes:* Taught in Spanish.

*Instructor:* Miguel Martínez                      *Quarter:* Spring

**SPAN 39117. Theater and Performance in Latin America.** What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: How have embodied practice, theatre, and visual art been used to negotiate ideologies of race, gender, and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance, including blackface performance, indigenous performance, as well as performance and activism.

*PQs/Notes:* Taught in English.

*Instructor:* Danielle Roper                      *Quarter:* Autumn

**SPAN 41500. Fundamentos de análisis literario.** What does it mean to read and interpret a text? The critical engagement with literary objects is a craft that requires paying careful and methodical attention not only to the conditions of creation, production, and circulation of works, but also to their various material components and levels of signification. Through the close study of a selection of works of contemporary Iberian literatures, in this seminar we will explore a number of tools for the critical analysis of literature. Special attention will be given to strategies that can be helpful in the process of identifying questions, formulating research problems, and assessing evidence to support your interpretation.

*PQs/Notes:* Taught in Spanish.

*Instructor:* Mario Santana                      *Quarter:* Winter

**SPAN 43000. Imperialismo, Nación y Cultura en el Caribe Hispánico (el siglo XX).** En este seminario examinaremos las relaciones entre política y cultura en el Caribe hispánico durante el periodo que se extiende de la invasión norteamericana a la región, con la Guerra del 1898, hasta los inicios de la Revolución Cubana de 1959. El triunfo de los Estados Unidos en la guerra finisecular marcó el fin del dominio imperial de España en la zona, iniciándose así toda una nueva era de profundas contiendas geopolíticas y reconfiguraciones culturales. Entre esta se vieron el surgimiento de nuevos tipos de relaciones coloniales y neocoloniales con la emergente metrópoli norteamericana y el reposicionamiento de los discursos sobre raza en los debates sobre la identidad nacional, en sus genealogías y posibles virtualidades—todo ello estructurado por economías y lenguajes fuertes de género (gender). En este sentido, la esfera cultural devino simultáneamente escenario y protagonista de esas pugnas. Mediante una selección de materiales ensayísticos, narrativos y poéticos clave, el curso se concentrará particularmente en los modos en que la literatura intervino en esos conflictos, siendo a la vez constituida por ellos. Entre los autores a estudiar se encuentran José Martí, Antonio Pedreira, Fernando Ortiz, Lydia Cabrera, Julia de Burgos, Nicolás Guillén, Luis Palés Matos, Manuel del Cabral, Juan Bosch y Fidel Castro, entre otros.

*PQs/Notes:* Taught in Spanish.

*Instructor:* Agnes Lugo-Ortiz

*Quarter:* Autumn

## **DEPARTMENT DIRECTORY**

### **Department Office**

1050 E. 59th St.  
Wieboldt 205  
(Send mail to 1115 E. 58th St.)  
Chicago, IL 60637  
773/702-8481  
773/834-1095 (fax)  
<http://rll.uchicago.edu/>  
[RLL Graduate Student Wiki](#)

### **Staff**

Erin Condon  
Department Assistant  
773/702-1588  
[eecondon@uchicago.edu](mailto:eecondon@uchicago.edu)

Jennifer Hurtarte  
Graduate Academic Affairs and Operations Administrator  
773/834-5880  
[jhurtart@uchicago.edu](mailto:jhurtart@uchicago.edu)

Callie Manick  
Undergraduate Affairs Administrator  
773/702-8481  
[callie.manick@uchicago.edu](mailto:callie.manick@uchicago.edu)

### **Faculty**

Niall Atkinson  
Associate Professor of Art History and Romance Languages and Literatures  
CWAC 260, 773/702-0270  
[nsatkinson@uchicago.edu](mailto:nsatkinson@uchicago.edu)

Noel Blanco Mourelle  
Assistant Professor of Spanish Literature  
Wb 223, 773/702-4129  
[nblancomourelle@uchicago.edu](mailto:nblancomourelle@uchicago.edu)  
(on leave in 2023-24)

Dain Borges  
Associate Professor of History and Romance Languages & Literatures  
SS 507, 773/834-0284  
[dborges@uchicago.edu](mailto:dborges@uchicago.edu)



Larissa Brewer-García  
Associate Professor of Latin American Literature  
Cl 119, 773/834-6403  
[brewergarcia@uchicago.edu](mailto:brewergarcia@uchicago.edu)  
(on leave in 2023-24)

Frederick de Armas  
Robert O. Anderson Distinguished Service Professor of Spanish Literature and Comparative Literature  
Wb 409A, 773/702-9354  
[fdearmas@uchicago.edu](mailto:fdearmas@uchicago.edu)

Sergio Delgado Moya  
Associate Professor of Latin American and Latinx Studies  
[sergioldm@uchicago.edu](mailto:sergioldm@uchicago.edu)  
(on leave in 2023-24)

Daisy Delogu  
Howard L. Willett Professor of French Literature; Director of Center for the Study of Gender and Sexuality  
Wb 105A, 773/702-4115  
[ddelogu@uchicago.edu](mailto:ddelogu@uchicago.edu)

Pauline Goul  
French Undergraduate Adviser; Assistant Professor of French Literature  
[pgoul@uchicago.edu](mailto:pgoul@uchicago.edu)

Alison James  
Department Chair; Professor of French Literature  
Wb 224, 773/702-4267  
[asj@uchicago.edu](mailto:asj@uchicago.edu)

Robert Kendrick  
Robert O. Anderson Distinguished Service Professor of Music and Romance Languages & Literatures  
GoH 314, 773/834-8229  
[rkendric@uchicago.edu](mailto:rkendric@uchicago.edu)

Agnes Lugo-Ortiz  
Acting HLBS Section Head (autumn); HLBS Graduate Adviser; RLL Director of Graduate Studies; Associate Professor of Latin American Literature, the Center for Latin American Studies, the Center for Gender Studies, and the Center for Race, Culture and Society  
Wb 214, 773/702-4283  
[lugortiz@uchicago.edu](mailto:lugortiz@uchicago.edu)

Khalid Lyamlahy  
Assistant Professor of French and Francophone Studies  
Wb 232, 773/834-6198  
[klyamlahy@uchicago.edu](mailto:klyamlahy@uchicago.edu)  
(on leave in autumn & spring)

Armando Maggi  
Arthur and Joann Rasmussen Professor in Western Civilization, Italian Studies, and the  
Committee on the History of Culture  
Wb 225, 773/702-4304  
[amaggi@uchicago.edu](mailto:amaggi@uchicago.edu)  
(on leave in autumn & winter)

Maria Anna Mariani  
Italian Undergraduate Adviser; RLL Director of Undergraduate Studies; Assistant Professor  
of Italian Literature  
Wb 215, 773/834-6405  
[marianim@uchicago.edu](mailto:marianim@uchicago.edu)

Miguel Martínez  
HLBS Section Head (winter & spring); Professor of Spanish Literature  
Cl 118, 773/834-0429  
[martinezm@uchicago.edu](mailto:martinezm@uchicago.edu)  
(on leave in autumn)

Robert Morrissey  
Benjamin Franklin Professor of French Literature and the Committee on Interdisciplinary  
Studies in the Humanities  
Wb 219, 773/702-8479  
[rmorriss@uchicago.edu](mailto:rmorriss@uchicago.edu)

Noémie Ndiaye  
Randy L. and Melvin R. Berlin Associate Professor of English and Romance Languages &  
Literatures  
W 513  
[ndiaye@uchicago.edu](mailto:ndiaye@uchicago.edu)  
(on leave in 2023-24)

Larry F. Norman  
French Graduate Adviser and Section Head; Frank L. Sulzberger Professor of Romance  
Languages & Literatures, Theater & Performance Studies, and Fundamentals  
Cl 115, 773/702-4383  
[lnorman@uchicago.edu](mailto:lnorman@uchicago.edu)

François Richard  
Associate Professor of Anthropology and Romance Languages & Literatures

H 211, 773/702-7714  
[fgrichard@uchicago.edu](mailto:fgrichard@uchicago.edu)

Danielle Roper  
HLBS Undergraduate Adviser; Assistant Professor of Latin American Literature  
Cl 120, 773/702-4177  
[droper@uchicago.edu](mailto:droper@uchicago.edu)

Rocco Rubini  
Italian Section Head; Professor of Italian Literature, and Theater & Performance Studies  
Wb 118, 773/702-4393  
[rubini@uchicago.edu](mailto:rubini@uchicago.edu)

Mario Santana  
Associate Professor of Spanish Literature  
Wb 217, 773/702-4432  
[msantana@uchicago.edu](mailto:msantana@uchicago.edu)

Victoria Saramago  
Associate Professor of Brazilian Literature, and Environment, Geography & Urbanization  
Wb 226, 773/834-6406  
[saramago@uchicago.edu](mailto:saramago@uchicago.edu)  
(on leave in 2023-24)

Jennifer Scappettone  
Associate Professor of English Language & Literature, and Romance Languages &  
Literatures  
W 509  
[jscap@uchicago.edu](mailto:jscap@uchicago.edu)

Justin Steinberg  
Italian Graduate Adviser; Professor of Italian Literature  
Wb 218, 773/702-4447  
[hjstein@uchicago.edu](mailto:hjstein@uchicago.edu)

#### Language Program Directors

Alba Girons Masot  
Chair of Language Directors Committee; Basque & Catalan Language Program Director;  
Associate Senior Instructional Professor  
C 125, 773/834-2340  
[agirons@uchicago.edu](mailto:agirons@uchicago.edu)

Ana María Lima  
Portuguese Language Program Director; Senior Instructional Professor  
C 128, 773/702-7988

[afl1@uchicago.edu](mailto:afl1@uchicago.edu)

Nené Lozada

Spanish Language Program Co-Director; Senior Instructional Professor

C 126, 773/702-7981

[mclozada@uchicago.edu](mailto:mclozada@uchicago.edu)

Alice McLean

French Language Program Director; Senior Lecturer in French and Portuguese

C 124, 773/702-8014

[amclean@uchicago.edu](mailto:amclean@uchicago.edu)

Janet Sedlar

Spanish Language Program Co-Director; Associate Senior Instructional Professor

C 126, 773/702-7926

[janetsedlar@uchicago.edu](mailto:janetsedlar@uchicago.edu)

Veronica Vegna

Italian Language Program Director; Senior Instructional Professor; Languages Across the Curriculum Coordinator

C 127, 773/702-2542

[vvegna@uchicago.edu](mailto:vvegna@uchicago.edu)

#### Instructional Professors/Senior Lecturers

Begoña Arechabaleta

Assistant Instructional Professor in Spanish

G-B 204

[begoar@uchicago.edu](mailto:begoar@uchicago.edu)

Marie Berg

Instructional Professor in French

G-B 208, 773/702-3568

[marieberg@uchicago.edu](mailto:marieberg@uchicago.edu)

Céline Bordeaux

Instructional Professor in French

G-B 227, 773/702-9941

[celineb@uchicago.edu](mailto:celineb@uchicago.edu)

Celia Bravo Díaz

Assistant Instructional Professor in Spanish

G-B 226

[cbravodiaz@uchicago.edu](mailto:cbravodiaz@uchicago.edu)

Leonardo Cabrini

Assistant Instructional Professor in Italian  
G-B 232  
[lcabrini@uchicago.edu](mailto:lcabrini@uchicago.edu)

Irena Cajkova  
Instructional Professor in Spanish  
G-B 226, 773/702-8021  
[lcajkova@uchicago.edu](mailto:lcajkova@uchicago.edu)

Sara Dallavalle  
Assistant Instructional Professor in Italian  
G-B 233  
[saradall@uchicago.edu](mailto:saradall@uchicago.edu)

Isabelle Faton  
Assistant Instructional Professor in French  
G-B 227  
[isabellefaton@uchicago.edu](mailto:isabellefaton@uchicago.edu)

Pablo García Piñar  
Assistant Instructional Professor in Spanish  
G-B 222B  
[pgarciapinar@uchicago.edu](mailto:pgarciapinar@uchicago.edu)

Sylvie Goutas  
Associate Instructional Professor in French  
G-B 210  
[sgoutas@uchicago.edu](mailto:sgoutas@uchicago.edu)

Georgy Khabarovskiy  
Assistant Instructional Professor in French  
G-B 208  
[georgyk@uchicago.edu](mailto:georgyk@uchicago.edu)

Etienne Labbouz  
Assistant Instructional Professor in French  
G-B 207  
[ejlabbouz@uchicago.edu](mailto:ejlabbouz@uchicago.edu)

James León Weber  
Assistant Instructional Professor in Spanish  
G-B 203  
[jamesleonweber@uchicago.edu](mailto:jamesleonweber@uchicago.edu)

Verónica Moraga  
Associate Instructional Professor in Spanish

G-B 205  
[vmoraga@uchicago.edu](mailto:vmoraga@uchicago.edu)

Bel Olid  
Assistant Instructional Professor in Catalan and Spanish  
[bolid@uchicago.edu](mailto:bolid@uchicago.edu)

Diana Palenzuela Rodrigo  
Assistant Instructional Professor in Spanish  
G-B 205  
[dpalenzuela@uchicago.edu](mailto:dpalenzuela@uchicago.edu)

Alan Parma  
Assistant Instructional Professor in Portuguese and Spanish  
G-B 203  
[aparma@uchicago.edu](mailto:aparma@uchicago.edu)

Rebecca Petrush  
Associate Instructional Professor in French  
G-B 209  
[rpetrush@uchicago.edu](mailto:rpetrush@uchicago.edu)

Felipe Pieras-Guasp  
Assistant Instructional Professor in Spanish  
G-B 204  
[fpieras@uchicago.edu](mailto:fpieras@uchicago.edu)

Nicolas Portugal  
Assistant Instructional Professor in French  
G-B 208  
[nportugal@uchicago.edu](mailto:nportugal@uchicago.edu)

Andrés Rabinovich  
Assistant Instructional Professor in Spanish  
G-B 202  
[anrabinovich@uchicago.edu](mailto:anrabinovich@uchicago.edu)

Juliano Saccomani  
Assistant Instructional Professor in Portuguese and Spanish  
G-B 202  
[jsaccomani@uchicago.edu](mailto:jsaccomani@uchicago.edu)

Gerdine Ulysse  
Assistant Instructional Professor in French and Kreyol  
G-B 210  
[ulysse@uchicago.edu](mailto:ulysse@uchicago.edu)

Linxi Zhang  
Assistant Instructional Professor in Spanish  
G-B 214  
[lz391@uchicago.edu](mailto:lz391@uchicago.edu)

Postdocs, Research Associates, and Other Instructors

Federica Caneparo  
Research Associate  
[fcaneparo@uchicago.edu](mailto:fcaneparo@uchicago.edu)

Laura Colaneri  
Teaching Fellow in the Humanities  
[lcolaneri@uchicago.edu](mailto:lcolaneri@uchicago.edu)

Clovis Gladstone  
Senior Research Associate; Associate Director of ARTFL  
[clovisgladstone@uchicago.edu](mailto:clovisgladstone@uchicago.edu)

Eduardo Leão  
Teaching Fellow in the Humanities  
[eduardol@uchicago.edu](mailto:eduardol@uchicago.edu)

Ana Flávia Marcelino  
Research Associate  
[anaflavia@uchicago.edu](mailto:anaflavia@uchicago.edu)

Pablo Ottonello  
Teaching Fellow in the Humanities  
[ottonello@uchicago.edu](mailto:ottonello@uchicago.edu)

Elizabeth Tavella  
Julius Rosenwald Postdoctoral Fellow  
[etavella@uchicago.edu](mailto:etavella@uchicago.edu)

Emeriti Faculty

Paolo Cherchi  
Professor Emeritus of Italian and Spanish Literatures  
[pcvv@uchicago.edu](mailto:pcvv@uchicago.edu)

Arnold Davidson  
Robert O. Anderson Distinguished Service Professor Emeritus, Departments of Philosophy,  
Comparative Literature, Romance Languages and Literatures, and the Committee on the  
Conceptual and Historical Studies of Science, and the Divinity School  
[fiorentina@uchicago.edu](mailto:fiorentina@uchicago.edu)

René de Costa  
Professor Emeritus of Spanish and Latin American Literatures  
[rdecosta@uchicago.edu](mailto:rdecosta@uchicago.edu)

Peter Dembowski  
Distinguished Service Professor Emeritus of French Literature  
[pdembows@uchicago.edu](mailto:pdembows@uchicago.edu)

Philippe Desan  
Howard L. Willett Professor Emeritus of French Literature, and the Committee on the  
History of Culture  
[p-desan@uchicago.edu](mailto:p-desan@uchicago.edu)

George Haley  
Professor Emeritus of Spanish Literature  
[gh14@uchicago.edu](mailto:gh14@uchicago.edu)

Thomas Pavel  
Gordon J. Laing Distinguished Service Professor Emeritus of French Literature,  
Comparative Literature, and the Committee on Social Thought  
[tgpavel@yahoo.com](mailto:tgpavel@yahoo.com)

Elissa B. Weaver  
Professor Emerita of Italian Literature  
[e-weaver@uchicago.edu](mailto:e-weaver@uchicago.edu)

Rebecca West  
William R. Kenan, Jr. Distinguished Service Professor Emerita of Italian Literature, and the  
Department of Cinema and Media Studies  
[rebeccawest@mac.com](mailto:rebeccawest@mac.com)

#### Affiliated Faculty

Hoda El Shakry  
Assistant Professor, Department of Comparative Literature  
[helshakry@uchicago.edu](mailto:helshakry@uchicago.edu)

Martha Feldman  
Ferdinand Schevill Distinguished Service Professor, Department of Music  
[rore@uchicago.edu](mailto:rore@uchicago.edu)

Rachel Galvin  
Associate Professor, Department of English  
[rachelgalvin@uchicago.edu](mailto:rachelgalvin@uchicago.edu)



Colin Jones  
Visiting Professor, Department of History  
[jonesc1@uchicago.edu](mailto:jonesc1@uchicago.edu)

Emilio Kourí  
Professor, Department of History  
[kouri@uchicago.edu](mailto:kouri@uchicago.edu)

Ellen MacKay  
Associate Professor, Department of English  
[emackay@uchicago.edu](mailto:emackay@uchicago.edu)

Françoise Meltzer  
Edward Carson Waller Distinguished Service Professor in the Humanities, Department of  
Comparative Literature, and the Divinity School  
[mltz@uchicago.edu](mailto:mltz@uchicago.edu)

Natacha Nsabimana  
Assistant Professor of Anthropology  
[natachansa@uchicago.edu](mailto:natachansa@uchicago.edu)

Jennifer Pitts  
Professor, Department of Political Science and the Committee on Social Thought  
[jpitts@uchicago.edu](mailto:jpitts@uchicago.edu)

Anne Walters Robertson  
Claire Sux Swift Distinguished Service Professor, Department of Music  
[awrx@uchicago.edu](mailto:awrx@uchicago.edu)

David Wray  
Associate Professor, Departments of Classics and Comparative Literature  
[dlwray@uchicago.edu](mailto:dlwray@uchicago.edu)

## TABLE OF CONTENTS

### Graduate Students

#### French

Stephanie Beauval  
[sbeauval@uchicago.edu](mailto:sbeauval@uchicago.edu)

Ryan Brown  
[rdbrown5@uchicago.edu](mailto:rdbrown5@uchicago.edu)

Yuting Cai  
[yutcai@uchicago.edu](mailto:yutcai@uchicago.edu)

Enya Calibuso  
[calibuso@uchicago.edu](mailto:calibuso@uchicago.edu)

Khouloud Gargouri  
[khouloud@uchicago.edu](mailto:khouloud@uchicago.edu)

Etienne Grateau  
[egrateau@uchicago.edu](mailto:egrateau@uchicago.edu)

Peadar Kavanagh  
[pkavanagh@uchicago.edu](mailto:pkavanagh@uchicago.edu)

Loriane Lafont  
[lafontl@uchicago.edu](mailto:lafontl@uchicago.edu)

Kirsten Lopez  
[kirstenlopez@uchicago.edu](mailto:kirstenlopez@uchicago.edu)

Léon Pradeau  
[lpradeau@uchicago.edu](mailto:lpradeau@uchicago.edu)

Quentin Vaganay  
[qvaganay@uchicago.edu](mailto:qvaganay@uchicago.edu)

#### Italian

Eufemia Baldassarre  
[ebaldassarre@uchicago.edu](mailto:ebaldassarre@uchicago.edu)

Mattia Conti  
[mattiaconti@uchicago.edu](mailto:mattiaconti@uchicago.edu)

Beatrice Fazio  
[bfazio@uchicago.edu](mailto:bfazio@uchicago.edu)

Darren Kusar  
[dkusar@uchicago.edu](mailto:dkusar@uchicago.edu)

Alessandro Minnucci  
[minnucci@uchicago.edu](mailto:minnucci@uchicago.edu)

Caterina Nicodemo  
[cnicodemo@uchicago.edu](mailto:cnicodemo@uchicago.edu)

Fara Taddei  
[ftaddei@uchicago.edu](mailto:ftaddei@uchicago.edu)

Sarah Jane Vincent  
[vincents@uchicago.edu](mailto:vincents@uchicago.edu)

Yuyang Zhang  
[zhangyuyang@uchicago.edu](mailto:zhangyuyang@uchicago.edu)

Hispanic and Luso-Brazilian

Vianny Anaya Amado  
[vanaya@uchicago.edu](mailto:vanaya@uchicago.edu)

Lizette Arellano  
[arellano@uchicago.edu](mailto:arellano@uchicago.edu)

Jeferson Barboza Torres  
[barbozatorre@uchicago.edu](mailto:barbozatorre@uchicago.edu)

Leora Baum  
[lbaum@uchicago.edu](mailto:lbaum@uchicago.edu)

Miriam Borrero Robledo  
[mborrero@uchicago.edu](mailto:mborrero@uchicago.edu)

Ysé Bourdon  
[ysebourdon@uchicago.edu](mailto:ysebourdon@uchicago.edu)

Cristina Esteves-Wolff  
[cesteveswolff@uchicago.edu](mailto:cesteveswolff@uchicago.edu)

Azucena Garza  
[azucena@uchicago.edu](mailto:azucena@uchicago.edu)

Paulina León  
[pleon@uchicago.edu](mailto:pleon@uchicago.edu)

Luis Madrigal Pérez  
[luismadrigal@uchicago.edu](mailto:luismadrigal@uchicago.edu)

Giovanni Minicucci  
[gminicucci@uchicago.edu](mailto:gminicucci@uchicago.edu)

Meriam Pacheco Salazar  
[mpachecosalazar@uchicago.edu](mailto:mpachecosalazar@uchicago.edu)

Andrea Reed-Leal  
[areedleal@uchicago.edu](mailto:areedleal@uchicago.edu)

Belén Sánchez  
[belsanchez@uchicago.edu](mailto:belsanchez@uchicago.edu)

Ricardo Soler Rubio  
[rsolerrubio@uchicago.edu](mailto:rsolerrubio@uchicago.edu)

Matías Spector  
[matiasspector@uchicago.edu](mailto:matiasspector@uchicago.edu)

Jean Vallejo González  
[vallejogonzalez@uchicago.edu](mailto:vallejogonzalez@uchicago.edu)

# TABLE OF CONTENTS

## PhD READING LIST IN FRENCH

Revised December 2012

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

### Moyen Âge

	<i>La Chanson de Roland</i>
	<i>La Vie de Saint Alexis</i>
	<i>Aucassin et Nicolette</i>
Bérout et/ou Thomas	<i>Tristan et Yseut</i>
Marie de France	<i>Les Lais</i>
Chrétien de Troyes	<i>Érec et Énide, ou Le Chevalier de la charrette, ou Yvain ou le Chevalier au lion, ou Le roman de Perceval ou Cligès</i>
Guillaume de Lorris	<i>Le Roman de la Rose</i>
Jean de Joinville	<i>La Vie de Saint Louis</i>
	<i>La Mort le roi Artu</i>
Guillaume de Machaut	<i>Le Voir dit ou La fonteinne amoureuse ou Le jugement du roi de Navarre</i>
Adam de la Halle	<i>Le Jeu de Robin et Marion</i>
Jean Froissart	<i>Le prologue au 3e livre des Chroniques, ou Le Voyage en Béarn, ou La Prison Amoureuse</i>
Christine de Pizan	<i>Le Livre de la Cité des dames, ou Le ditié de Jehanne d'Arc</i>
Alain Chartier	<i>La belle dame sans merci, ou Le Quadrilogue invectif</i>
François Villon	<i>Les Lais, ou Le Testament</i>
Samuel N. Rosenberg, ed.	<i>Chansons des trouvères: chanter m'estuet (Livre de Poche, 1995): chansons de toile, Aube, Conon de Béthune, Chastelain de Coucy, Gace Brulé, Colin Muset, Adam de la Halle, Rutebeuf</i>

### Critique

Paul Zumthor	<i>Essai de poétique médiévale</i>
Daniel Poirion	<i>Le Moyen Âge I (1150-1300), Le Moyen Âge II (1300-1480)</i>
Erich Auerbach	<i>Mimesis (chapître sur Roland)</i>
Michel Zink	<i>La subjectivité littéraire</i>

### XVI<sup>e</sup> Siècle

Rabelais	<i>Pantagruel, Gargantua, Tiers Livre</i>
Montaigne	<i>Les Essais, en portant une attention particulière aux essais suivants: Livre I: "De l'oisiveté", "Des menteurs", "Que philosopher c'est apprendre à mourir", "De l'amitié", "De l'institution des enfants", "De la modération", "Des cannibales"; Livre II: "De l'affection des pères aux enfants", "Des livres", "Apologie de Raimond Sebond", "De la praesumption", "De trois bonnes femmes", "De la ressemblance des enfants aux pères"; Livre III: "De l'utile et de l'honneste", "Du repentir", "De trois commerces", "Des coches", "De la vanité", "De l'expérience"</i>
Marguerite de Navarre	<i>L'Heptaméron</i>
d'Aubigné	<i>Les Tragiques (jusqu'à la fin des "Fers")</i>

## Poésie

Marot du Bellay Ronsard	Choix de dix <i>Épîtres</i> <i>Les Regrets, Les Antiquités de Rome</i> Choix de dix odes dans <i>Les Odes</i> , choix de douze sonnets dans <i>Les Amours, Abrégé de l'art poétique</i>
Floyd Gray	<i>Anthologie de la poésie française du XVI<sup>e</sup> siècle</i> (voir surtout Maurice Scève, Louise Labé, Pontus de Tyard, Philippe Desportes)

## Critique

Henri Weber Hugo Friedrich	<i>La Création poétique au XVI<sup>e</sup> siècle</i> <i>Montaigne</i>
-------------------------------	---

## **XVII<sup>e</sup> Siècle**

Boileau Bossuet Corneille	<i>L'Art poétique</i> <i>Oraison funèbre d'Henriette d'Angleterre,</i> <i>Le Cid, Horace</i> , choix de trois pièces parmi les suivantes: <i>La Place royale, L'illusion comique, Cinna, Polyeucte, Le menteur, Rodogune, Suréna</i>
Descartes La Bruyère Mme de La Fayette La Fontaine	<i>Le Discours de la méthode</i> <i>Les Caractères</i> <i>La Princesse de Clèves</i> "Les Animaux malades de la Peste", "Le Chêne et le Roseau", "La Cigale et la Fourmi", "Le Corbeau et le Renard"
La Rochefoucauld Molière	<i>Maximes</i> <i>Tartuffe, Le Misanthrope, Les Femmes savantes</i> , choix de deux pièces additionnelles parmi les suivantes: <i>Les Précieuses ridicules, L'Ecole des femmes, Dom Juan, L'Avare, Le Bourgeois gentilhomme, Le Malade imaginaire</i>
Pascal Racine	<i>Les Pensées, Les Provinciales</i> (de 1 à 7) <i>Andromaque, Britannicus, Phèdre, Athalie</i> , choix d'une pièce parmi les suivantes: <i>Alexandre le Grand, Bérénice, Bajazet, Mithridate, Iphigénie, Esther</i>
Mme de Sévigné	Choix de dix lettres de l'édition Classiques Larousse

## Critique

Paul Benichou René Bray Lucien Goldmann	<i>Morales du grand siècle</i> <i>La Formation de la doctrine classique en France</i> <i>Le Dieu caché</i>
---	--

## **XVIII<sup>e</sup> Siècle**

Beaumarchais Bernardin de Saint-Pierre Chénier d'Alembert Diderot	<i>Le Barbier de Séville, Le Mariage de Figaro</i> <i>Paul et Virginie</i> Choix de dix poèmes <i>Discours préliminaire</i> <i>Le Neveu de Rameau, Jacques le Fataliste, Le Rêve de d'Alembert, Paradoxe sur le comédien</i>
Laclos	<i>Les Liaisons dangereuses</i>

Marivaux	<i>Le Jeu de l'amour et du hasard, La Vie de Marianne ou Le Paysan parvenu</i>
Montesquieu	<i>Les Lettres persanes, De l'Esprit des lois (livre I à XI, XIX et XXX)</i>
Prévost	<i>Manon Lescaut</i>
Rousseau	<i>Discours sur l'origine de l'inégalité, Les Rêveries du promeneur solitaire, Emile, Confessions I-VI</i>
Voltaire	<i>Candide, Zadig, L'Ingénu, Histoire de Charles XII, Lettres philosophiques</i>

### Critique

Paul Hazard	<i>La Crise de la conscience européenne (1680-1715)</i>
Jean Starobinski	<i>La Transparence et l'obstacle</i>

### **XIX<sup>e</sup> Siècle**

Balzac	<i>Le Père Goriot, Les Illusions perdues</i>
Baudelaire	<i>Les Fleurs du mal, Le Spleen de Paris, Le Peintre de la vie moderne</i>
Chateaubriand	<i>Atala, René, Mémoires d'outre-tombe (édition petits Classiques Larousse, passages choisis)</i>
Constant	<i>Adolphe</i>
Flaubert	<i>Madame Bovary, L'Education sentimentale, Un coeur simple,</i>
Hugo	<i>Notre Dame de Paris ou Les Misérables, Les Feuilles d'automne, Les Contemplations, Hernani, Préface de Cromwell</i>
Huysmans	<i>A rebours</i>
Lamartine	<i>Méditations poétiques</i>
Mallarmé	<i>Poésies</i>
Musset	<i>On ne badine pas avec l'amour</i>
Nerval	<i>Les Chimères, Sylvie</i>
Rimbaud	<i>Poésies</i>
Sand	<i>La Mare au diable</i>
de Staël	<i>De l'Allemagne</i>
Stendhal	<i>Le Rouge et le noir, La Chartreuse de Parme</i>
Verlaine	<i>Les Fêtes galantes, Sagesse</i>
Vigny	<i>Les Destinées</i>
Zola	<i>L'Assommoir, Germinal, Le Roman expérimental</i>

### Critique

Erich Auerbach	<i>Mimesis (chapitre sur Madame Bovary)</i>
Georg Lukács	<i>Theory of the Novel</i>
Jean-Pierre Richard	<i>Poésie et profondeur</i>

### **XX<sup>e</sup> & XXI<sup>e</sup> Siècles**

#### Romans

Bâ	<i>Une si longue lettre</i>
de Beauvoir	<i>L'Invitée</i>
Beckett	<i>Molloy ou Malone meurt ou L'Innommable</i>
Bernanos	<i>Journal d'un curé de campagne</i>
Camus	<i>L'Etranger, La Chute</i>
Céline	<i>Voyage au bout de la nuit</i>
Chamoiseau	<i>Texaco</i>

Colette	<i>La Vagabonde</i>
Djebar	<i>L'Amour, la fantasia</i>
Duras	<i>Le Ravissement de Lol V. Stein</i>
Ernaux	<i>La Place or Une femme</i>
Gide	<i>L'Immoraliste, Les Faux-monnayeurs</i>
Kourouma	<i>Les Soleils des Indépendances</i>
Malraux	<i>La Condition humaine</i>
Modiano	<i>Rue des boutiques obscures</i>
Perec	<i>Les Choses ou La Vie mode d'emploi</i>
Proust	<i>Du côté de chez Swann, Le Temps retrouvé</i>
Robbe-Grillet	<i>La Jalousie ou Dans le labyrinthe</i>
Sarraute	<i>Le Planétarium ou Les Fruits d'or</i>
Sartre	<i>La Nausée</i>
Tournier	<i>Le Roi des Aulnes</i>
Yourcenar	<i>Mémoires d'Hadrien</i>

#### Nouvelles et textes

Aragon	<i>Le Paysan de Paris</i>
Breton	<i>Nadja</i>
Sartre	<i>Le Mur</i>

#### Poésie

Apollinaire	<i>Alcools</i>
Bonnefoy	<i>Poésies</i>
Césaire	<i>Cahier d'un retour au pays natal</i>
Char	<i>Les Matinaux</i>
Éluard	<i>Capitale de la douleur</i>
Ponge	<i>Le Parti pris des choses</i>
Roubaud	<i>Quelque chose noir</i>
Sédar Senghor	<i>Chants d'ombre</i>
Valéry	<i>Charmes</i>

#### Théâtre

Anouilh	<i>Antigone</i>
Beckett	<i>En attendant Godot, Fin de partie</i>
Claudel	<i>Partage de midi ou Le soulier de satin</i>
Genet	<i>Les Bonnes ou Le Balcon</i>
Giraudoux	<i>La Guerre de Troie n'aura pas lieu ou La Folle de Chaillot</i>
Ionesco	<i>La Cantatrice chauve, La Leçon</i>
Koltès	<i>Dans la solitude des champs de coton</i>
Sartre	<i>Huis clos</i>
Yacine	<i>Le cadavre encerclé</i>

#### Critique/Manifestes

Artaud	<i>Le Théâtre et son double</i>
Breton	<i>Manifestes du surréalisme</i>
Robbe-Grillet	<i>Pour un nouveau roman</i>

#### Théorie

Roland Barthes	<i>Le Degré zéro de l'écriture</i>
----------------	------------------------------------

de Beauvoir	<i>Le Deuxième sexe (vol. 1)</i>
Hélène Cixous	<i>Le Rire de la Méduse</i>
Antoine Compagnon	<i>La Troisième république des lettres</i>
Jacques Derrida	<i>De la grammatologie</i>
Foucault	<i>Les Mots et les choses</i>
Gérard Genette	<i>Figures III</i>
Jacques Lacan	<i>Le Stade du miroir</i>
Sartre	<i>Qu'est-ce que la littérature?</i>
Ferdinand de Saussure	<i>Cours de linguistique générale</i>



## PhD READING LIST IN ITALIAN

Revised June 2017

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

### Storie letterarie

Vallardi	<i>Storia letteraria d'Italia</i>
Cecchi-Sapegno	<i>Storia della letteratura italiana</i> (Garzanti)
Muscetta	<i>Letteratura italiana</i> Laterza
Asor Rosa	<i>Letteratura italiana</i> (Einaudi)
Ceserani - De Federicis	<i>Il materiale e l'immaginario</i> (Loescher)
G. Ferroni	<i>Storia della letteratura italiana</i> (Einaudi)

### Dizionari

Bompiani	<i>Dizionario letterario</i>
Petronio	<i>Dizionario enciclopedico della letteratura italiana</i> (Laterza)
Branca	<i>Dizionario critico della letteratura italiana</i> (UTET)
U. Bosco	<i>Enciclopedia dantesca</i>
S. D'Amico	<i>Enciclopedia dello spettacolo</i>

### Guide

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

### Raccolte di testi

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

### '200 - '300

Dante Alighieri	<i>Divina Commedia</i>
Dante Alighieri	<i>Vita Nuova + Le rime petrose, "Tre donne" e la canzone montanina</i>
Dante Alighieri	<i>De vulgari eloquentia o Monarchia</i>
Francesco Petrarca	<i>Canzoniere</i>
Francesco Petrarca	<i>Secretum</i>
Giovanni Boccaccio	<i>Decameron</i>
Giovanni Boccaccio	<i>Fiammetta o Corbaccio o Teseida</i>
Marco Polo	<i>Il Milione</i>
Jacopone da Todi	<i>Laude</i>

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

**'400**

Leon Battista Alberti	<i>Momus</i> • <i>Libri della famiglia</i> ,
G. Pico della Mirandola	<i>Orazione sulla dignità dell'uomo</i>
Angelo Poliziano	<i>Orfeo</i>
Luigi Pulci	<i>Il Morgante</i>
Matteo Maria Boiardo	<i>L'Orlando innamorato</i>
Jacopo Sannazzaro	<i>Arcadia</i>

**'500**

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

**'600**

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

**'700**

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

**'800**

Ugo Foscolo	<i>Dei sepolcri</i>
Francesco De Sanctis	<i>Storia della letteratura italiana</i>
Alessandro Manzoni	<i>I Promessi sposi</i>
Giacomo Leopardi	<i>Canti</i> • <i>Operette morali</i> o <i>Zibaldone</i>
Giovanni Verga ( <i>I Malavoglia</i> ) • Federico De Roberto ( <i>I Viceré</i> )	
Carlo Collodi ( <i>Pinocchio</i> ) • Edmondo De Amicis ( <i>Cuore</i> )	
Matilde Serao	<i>Il ventre di Napoli</i>
Giovanni Pascoli	<i>Myrica</i>

## '900

Per quanto riguarda la poesia si devono conoscere autori e testi antologizzati in Pier Vincenzo Mengaldo, *Poeti italiani del Novecento* (Sergio Corazzini, Aldo Palazzeschi, Guido Gozzano, Umberto Saba, Clemente Rebora, Dino Campana, Camillo Sbarbaro, Giuseppe Ungaretti, Eugenio Montale, Salvatore Quasimodo, Mario Luzi, Cesare Pavese, Giovanni Caproni, Sandro Penna, Vittorio Sereni, Pier Paolo Pasolini, Franco Fortini, Andrea Zanzotto, Giovanni Giudici, Elio Pagliarani, Edoardo Sanguineti, Giovanni Raboni).

Luigi Pirandello *Il fu Mattia Pascal* • *Sei personaggi in cerca d'autore*  
Sibilla Aleramo (*Una donna*) • Grazia Deledda (*Canne al vento*)  
Italo Svevo *La coscienza di Zeno*  
Gabriele D'Annunzio *Alcyone*  
Alberto Moravia *Gli Indifferenti*  
Dino Buzzati (*Il deserto dei Tartari*) • Guido Morselli (*Dissipatio H.G.*)  
Anna Maria Ortese *L'iguana*  
Cesare Pavese *Il mestiere di vivere* o *La luna e i falò*  
Carlo Emilio Gadda *Quer pasticciaccio brutto de Via Merulana* • *La cognizione del dolore*  
Giuseppe Tomasi di Lampedusa *Il Gattopardo*  
Giorgio Bassani (*Cinque storie ferraresi* • *Gli occhiali d'oro*) • Natalia Ginzburg (*Lessico familiare*)  
Leonardo Sciascia *Il giorno della civetta* • *A ciascuno il suo*  
Elsa Morante *La storia* o *Menzogna e sortilegio* • *L'isola di Arturo*  
Italo Calvino *Cosmicomiche* • *Se una notte d'inverno un viaggiatore* • *La città invisibili* o *Palomar* • *I nostri antenati (trilogia)*  
Pier Paolo Pasolini *Petrolio*  
Primo Levi *Se questo è un uomo* • *I sommersi e i salvati*  
Beppe Fenoglio *Il partigiano Johnny* • *Una questione privata*  
Amelia Rosselli *Variazioni belliche*  
Antonio Gramsci *Quaderni del carcere* o *Letteratura e vita nazionale*  
Umberto Eco (*Il nome della rosa*) • Goliarda Sapienza (*L'arte della gioia*)

## PHD DIACHRONIC READING LIST IN HISPANIC AND LUSO-BRAZILIAN STUDIES

Revised June 2023

### Medieval

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

### Iberian, XVI-XVII

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

### Colonial Latin America

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

### Nineteenth-Century Latin America

Simón Bolívar	"Carta de Jamaica"
Andrés Bello	"Silva a la agricultura de la zona tórrida"
Juan Francisco Manzano	<i>Autobiografía de un esclavo</i>
Domingo Faustino Sarmiento, <i>Facundo</i> or Euclides da Cunha, <i>Os sertões</i>	
Cirilo Villaverde, <i>Cecilia Valdés</i> or Jorge Isaacs, <i>María</i> or José de Alencar, <i>Iracema</i>	
José Martí	"Nuestra América"
Rubén Darío	Prologues and selection of poetry
Joaquim Maria Machado de Assis	<i>Memórias póstumas de Brás Cubas</i> or <i>Dom Casmurro</i>

### Iberian, XVIII-XXI Centuries

Leandro Fernández de Moratín, <i>El sí de las niñas</i> or José Zorrilla, <i>Don Juan Tenorio</i>	
Benito Pérez Galdós, <i>La desheredada</i> or Emilia Pardo Bazán, <i>Cuentos</i> (selection)	
João Baptista Almeida Garret, <i>Viagens na minha terra</i> or Eça de Queirós, <i>O primo Basílio</i>	
Jacint Verdaguer, <i>L'Àlntida</i> or Àngel Guimerà, <i>Terra Baixa</i>	
Federico García Lorca	<i>La casa de Bernarda Alba</i> or <i>Bodas de sangre</i>

Ramón J. Sender, *Réquiem por un campesino español* **or** Martín Santos, *Tiempo de silencio*  
Fernando Pessoa, *Antología* **or** José Saramago, *Ensaio sobre a cegueira*  
Mercè Rodoreda, *La plaça del Diamant* **or** Jaume Cabré, *Viatge d'hivern*  
Antología de poesía

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

Antología de poesía hispanoamericana del siglo XX

Jorge Luis Borges

*Ficciones*

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

Octavio Paz

*El laberinto de la soledad*

René Marqués

*La carreta*

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

Antología de poesía brasileira do século XX

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

Carlos Martiel

*Tercera Raiz*

### **Latinx Literatures and Cultures**

Américo Paredes

*With His Pistol in His Hand: A Border Ballad and His Hero*

Piri Thomas

*Down These Mean Streets*

Pedro Pietri

*Puerto Rican Obituary*

Ronaldo Hinojosa

*Klail City y sus alrededores*

Gloria Anzaldúa

*Borderlands/La frontera. The New Mestiza*

Guillermo Gómez-Peña & Coco Fusco

*The Couple in the Cage: Two Undiscovered Amerindians Visit the West* (1992 performance). Video version by Coco Fusco & Paul Heredia, *The Couple in the Cage: Guatinaui Odyssey* [1993]

Josefina Báez

*Dominicanish: A Performance Text*

# RLL Mentoring Plan

## I. MENTORING STRUCTURE

### A. Academic advising

Each section has a graduate adviser(s) available to all students. Beginning in the spring quarter of year 2, students have the option of officially designating a dissertation director; they are required to do so by the end the autumn quarter of year 3. Any faculty member with an appointment (primary or joint) in RLL may serve as dissertation director. Depending on their field, students may also work with faculty outside of the department/University as a committee member or committee co-chair/dissertation co-director.

On the basis of their research interests, first-year students are also assigned (by the GAA in consultation with the Chair and the section's graduate adviser) a faculty mentor from outside of their section with whom they meet at least once a year, during the first half of autumn quarter, in their first two years.

### Responsibilities

Students are expected to remain in communication with their advisers, to respond to email, and in particular to let their adviser(s) know if they are encountering difficulties or find that they are not able to meet deadlines.

### Graduate advisers (see also RLL governance document)

- Serve as the primary contact and a resource for all their section's graduate students.
- Ensure that students are meeting program and PTP requirements in a timely fashion.
- Provide comments on quarterly progress reports for students until they officially designate a dissertation director in spring of year 2 or autumn of year 3.
- Have a group meeting with all their section's students at least once a year to respond to questions, discuss issues of concern, etc. [this item might also be completed with/by the section head]
- Coordinate first-year exams and other exams and provide written feedback from the section, as applicable.
- Meet with students quarterly during registration week to advise students in course selection, ensure students' courses meet program requirements, and assist students with other registration issues.
- During Orientation Week, review student language assessments and recommendations with their section's Language Program Director(s).
- During Orientation Week, meet with incoming students to go over program requirements, language assessment results and formulate a plan of study.

- By the end of the spring quarter, send letters to all students regarding their progress, including specific recommendations for improvement, if applicable, and goals for the upcoming year.

#### Dissertation directors

- Make arrangements to meet with advisees at least quarterly
- Provide field-specific guidance relative to academic and professional issues/questions
- Provide comments on quarterly progress reports
- Read student work in a timely manner and provide meaningful feedback
- Write letters of recommendation on time and as needed
- Approve dissertation chapters and notify the GAA of such approval
- Work with advisees to arrange chapter colloquia with the dissertation committee (at least annually); advisees are responsible for organizing the meeting
- Consult with students about pedagogy-related issues
- Observe advisees teach at least once so that they can address teaching in letters of recommendation
- Organize mock interviews and job talks
- Support students in applying for academic and non-academic jobs

In specific circumstances (e.g., joint degrees, co-tutelle) co-directors are permitted. In such cases, the advisee and both directors should formulate a written plan that lays out how they will effectively work together.

#### Committee members (who are University of Chicago faculty)

- Provide field-specific guidance relative to academic and professional issues/questions
- Read student work in a timely manner and provide meaningful feedback
- Write letters of recommendation on time and as needed
- Participate in chapter colloquia, mock interviews, and job talks
- Support students in applying for academic and non-academic jobs

They may also:

- Consult with students about pedagogical mentoring
- Observe advisees teach at least once so that they can address teaching in letters of recommendation

#### Faculty mentors

- Make arrangements to meet with their mentee(s) at least once (during autumn quarter) annually for the first two years; the mentoring relationship may continue in following years at the discretion of the mentor and mentee
- Provide general academic/professional support and help serve as a resource for broader aspects of academic life, professionalization and navigating the university

- Do not mediate or intervene in internal matters between the mentee and faculty in the student's section. If a situation of concern emerges, the mentor will report it to the department Chair, who in turn will contact the relevant faculty in the section.

## **Expectations**

The department expects faculty to provide meaningful written feedback in connection to all assignments and program requirements, including first-year and comprehensive PhD exams. While timeframes may vary, it is generally expected that such feedback will be provided within one month.

The department expects students to meet program and PTP requirements in a timely manner. All required coursework (with the exception of pro-seminars taken pass/fail) and the Qualifying Paper (QP) should be complete by the end of year 2; language requirements should be complete by the end of year 3.

Students must be ABD by the end of year 3 unless exceptional circumstances warrant an extension. In all cases students must be ABD by the end of winter quarter of year 4. Some flexibility may be granted to students completing joint degrees, as needed.

Students must have demonstrated adequate mastery of their target language (see II.D below for further details) by the start of year 3 unless exceptional circumstances warrant an extension. In all cases, such mastery must be demonstrated by the end of winter quarter of year 3.

Students are expected to graduate within six years. In specific circumstances, students may be granted a seventh year of registration. Starting in 2025-26, students who wish to request a seventh year of registration must present a 1-to-2-page petition explaining the rationale for the extension, including a completion plan, by Friday of Week 6 of the first quarter of their sixth year. The faculty from the student's section, in collaboration with the DGS, will make a decision regarding the extension by Friday of Week 9. Students who do not defend their dissertation by the end of their sixth year (if haven't applied for or been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program. Withdrawn students have the option of finishing their dissertation independently and petitioning to defend it at the University of Chicago in the years following the withdrawal. For more information, see the [Time Limit Administrative Withdrawal policy](#).

Concerns about student progress (e.g., incompletes, inadequate mastery of target language, poor performance on program requirements) should be clearly communicated to the student in writing and may result in probation. If a student is placed on probation the expectations (including relevant deadlines) for improvement will be clearly stated in writing, as will the consequences of not meeting the expectations.



## **Capacity and distribution**

Tenured faculty are expected to set their own limits with respect to their advising capacity. In order to ensure that junior faculty have enough time to devote to their own progress towards tenure, they normally may serve on no more than five dissertation committees (includes both as director and reader). Additional requests from students should be discussed with the section head and Chair before the faculty person may accept to serve. If a faculty person is not meeting the needs of their current advisees, the Chair, in consultation with the Dean, will determine a course of action.

## **Oversight**

The Department Chair

- Reviews the mentoring plan, including expectations for faculty, at a fall faculty meeting
- Takes action, as needed, to ensure compliance with the plan
- Distributes findings of annual program evaluations at the end of spring quarter and includes discussion of them at a late spring or early fall faculty meeting

The graduate adviser or dissertation director completes the first comment field on the quarterly progress report. This field should include an assessment of student progress, and recommendations concerning progress/goals in the coming quarter(s).

The Director of Graduate Studies (DGS) completes the second comment field, signs all quarterly progress reports, and determines whether the student is making satisfactory progress. The DGS may flag additional concerns not identified by the dissertation directors/grad advisers, as relevant. If the student is behind in/missing requirements, or failing to make steady progress, the DGS should state expectations and deadlines for the coming quarter(s). An unsatisfactory progress report is a serious concern, and “unsatisfactory” shall not be assigned without discussion with the graduate adviser/dissertation director. The DGS may organize events and put in place other structures to support students, as needed.

The Graduate Affairs Administrator (GAA) oversees the collection of quarterly progress reports, grad course evaluations, and annual program evaluations. The GAA reads all grad course evaluations and flags both concerns and outstanding teaching for the Chair.

The Executive Committee (EC) is authorized to adjudicate disagreements between the DGS and a dissertation director or graduate adviser concerning student progress.

## **B. Professional development**

### **Conferences**

Students are encouraged to participate in conferences and colloquia both inside and outside the department. The department, the division, and the Graduate Council offer some financial support for these activities. Faculty are encouraged to organize events such as mini-colloquia in the framework of their seminars or in other contexts that allow for students to take an active role. The department also hosts information sessions on various topics on an ad hoc basis.

### **Publications**

The pro-seminar *Professional Academic Writing (RLLT 47000)* is required for all students in the winter quarter of second year, while the student is preparing their Qualifying Paper, and intended to help students develop their research and writing skills and to introduce them to the norms of academic publishing.

### **External grants and fellowships**

Students are encouraged to seek advice from [UChicagoGRAD](#). Dissertation directors and advisers are encouraged to alert students of field-relevant external research and funding opportunities.

### **Service and participation in governance**

The Chair holds a department-wide meeting at least twice annually with all graduate students and the GSAC.

New student policies and procedures (e.g., the PTP), or major revisions to student policies and procedures, are distributed to the students for comment.

Graduate students from each section select a representative (whose name is relayed by the faculty section head to the GAA by the third week of the fall quarter). Graduate representatives may consult with the Chair and EC on governance and related issues.

Student participation is solicited in connection to committees relevant to them (e.g., review of mentoring plan, website committee).

The department encourages graduate students as of third year to assume the role of co-organizers for relevant graduate research workshops (Early Modern & Mediterranean, France & Francophone World, Latin America & Caribbean, etc.); graduate student workshop coordinators are mentored both by workshop faculty sponsors and by the previous graduate student co-organizers.

### **C. Career advising**

Students have different professional objectives, and not all graduate students desire, or seek, an academic appointment. It is expected that faculty respect student choices in this matter.

## Academic placement

In AY 20-21 the department implemented a pro-seminar on *Job Market Preparation (RLLT 48000)*. This course, strongly recommended for all fifth-year students who intend to apply for academic positions, will enable the students to produce solid drafts of the most often required job materials: CV, cover letter, diversity statement, teaching statement, research statement. The pro-seminar also includes a presentation by UChicagoGRAD on the CV vs the resumé, and provides students with a template for both.

As noted above, dissertation directors organize mock interviews. They also organize mock job talks, open to the entire department, for their advisees. The department offers some limited financial support for travel to job interviews.

## Nonacademic employment

Students are encouraged to take advantage of the many resources provided by [UChicagoGRAD](#). Once annually (ideally in fall), the Chair will invite someone from UChicagoGRAD to give a presentation oriented towards opportunities likely to be of interest to our students. Below is a partial list of useful resources:

- [Beyond the Professoriate](#): an organization to assist students in finding non-academic jobs. It seems to be one of the most relevant websites of this type now. They have a lot of free advice, but also some paid classes and coaching services.
- [Imagine PhD](#): similar to Beyond the Professoriate, but free and more limited in terms of personalized resources.
- [PhDs at Work](#): oriented toward networking, with job listings etc.
- [Connected Academics](#): an initiative the MLA launched a few years ago. They have a lot of resources, mostly in terms of general advice.

## D. Additional forms of mentoring

The GAA, in consultation with the Chair and the section's graduate adviser, matches all first-year students with a faculty mentor from another section. The faculty mentor meets at least once annually with the student in their first two years; the mentoring relationship may continue in following years at the discretion of the mentor and mentee. The GAA matches all incoming students with a peer mentor from another section. The pair will remain matched (unless either party asks to be reassigned, or the mentor graduates) through the end of the mentee's third year. Students who would like an alumni or a professional mentor are encouraged to consult with UChicagoGRAD. Since all members of RLL are, by definition, learners of one or multiple languages, students may volunteer to serve as a peer language mentor (either for those needing help with their English, or with their target language). Those interested in participating in such a mentorship should contact the GAA.

The department holds a number of social events for all students, lecturers, postdocs, and faculty. These include quarterly receptions and other departmental get-togethers. Sections may organize additional events for their faculty and students.

## II. **DEGREE PROGRESS**

### **Academic milestones**

The graduate advisers oversee timely completion of program requirements such as coursework, language training, first-year exam, and the QP, and ensure student conformance with the PTP. No later than December of year 3, students will officially designate a dissertation director who will be primarily responsible for guiding the student's intellectual, academic, and professional development. The graduate advisers continue to be a resource for all students, as needed, and continue to monitor student progress throughout the program.

### **Tracking**

The GAA tracks student progress by means of a database that includes fields for completion of all program and PTP requirements.

### **Quarterly Progress Reports**

All students complete a quarterly progress report (see attached). As noted above, (section I, A. Oversight) the quarterly progress report includes two comment fields, the first to be completed by the grad adviser or dissertation director assessing progress, noting any late/incomplete requirements, and reminding students of short and mid-term goals. The DGS reviews all progress reports and completes the second comments field, which may reinforce or add to the comments in the first field, provide deadlines for late/incomplete requirements, or other. Any differences in assessment should be discussed and, if needed, adjudicated by the EC so that the final progress report provides a coherent and consistent message to the student concerning their progress. Quarterly progress reports form part of the student record. Any student whose progress is deemed unsatisfactory will be placed on probation and will be given clear expectations, deadlines, and consequences, the results of which will be reviewed in the subsequent quarter. Two consecutive unsatisfactory reports may result in withdrawal from the program.

### **Annual Reviews**

All sections meet annually in spring to discuss the progress of all students in their section. All faculty in residence and Language Program Director(s) participate in annual reviews, which are organized and chaired by the section's graduate adviser. In advance of the meeting, Language Program Directors (as relevant) and dissertation directors provide short reports on their student(s). These, along with the student record, form the basis for the annual review. The graduate adviser for each section writes an annual letter to each

student. The letter conveys areas of strength and identifies areas for improvement; identifies goals for the summer and coming academic year; and (if needed) provides deadlines for the completion of missing/incomplete program requirements. Letters are copied to the Chair and GAA and are included in the student's file.

### **Leaves of Absence**

Students may request a leave of absence (LOA) for a range of reasons. In some cases, LOAs provides an opportunity for students to rethink their desire to pursue a PhD. Such students should not be pressed to resume their graduate study, but those who do should be fully supported by the faculty in their section.

### **Student continuation and counseling out**

Program requirements (coursework, first-year exam, QP, comps) all provide opportunities to assess student strengths and areas for improvement. Poor performance in one or more requirements, or inability to improve in areas of weakness, may signal that a student is not suited for doctoral study.

There are hard deadlines for becoming ABD and demonstrating mastery of the target language. As mentioned above (section I, A. Expectations), students who have not achieved an adequate level of proficiency by the end of year 2 may be encouraged to leave the program (ideally with their MA), and/or may be placed on probation. Students who have not achieved an adequate level of proficiency by the end of winter quarter of year 3 will be required to leave the program. An "adequate level" is defined by the demonstrated ability to successfully communicate about academic subjects orally and in writing in the target language and, except in rare cases, the demonstrated linguistic skills to teach years one and two of the language. This determination will be made by the section's faculty members in consultation with the Language Program Director(s). Starting in 2025-26, students who do not complete the program by the end of year 6 will be required to submit a petition to be granted a seventh year of registration. Students who do not defend their dissertation by the end of their sixth year (if haven't applied for or been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program.

Probation may be used to help students get back on track, or to have them leave (ideally with an MA). All probations (whether communicated in the annual letter, or in progress reports) must include clear objectives, deadlines, and consequences.

Decisions regarding administrative withdrawal of students are made collaboratively within each section, and may also involve consultation with the Dean of Students, DGS, EC, and Chair (see [university policy](#)).

### **Faculty accountability**

The department has an annual program evaluation form (see attached), the responses to which are reviewed by the Chair. The GAA aggregates responses into a year-end report that

is distributed to faculty at the end of spring quarter and discussed at a late spring or early fall faculty meeting. The Chair addresses any concerns individually with the relevant faculty. In exceptional cases, further consultation with the Dean may be required.

### III. STUDENT SUPPORT

#### Communication

The mentoring plan is provided to new students along with the program handbook and is also posted on the [departmental wiki](#). Graduate advisers review program requirements and the mentoring plan with students during orientation.

#### Skills

To succeed in the program, students need to have adequate mastery of their target language. To this end:

- The proficiency of non-native speakers of the target language is evaluated as soon as the student has accepted their offer of admission. This first assessment is in two parts: one evaluating linguistic competency for research/writing/expression (this may be gauged by student recruitment interviews with faculty and writing samples submitted for admissions), and the other evaluating linguistic competency for teaching in the target language. If any additional work is deemed necessary, the student receives prompt and specific recommendations, ideally to begin implementation during the spring and summer before beginning the program. Students are given a program of study appropriate to them which may include: taking advanced courses at the University of Chicago, studying abroad in a country/region where the target language is spoken, and enrolling there in a program of study selected in consultation with the relevant Language Program Director(s) and faculty; other.
- The department offers a voluntary peer mentoring program in which students may help one another to improve their proficiency in English or in their target language, as relevant. When possible, the department will provide a modest budget to mentors so that they may meet for coffee etc.

All students need strong analytical, argumentative, and writing skills. Some students need additional help in this area, in particular those who begin their graduate study without having completed an MA degree. Such students may be required to take one or more courses through the Writing Program, to arrange for consultations through the Writing Program, to revise a course paper and submit it to all faculty in their section, or other.

Depending on their field and research topic students may also require specialized linguistic, research, archival, or digital skills. Students work with their advisers and eventual dissertation director to determine what skills they may need and how best to acquire them. Students may learn such skills in contexts that include, but are not limited to:

- Methodological courses taken at the Newberry Library
- Graduate seminars
- Departmental research and editing projects such as the Longi volumes
- Specialized courses or workshops (e.g., paleography, textual editing, digital studies)

### **Interventions**

The mentoring plan provides for a number of redundancies and doublechecks, such as multiple advisers, two comment fields on the quarterly progress reports, and the possibility of adjudication by the EC. These mechanisms are intended to provide each student with a network of peer and faculty support, to distribute oversight of student progress, to create multiple means of alerting the Chair to any problems, and to resolve disagreements in a way that involves multiple faculty.

### **Pre- to Post-candidacy**

The transition from pre-candidacy to ABD can be a difficult one. The department encourages ABD students to create structure for themselves and to remain in touch with the department in a variety of ways including, but not limited to:

- Coordinating and/or regularly attending graduate workshop(s) in their area
- Creating reading and/or writing groups with students and faculty
- Auditing relevant courses
- Serving as a peer mentor
- Attending events (both social and academic), in particular those organized by the department
- Organizing events

## **IV. FACULTY SUPPORT**

### **Assistance**

Through multiple and overlapping networks of faculty and student mentoring, the department aims to create a culture of shared and collaborative responsibility for student and faculty success.

### **Recognition**

The GAA flags outstanding teaching evaluations for the chair. The annual program evaluation form invites students to identify faculty who have stood out for their teaching or mentoring. Faculty so identified are noted in the Chair's annual report. The Chair's annual report to the Dean also includes information about mentoring.

## V. **AMENDMENTS TO MENTORING PLAN**

A committee composed of the GSAC, selected graduate students, a Language Program Director and chaired by the RLL Chair reviews the mentoring plan and all associated forms (graduate seminar course evaluation, quarterly progress report, end-of-year program evaluation) and documents (Literature Teaching Mentorship Plan, Language Teaching Mentorship Plan), annually at the start of winter or spring quarter. The updated plan is presented to the faculty for discussion and approval in a spring quarter meeting and to the students in a meeting with the Chair and the GSAC. It also is posted on the departmental wiki.

*AY 23-24 plan produced by Daisy Delogu, Armando Maggi, Alessandro Minnucci, Léon Pradeau, Victoria Saramago, Matías Spector and Veronica Vegna. Discussed at RLL graduate student meeting on April 12, 2023. Approved by the faculty on May 15, 2023.*



## **Teaching Schedule and Pedagogical Training Plan Romance Languages & Literatures**

Students and graduates from Romance Languages & Literatures (RLL) compete for positions in diverse institutions of higher education, many of which are teaching intensive; even [R1](#) institutions require significant evidence of solid teaching experience and training. Graduates from RLL who are successful on the academic job market have diverse teaching profiles.

Graduates of our program should all be able to:

- Design and teach a diverse range of courses (language courses at multiple levels, possibly including specialized language courses such as those targeted to heritage speakers; literature and culture courses for undergraduate major/minors; graduate seminars);
- Describe their language teaching approach;
- Describe their teaching philosophy and give reasons for their pedagogical choices;
- Implement technology to enhance instruction.

In addition, students should be acquainted with methods and approaches to:

- Second language acquisition;
- Undergraduate writing instruction;
- Inclusive pedagogy;
- Effective discussion facilitation;
- Clear and compelling lecturing.

The following table outlines the normative teaching schedule, elements of pedagogical training, and learning objectives (changes to this schedule may be approved on a case-by-case basis). Teaching experiences are sequenced, but the availability of certain assignments is based on curricular need. For this reason, it is not possible to guarantee certain assignments in fixed years or the availability of optional Graduate Student Lecturer or Graduate Student - TA positions.

Year	Teaching Experience	Pedagogical Training/Mentoring	Learning Objective(s)
1	- None	- Additional language study, if needed	- Demonstrate adequate mastery of the target language
2	- None required	- Pedagogy course on foreign language teaching (may be the course offered by RLL or by the Chicago Center for Teaching and Learning [CCTL]) taken pass/fail. Students who have taken such a course previously may petition for credit.	- Gain an overview of foreign language pedagogy, instructional practices, and course design; understand backward design as a framework; understand the role of assessment and formats for assessment; understand teaching techniques and activities
		- RLL Language Teaching Mentorship (details below)	- Observe and analyze language instruction in action - Engage in limited and guided teaching - Teach 1 to 2 whole sessions with the guidance of a language teaching mentor
		- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
3	- Graduate Student Lecturer for at least 1 of 2 required language courses, depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200)  - Qualified students may, with approval, serve as a Graduate Student - TA (see prerequisites, below)	- 1 to 3 classroom observations (depending on student's performance) by language teaching mentor and/or Language Program Director (LPD), followed by meeting with student and written report	- Practice classroom instruction with the guidance of a language teaching mentor
		- 1 of the following, in preparation for Graduate Student - TA position: participation in Writing Center workshops (TBD); completion of 1 CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail, if not previously fulfilled	- Develop skills in writing instruction, grading, and providing feedback on student prose - Develop core teaching tools to help reach students - Gain greater confidence and ability in teaching
		Recommended - 2 hours of CCT inclusive teaching programming	- Reflect on inclusive teaching practices
4	- Graduate Student Lecturer for 1 language course, if only 1 was completed in year 3  - 1 required Graduate Student - TA position in RLL (if not previously completed)	- RLL Literature Teaching Mentorship (details below)	- Learn about principles of literature course design, including text selection, assignments, policies - With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose - Engage in limited and guided teaching
		Recommended - Course Design and College Teaching (CCTE 50000), in preparation for teaching a literature course	- Design an inclusive and well-conceived course based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
5	- 1 Graduate Student - TA position in RLL (if not previously completed)  - 1 Graduate Student Lecturer position for literature course of student's design	- RLL Literature Teaching Mentorship (if not previously completed; details below)	
		- 1 to 2 classroom observations (depending on student's performance): 1 by the student's dissertation director (or another committee member) and/or 1 by the relevant undergraduate adviser, followed by meeting with student and written report	- Practice and get feedback on classroom instruction from faculty in the student's field
		Recommended - CCTL Individual Teaching Consultation - CCTL Seminar & Workshop on Teaching Portfolios	- Practice and get feedback on classroom instruction from specialists in teaching and learning - Develop a draft statement of teaching philosophy
6	- 1 optional Graduate Student Lecturer or Graduate Student - TA position*	Recommended - Complete any remaining components of CCTL Teaching Certificate Programs	- Synthesize evidence of and reflections on teaching

\*Students may, based on their professional development plans and with the approval of their adviser and the DGS, request a Graduate Student Lecturer position for a third language course or a second literature stand-alone course, or a second Graduate Student - TA position, in year 6. The optional Graduate Student - TA position will be contingent on departmental course planning, or may be completed in another department/program, pending availability.

### Languages Across the Curriculum (LxC) Graduate Student - TA

These positions are contingent upon curricular need and cannot be guaranteed, but they can serve as opportunities to practice leading discussion of texts, time and classroom management, integrating language support/instruction into the context of the course content, and developing basic teaching tools in an area of relevance or interest to the student. Students may therefore, in consultation with their adviser and following the guidelines of the PTP, serve as an LxC Graduate Student - TA should such a position become available. Students who serve as an LxC Graduate Student - TA should be observed at least once by the instructor of the course (if appointed in RLL) or by the relevant undergraduate adviser (if not).

### Joint Degree Students

Students enrolled in a joint degree program need to work out the details of their PTP in collaboration with the Director of Graduate Studies (DGS) of the respective departments, committees, or centers.

### Prerequisites for Graduate Student Lectureship in the language program

1. Adequate mastery of the target language (to be determined by the Language Program Director).
2. Completion of, or enrollment in, a language pedagogy class. Please note the CCTL course (CCTE 50100) is usually only offered in winter quarter, while the RLL course (RLLT 48800) is generally offered in the autumn.
3. Completion of the RLL Language Teaching Mentorship.

### Prerequisites for serving as a Graduate Student - TA

1. One of the following: participation in workshops (TBD) offered by the UChicago Writing Program; completion of one CCTL Fundamentals of Teaching Series; or Pedagogies of Writing (HUMA 5000) taken pass/fail. Students who receive credit for at least two MA courses taken elsewhere and are interested in being a Graduate Student - TA during their third year are strongly encouraged to fulfill this in year two.

### Prerequisites for teaching a literature course in RLL

1. Experience teaching in the language program.
2. Experience serving as a Graduate Student - TA.
3. Completion of the RLL Literature Teaching Mentorship.

### Prerequisites for teaching in the College Core

Students should consult the [Writing Program's website](#) for information on prerequisites for various types of teaching opportunities in connection to the Core.

All students are strongly advised to avail themselves of the additional courses and workshops offered through the [Chicago Center for Teaching and Learning](#), the [Chicago Language Center](#), the [Writing Program](#), and RLL.

## **RLL Language Teaching Mentorship Plan (16.5 - 30.5 hours)\***

### **1. Overall program organization (2h)**

- Mentees meet with the Language Program Director (LPD) or an Instructional Professor (IP) in order to get to know the program overall: the organization of the program, examples of syllabi and calendars, Canvas site(s), TalkAbroad, online platforms/software, etc.
- These meetings can be with different instructors as determined by LPDs in consultation with grad students.

#### **1.1. Before starting observations, and no later than end of Week 1 (may be prior to the start of the quarter)**

- Relevant LPD will ensure that a personalized schedule is put in place. This schedule will include the classes students will observe, the meetings they will have, the teaching expected of them, and the grading they will do.
- Mentees will be informed of the syllabus and calendars.

### **2. Observations and meetings (3-7h)**

- Students will complete a total of three to five observations. Students should observe all levels (1st-, 2nd- and, if applicable, 3rd-year) and, if appropriate, additional courses (e.g., heritage speakers, classes for speakers of Romance languages, reading courses).
- During the observation, mentees will fill out a form that will be used for the purposes of debriefing.
- Each observation should be preceded and followed by communication with the instructor, either in person or via email. These meetings can be used to introduce students to different elements of the program. The pre- and post-observation meeting should not exceed one hour in total.
- In order to have their preference taken into consideration, graduate students must indicate at least three weeks before the academic year starts the quarter in which they prefer to teach.

#### **2.1. Class observations - Weeks 2-7. Weekly meetings with instructors should address the following items, as appropriate:**

- Structure of Canvas site(s)
- TalkAbroad
- Online platforms
- Textbooks and other materials
- Grading rubrics
- Grading assignments
- Grade center on Canvas (FERPA, confidentiality issues)
- Creating/modifying Canvas content, or taking a Canvas course
- Pedagogical aspects of teaching
- Cultural activities
- Evaluations
- Other relevant aspects of the program

3. Mini-teachings (1-2h for preparation, teaching & meetings, per mini-teaching, for a total of 3-10h)
  - Mentees are expected to conduct three to five mini-teachings, integrated in the same level or with the instructor they observed.
  - Mentees will receive the objectives and essential information for their mini-teaching, they will prepare its structure and content, and will meet with the instructor prior to the class in which they will conduct their mini-teaching, and again after the class, to receive feedback. LPDs and IPs, in consultation with grad students, organize these mini-teaching sessions.
  
4. Teaching (3-4h for preparation, teaching & meetings, per class; 1.5h for debrief of recorded class, for a total of 7.5-9.5h)
  - Mentees are expected to teach two full classes, at different levels. They can (but don't have to) be the same classes the student observes or in which they have done the mini-teaching.
  - Mentees will plan each class using a lesson planning form they will receive. Mentees will meet with the instructor prior to the class they will teach to discuss the lesson plan, and again after the class, to receive feedback.
  - One class will be recorded and the student will watch it and reflect on it during a debriefing session afterwards.
  
5. Grading (1-2h)
  - Mentees will be given some assignments to grade. They will not assign the final grade, but they will correct the assignment using rubrics, when appropriate, and will provide feedback on the graded assignment.
  - Mentees will discuss their grading with the instructor of the class.
  
6. Materials to be provided to the mentees
  - Personalized mentorship schedule
  - Language Teaching Mentorship Plan
  - Observation form
  - Lesson plan form
  - Checklist on Box, Google Drive, or similar, shared by mentee and all involved in the mentorship process

*\*Students who have at least one year of previous teaching experience will complete an abbreviated mentorship by performing the minimum number of observations and mini-teachings, though they may complete more if they wish.*

*Students with little to no experience will determine the appropriate number of observations and mini-teachings in consultation with LPDs.*

## **RLL Literature Teaching Mentorship Plan**

### **1. Overall program organization**

The Literature Teaching Mentorship takes place in conjunction with a student's first Graduate Student – TA position. As part of the Graduate Student - TAship, students are expected to attend the entire course and complete all assigned readings. In addition, a series of meetings between the student and the instructor will address topics including (but not limited to): syllabus design, creating assignments and weighting course requirements, course policies, managing classroom dynamics, managing different language levels, backgrounds, or abilities, fostering discussion and participation, managing on-line discussion boards, evaluating student work.

Prior to the start of the quarter the instructor will put in place a schedule that includes dates of meetings, mini-teachings, and the full session to be taught.

### **2. Meetings (3-6h)**

Pre-course. An initial meeting to be held before the start of the quarter will provide an opportunity to discuss topics related to syllabus design, assignments, and policies. In addition, instructors will define their expectations for Graduate Student - TA participation in the class.

A meeting early in the quarter will address topics related to classroom dynamics, time management, types of activities used in the classroom and other.

A meeting held early to mid-quarter will discuss how to grade student work. The instructor will provide examples and will allow the Graduate Student - TA to practice commenting on and evaluating student work.

A final meeting may address issues such as academic dishonesty, student accommodations, how to support students who struggle, or other.

Students should observe actively and come to each meeting with questions and topics to discuss.

### **3. Mini-teachings (1-2h for preparation, teaching & meetings, per mini-teaching, for a total of 2-4h)**

Graduate Student - TAs may lead two or more mini-teachings of 10-20 minutes each, on two different days. These may include: designing and leading an activity, presenting an author or work, providing historical, literary, or cultural context, or other.

The instructor will communicate with the Graduate Student - TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback).

### **4. Teaching (3-4h for preparation, teaching & meetings, per class for a total of 6-8 hours)**

After completing their mini-teachings, Graduate Student - TAs are expected to teach one full class.

The instructor will communicate with the Graduate Student - TA both before (to ensure that the teaching plan seems feasible and useful) and after (to provide feedback). The instructor will also provide written feedback to be given to the student and included in their file.

#### 5. Grading and other responsibilities

Provided that the total number of hours devoted to the course and mentorship does not exceed 110, Graduate Student - TAs may be asked to:

- Read and comment on assignments/papers/exams and recommend grades for individual assignments (once they have received appropriate guidance). They will not assign the final grade, and instructors will review assignments before they are returned to students.
- Update the Canvas site
- Hold one weekly office hour and meet with students by appointment
- Copy or scan course materials (with attention to not exceed total mentorship hours)
- Carry out other tasks related to the teaching of the course



**Completion of Course Requirements in French & Francophone Studies (18 total)**

*Indicate course number, title and/or quarter taken.*

Twelve in French

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Four in Secondary Field (indicate field: \_\_\_\_\_)

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

Four in Critical Theory (can be in either French or Secondary Field)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Pedagogy Course

17. \_\_\_\_\_

18. RLLT 47000. Professional Academic Writing: \_\_\_\_\_





**Completion of Course Requirements in Italian Studies (18 total)**

*Indicate course number, title and/or quarter taken.*

Eleven in Italian

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

Five Electives

12. Critical Theory: \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

Pedagogy Course

17. \_\_\_\_\_
18. RLLT 47000. Professional Academic Writing ( \_\_\_\_\_ )



**Completion of Course Requirements in Hispanic & Luso-Brazilian Studies (18 total)**

*Indicate course number, title and/or quarter taken.*

Thirteen in HLBS

1. Medieval: \_\_\_\_\_
2. Early Modern - Golden Age: \_\_\_\_\_
3. Modern - Contemporary Peninsular: \_\_\_\_\_
4. Colonial: \_\_\_\_\_
5. 19th Century Latin America: \_\_\_\_\_
6. 20th to 21st Century Latin America: \_\_\_\_\_
7. Latinx Literatures & Cultures: \_\_\_\_\_
8. SPAN 38800. Critical Issues in HLBS: \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

Three Electives

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

Pedagogy Course

17. \_\_\_\_\_

18. RLLT 47000. Professional Academic Writing: \_\_\_\_\_



### Quarterly Progress Report for RLL Students

Federal financial aid laws require the University to confirm the satisfactory progress of all graduate students. In order to make a meaningful and accurate report with respect to their progress, students are asked to complete and submit this form to their graduate adviser or dissertation director, as relevant, by 8<sup>th</sup> week of fall, winter, and spring quarters.

Name:

Year of Entry:

Date of ABD:

Dissertation Director:

Quarter:

What progress have you made in the current quarter? Make sure to include (as relevant) courses completed or program or Pedagogical Training Plan requirements fulfilled. If you are carrying any incompletes, please state when you intend to resolve them. Also list conference papers presented and articles researched, written, submitted, or approved. If you are ABD, please update your dissertation completion plan (below) with any dissertation research performed, drafts written or revised, chapters submitted or approved, etc.

#### Dissertation Completion Plan

Work completed:

Work remaining & specific dates/quarters to be completed (students in year 5 and above must include expected graduation quarter/year):

Date you met with your grad adviser or dissertation director this quarter:

If ABD, did you meet with any of your committee members this quarter? N Y When?

When did your committee last meet?

To be completed by grad adviser or dissertation director

Comments and objectives for the coming quarter/academic year (AY):

Signature/typed name:

Date:

To be completed by RLL DGS

This student is making satisfactory progress. Y N

Comments and objectives for the coming quarter/AY:

Signature/typed name:

Date:

## RLL Comprehensive Examination Chair Form

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Student signature: \_\_\_\_\_

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

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

---

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

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

## RLL Dissertation Committee Form

*Students should submit this completed form to the RLL graduate affairs administrator. The dissertation committee must be established by the time the student is admitted to candidacy. The dissertation chair must be a faculty member in RLL. For more information, see RLL Student Handbook.*

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_

Title of dissertation: \_\_\_\_\_

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

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

---

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

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Department (and university, if other than U of C): \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Department (and university, if other than U of C): \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Department (and university, if other than U of C): \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Department (and university, if other than U of C): \_\_\_\_\_

Faculty Signature: \_\_\_\_\_