



THE UNIVERSITY OF
CHICAGO

DEPARTMENT OF ROMANCE
LANGUAGES AND LITERATURES
Division of the Humanities

GRADUATE STUDENT HANDBOOK



2024-2025

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This handbook spells out the requirements specific to the Department of Romance Languages and Literatures (RLL). **You are responsible for knowing its contents.** Please read it carefully and, if you have any questions, ask! Students who have not yet chosen a dissertation director should consult with the relevant 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 [their website](#).

PROGRAM-SPECIFIC REQUIREMENTS

REQUIREMENTS FOR PhD IN FRENCH AND FRANCOPHONE STUDIES

The PhD program in French and Francophone Studies 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 2024-25 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 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).

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.

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) basic command of an additional research language (such as Latin, German, Arabic, Haitian Creole, 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 must be fulfilled in the 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 an advanced language course and receiving a grade of B+ or better;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) 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;
- In specific cases (e.g., less-commonly taught languages which do not have courses or reading assessments available), students may petition to take a translation exam administered by a faculty member or a language instructor to fulfill the language requirement. 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. Written feedback will be provided to the student by the graduate adviser within a month of the exam. Failure will result in an unsatisfactory progress report and academic probation.

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 (RLLT 47000) 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 of no more than two hours attended by the first and second readers, and open to all French faculty. The student will be responsible for scheduling the colloquium and announcing the date and time 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. Failure will result in an unsatisfactory quarterly progress report and academic probation. 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 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 to their exam chair at least one week before the exam, and sooner if possible. They should also submit a signed [Comprehensive Examination Chair Form](#) to the Graduate Affairs Administrator at least a week before the exam.

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. Written feedback will be provided to the student by the exam chair within a month of the exam. The Comprehensive Examinations are an important milestone; failure may result in immediate withdrawal from the program.

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 and will be withdrawn from the program unless they have requested and been granted an extension (see [Satisfactory Academic Progress section](#) below). 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
- 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)	
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; 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 TAship.

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 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 2024-25 is Armando Maggi.

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 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

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) basic command of an additional research language. Both of these languages should be relevant to the student's chosen field of specialization and will be selected in consultation with the graduate adviser.

The language requirements must 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 an advanced language course and receiving a grade of B+ or better;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) 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;
 - In specific cases (e.g., less-commonly taught languages which do not have courses or reading assessments available), students may petition to take a translation exam administered by a faculty member or a language instructor to fulfill the language requirement. 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. Written feedback will be provided to the student by the graduate adviser within a month of the exam. Failure will result in an unsatisfactory progress report and academic probation.

Qualifying Paper

Students will complete a qualifying paper, preferably under the guidance of their prospective dissertation director, who will serve as the primary reader. 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 (RLLT 47000) 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. 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).

Students should submit the qualifying paper by the fifth week of spring quarter of their second year. Both readers will provide a "peer-reviewed" styled report of the final version of the essay within one month of submission. 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. Failure will result in an unsatisfactory progress report and academic probation.

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, they 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, they 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. Written feedback will be provided to the student by the exam chair within a month of the exam. The Comprehensive Examinations are an important milestone; failure may result in immediate withdrawal from the program.

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, or they will be withdrawn from the program unless they have requested and been granted an extension (see [Satisfactory Academic Progress section](#) below). 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
- 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)	
Literature teaching mentorship/Graduate Student TAs	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; 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; language lectureships; dissertation proposal and colloquium.

Fourth year: Dissertation research and writing; literature teaching mentorship/Graduate Student TAs; 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 2024-25 is Victoria Saramago.

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 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 (18th to 21st Centuries) Peninsular
 - Colonial
 - 19th Century Latin America
 - 20th to 21st 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 an additional 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 must 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 an advanced language course and receiving a grade of B+ or better;
- Taking a Reading for Research Purposes course (e.g., GRMN 33300) 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;
- In specific cases (e.g., less-commonly taught languages which do not have courses or reading assessments available), students may petition to take a translation exam administered by a faculty member or a language instructor to fulfill the language requirement. 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. Written feedback will be provided to the student by the graduate adviser within a month of the exam. Failure will result in an unsatisfactory progress report and academic probation.

Qualifying Paper

Students will complete a qualifying paper, preferably under the guidance of their prospective dissertation director, who will serve as the primary reader. 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 (RLLT 47000) 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. 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).

Students should submit the qualifying paper by the fifth week of spring quarter of their second year. Both readers will provide a "peer-reviewed" styled report of the final version of the essay within a month of submission. 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. Failure will result in an unsatisfactory progress report and academic probation.

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). 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) 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, they 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 the student's department record but will not appear on their university transcript. Written feedback will be provided to the student by the exam chair within a month of the exam. The Comprehensive Examinations are an important milestone; failure may result in immediate withdrawal from the program.

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 and will be withdrawn from the program unless they have requested and been granted an extension (See “Satisfactory Progress” section below). See the chart below for a standard timeline of requirements.

Requirement	Deadline/Recommended Yr
18 Courses	
- 13 in HLBS (including SPAN 38800. Critical Issues in HLBS)	Year 2
- 3 electives	Year 2
- 1 pedagogy	Year 2
- 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)	
Literature teaching mentorship/Graduate Student TAs	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; dissertation proposal and colloquium.

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

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

Sixth year: Complete and defend dissertation; job applications.

GENERAL POLICIES AND REQUIREMENTS

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

UNIVERSITY REGISTRATION REQUIREMENTS

[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, and the academic writing skills of all students, are evaluated as soon as the student has accepted their offer of admission. This assessment evaluates linguistic competency for research/writing/expression. In the second year, another assessment will evaluate 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 and faculty.

Students who have not achieved an adequate level of proficiency by the end of year two will be placed on academic probation and be given a timeline to return to good academic standing. Students who have not achieved an adequate level of proficiency by the end of winter quarter of year three per academic probation requirements will be administratively withdrawn. 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.

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 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). Students should also state their plans for the next quarter. In addition, ABD students will be asked to state whether/when they have met with members of their dissertation committee to discuss their work, and to include the timeline for completion. Students in year five and above must include a proposed graduation year and quarter.

The Director of Graduate Studies (DGS) reviews all progress reports and determines whether the student is making satisfactory progress. 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 the first-year 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, will receive an "unsatisfactory" and be placed on academic probation. If placed on probation, the student will be told, in writing, what specific actions need to be taken by specific deadlines in order for their progress to be deemed satisfactory. Failure on the comprehensive examination, 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, and quarterly progress reports will be evaluated on that basis (see program requirement deadlines under specific programs). In specific circumstances, and with the approval of the dissertation adviser and DGS, students have, at times been granted a seventh year of registration. Starting in 2025-26, a new procedure for approving this seventh-year extension will be put in place: 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 registration 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 apply in a timely fashion for the extension will not be granted one. Students who do not defend their dissertation by the end of their sixth year (if they haven't applied for and been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program. Students who are withdrawn for having reached their maximum time-to-degree per the department and who have reached candidacy at that time, have the option of finishing their dissertation independently and petitioning to defend it at the University of Chicago in the years following the withdrawal so long as they have departmental approval to do so. Please see the [University policy](#) for further information.

Incomplete Coursework

Students unable to complete their coursework by the end of the quarter should follow the [policy outlined on the divisional website](#).

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 DGS, 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 by specific deadlines in order for their progress to be deemed satisfactory. Two consecutive unsatisfactory reports may result in withdrawal from the program. For more information, please see the [Division of the Humanities website](#).

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. Students may, with the approval of their dissertation director, hold additional teaching positions in RLL or other departments. 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 [RLLT 48800] or Language Pedagogy for the Contemporary Classroom [CCTE 50100]), taken pass/fail. Students who have taken a corresponding 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
		Recommended - Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	- 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	- 1 - 2 Graduate Student Lecturerships 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 in RLL	- 1 to 3 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	- Practice classroom instruction with the guidance of a language teaching mentor
		Recommended (if not completed in year 2) - Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	- 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 (if not completed in year 2 for pedagogy requirement) - Language Pedagogy for the Contemporary Classroom (CCTE 50100)	
		Recommended - 2 hours of CCTL inclusive teaching programming	- Reflect on inclusive teaching practices
4	- Graduate Student Lectureship 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 - Supplemental teaching positions (if PTP completed; details below)	- RLL Literature Teaching Mentorship (if not previously completed; details below)	
		- 1 to 2 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	- 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	- Supplemental teaching positions (details below)	Recommended - Complete any remaining components of CCTL Teaching Certificate Programs (see below)	- Synthesize evidence of and reflections on teaching

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 and the signed [Dissertation Committee Form](#) at least two weeks 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 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](#). Students should schedule their defense early enough to allow enough time to make changes requested at the defense. At least four days prior to the dissertation deadline, the dissertation director must send confirmation to the Graduate Affairs Administrator that the dissertation is approved and in its final form so that the [Departmental Approval Form](#) can be signed by the department chair.

FINANCIAL AID

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

EMPLOYMENT LIMIT

See the [divisional policy](#) for important information on campus employment.

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](#).

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 eligible expenses (economy airfare, ground transportation, lodging, conference registration fees) incurred while presenting a paper at an academic conference. In general, students should have finished

all coursework before applying for conference support and be in good academic standing. 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 the Graduate Affairs Administrator: 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. 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 [ARTFL](#). 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. See the RLL Mentoring Plan for details.

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 eligible expenses (economy

airfare, ground transportation, lodging, conference registration fees) 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 the Graduate Affairs Administrator 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. 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](#).

GRADUATE STUDENT UNION

The current contract between the University and the union is posted on the [Office of the Provost's website](#).

2024-25 RLL GRADUATE COURSES (as of 6/20/24)

Basque

BASQ 39220. Espacio y memoria en el cine español.

This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.

Instructor(s): Mario Santana

Terms Offered: Winter

Note(s): Taught in Spanish.

Catalan

CATA 36525. Literatura política en el Siglo de Oro.

Instructor(s): Laia Miralles

Terms Offered: Spring

CATA 39220. Espacio y memoria en el cine español.

This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.

Instructor(s): Mario Santana

Terms Offered: Winter

Note(s): Taught in Spanish.

CATA 42100. Reading & Research.

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

French

FREN 31700. *Le Roman de la Rose*.

The "Roman de la Rose" (mid-13th century), a sprawling, encyclopedic summa composed by two separate authors, was arguably the single most influential vernacular text of the Middle Ages. Whether they hated or admired it, subsequent writers could not escape the long shadow cast by this magisterial œuvre. And, as Kate Soper's recent opera adaptation of the "Rose" demonstrates, this labyrinthine work remains a source of creative inspiration. In this course we will read the "Rose" together. Each student will choose a critical lens (e.g. gender and sexuality, animal and/or ecocritical studies, ethics and philosophy, reception studies, manuscript studies, text & image, etc.) to structure their

engagement with the text, and together we will collaborate to chart a rich and diverse set of interpretive paths through this complex work.

Instructor(s): Daisy Delogu

Terms Offered: Autumn

Note(s): 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.

FREN 34555. Ecological Explorations of the Francophone World.

The environmental humanities - that is, the study of nature through humanistic disciplines such as literature and history - has long been dominated by texts and theories from privileged sections of Europe and North America. However, alternative understandings of our natural world, including the role of living beings within it, have always existed. In this course, we will explore how contemporary francophone literature can renew, expand and complicate our perceptions of the oceans, deserts, mangroves and forests that surround us. Particular attention will be paid to questions of race, gender, language and indigeneity; course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material.

Instructor(s): Nikhita Obeegadoo

Terms Offered: Winter

Note(s): Taught in English or French, based on course composition.

FREN 35910. Racine.

Racine's tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful re-imaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).

Instructor(s): Larry Norman

Terms Offered: Autumn

Note(s): Course taught in French. All work in French for students seeking FREN credit; written work may be in English for those taking course for TAPS or FNDL credit.

FREN 36333. La poésie maghrébine d'expression française.

Depuis son émergence vers le milieu des années 1930, la poésie maghrébine d'expression française a accompagné les bouleversements politiques dans les trois pays du Maghreb et influencé la production romanesque des écrivains maghrébins. Dans les années 1960, des expériences collectives majeures - telles que la revue Souffles au Maroc - placent la poésie au centre du projet de renouvellement culturel dans la région. A la suite de ces dynamiques de groupes, les poètes maghrébins développent des œuvres poétiques ancrées dans leurs expériences individuelles mais désormais ouvertes sur le monde. Des thématiques récurrentes telles que l'exil, l'errance, le désir de révolte et la quête de la liberté mobilisent des techniques poétiques aussi variées que la violence linguistique, le dialogue avec les mythes ou encore l'utilisation des ressources de l'oralité. En étudiant un

corpus d'œuvres poétiques choisies du Maroc (Abdellatif Laâbi, Tahar Ben Jellou, Rachida Madani, Saïda Menebhi), de l'Algérie (Jean Sénac, Kateb Yacine, Assia Djebar) et de la Tunisie (Albert Memmi, Amina Saïd, Tahar Bekri), ce cours présente une introduction générale à la poésie maghrébine d'expression française. On analysera en particulier les formes, les procédés et les motifs poétiques permettant d'appréhender la figure du poète, sa représentation de la patrie, son discours politique ou encore son univers de représentations sensorielles et symboliques.

Instructor(s): Khalid Lyamlahy

Terms Offered: Spring

Note(s): Taught in French.

FREN 36680. Literary Games: Oulipo and Onward.

Does constraint foster creativity? Can wordplay carry political meaning? Is formal innovation divorced from lyrical expression? How do experimental literary movements respond to their sociopolitical moments and local contexts, and how do they transform when they travel across geographical and linguistic borders? We will consider these questions via the work of the longest-lived French literary group, the Oulipo (Ouvroir de littérature potentielle or Workshop for Potential Literature), examining its origins as a quasi-secret society in 1960 and its expansion into an internationally visible and multilingual collective (with members from Italy, Spain, Argentina, and the US). We will investigate debates about inspiration and authorship, copying and plagiarism, collective creation, multilingualism, constraint and translation, and the viability of the lyric subject. While considering antecedents (Edgar Allan Poe, Raymond Roussel), our readings will explore several generations of Oulipians (Raymond Queneau, Georges Perec, Italo Calvino, Michèle Métail, Anne Garréta, Frédéric Forte), and conclude with some very contemporary Oulipo-inspired writing from around the world (Christian Bök, Urayoán Noel, Mónica de la Torre, K. Silem Mohammed). Alongside critical essays, students will carry out short experiments with constraint and procedure, as well as translation exercises; and they will have the opportunity for dialogue with acclaimed writers and scholars who will visit our seminar.

Instructor(s): Rachel Galvin & Alison James

Terms Offered: Spring

Note(s): Students who are taking the class for French credit will complete some readings and writings in French.

FREN 38900. *La Princesse de Clèves* and the Genesis of the Modern Novel.

Madame de La Fayette's 1678 novel represents a turning point in the international development of the psychological novel and historical fiction. Set in a Renaissance past of courtly international intrigue, the novel plumbs its characters' interiorized struggles with erotic desire, marriage, and adultery, forging a path for later novelists such as Flaubert, George Eliot, and Tolstoy. We will examine debates about its literary form and moral impact, as well as around gender and women's writing, placing the novel in a transnational context (Spanish, Italian, and English romances, drama, and moral philosophy) and its later reception, including film adaptations and its role in heated contemporary controversies around the place of the humanities in society. Students are

encouraged to undertake individual comparative research projects in relation to the novel. Course taught in English but reading ability in French required.

Instructor(s): Larry Norman

Terms Offered: Winter

Prerequisite(s): Consent of instructor required for undergrads; those seeking FREN credit must have completed at least one French literature course, 21700 or higher.

Note(s): All work in French for students seeking FREN credit; written work may be in English for those taking course for CMLT, SCTH, or FNDL credit.

FREN 42100. Readings And Research: French.

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

FREN 45000. Second-Generation Maghrebis in France: Immigration, Identity, and Belonging.

France is home to the largest Muslim population in Western Europe, of which the majority is of North African descent. Since the beginning of the twentieth century, Maghrebi immigrants were subject to various forms of discrimination and violence. In recent years, ongoing debates on immigration and citizenship have shed light on the enduring legacies of French imperialism, along with the widely held perception of France's failure to effectively integrate its African and Muslim minorities. This course explores how narrative works by second-generation Maghrebis respond to these debates by addressing questions about collective memory, socioeconomic inequalities, police brutality, intergenerational relationships, and the banlieue environment. Authors studied may include Mehdi Charef, Azouz Begag, Leïla Sebbar, Faïza Guène, and Kaoutar Harchi.

Instructor(s): Khalid Lyamlahy

Terms Offered: Winter

Prerequisite(s): Taught in English.

FREN 46000. Beyond the Blanks of History: When Women of Color Reclaim the Narrative.

"History" is skewed and incomplete. It leaves out as much as it reveals. As they relegate past suffering to oblivion, historical omissions perpetuate the violence that they seek to hide. And this violence is often felt on multiple levels by women of color who find themselves imbricated within (neo)colonial, patriarchal, heteronormative, classist and ableist societal structures. In this course, we will situate ourselves at the intersection of literature, history and gender studies. We will explore the following questions together: Faced with the blind spots of history, how can literature function as an alternative archive that draws attention to the invisibilized stories of women of color? Simultaneously, how does literature sensitize us to the impossibility of fully knowing the past, no matter how hard we try? Course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material. Potential examples include Saidiya Hartman's "Venus in Two Acts" (2008), Gina Prince-Bythewood's *The Woman King* (2022), Gaiutra Bahadur's *Coolie Woman: The Odyssey of Indenture* (2013), Nathacha

Appanah's *La Mémoire Délavée* (2023), Lia Brozgal's *Absent the Archive: Cultural Traces of a Massacre in Paris, 17 October 1961* (2022), Marie Clements' *Bones of Crows* (2022), and Natasha Kanapé Fontaine's poetry.

Instructor(s): Nikhita Obeegadoo

Terms Offered: Spring

Note(s): Taught in English. All course material will be available in English, though students are encouraged to engage with original materials. Work may be submitted in English, French or Spanish.

Italian

ITAL 32888. Narrative Frescos in Early Modern Italy.

In this course we will observe different ways to tell a story through painting, and we will analyze strategies used by artists in early modern Italy to describe space and time in visual terms. Students will engage with different artists, from Giotto to Raphael and Pellegrino Tibaldi, and different cultural and geographic contexts, from Padua and Bologna to Florence, Venice, and Rome, over the span of about three centuries. Students will explore a wide range of visual examples and textual sources on various subject matters, from poetry to history, from the Bible to vernacular accounts about saints, from mythology to contemporary chronicles, in order to investigate what kind of stories were told on the walls of halls and courts of honor, private rooms, or public spaces, aiming at understanding why each of them was chosen. Complex projects such as narrative mural and ceiling paintings usually involved a tight collaboration among artists, patrons, and iconographic consultants, all figures with whom students will become familiar. We will also analyse the theory behind the comparison of poetry and painting ("ut pictura poesis", "as is painting so is poetry") by investigating the meaning and the reception of this ancient concept in early modern times, and its implications on the social role of the artist. Students will investigate the significance of narrative frescos in early modern times, while also asking questions about their value and impact today.

Instructor(s): Federica Caneparo

Terms Offered: Winter

ITAL 32900. Vico's *New Science*.

This course offers a close reading of Giambattista Vico's masterpiece, "The New Science" (1744) - a work that sets out to refute "all opinions hitherto held about the principles of humanity." Vico, who is acknowledged as the most resolute scourge of any form of rationalism, breathed new life into rhetoric, imagination, poetry, metaphor, history, and philology in order to promote in his readers that originary "wonder" and "pathos" which sets human beings on the search for truth. However, Vico argues, the truths that are most available and interesting to us are the ones humanity "authored" by means of its culture and history-creating activities. For this reason the study of myth and folklore as well as archeology, anthropology, and ethnology must all play a role in the rediscovery of man. "The New Science" builds an "alternative philosophy" for a new age and reads like a "novel of formation" recounting the (hi)story of the entire human race and our divine ancestors. In Vico, a prophetic spirit, one recognizes the fulfillment of the Renaissance, the spokesperson of a particular Enlightenment, the precursor of the Kantian revolution, and

the forefather of the philosophy of history (Herder, Hegel, and Marx). "The New Science" remained a strong source of inspiration in the twentieth century (Cassirer, Gadamer, Berlin, Joyce, Beckett, etc.) and may prove relevant in disclosing our own responsibilities in postmodernity.

Instructor(s): Rocco Rubini

Terms Offered: Autumn

Note(s): Taught in English.

ITAL 33502. Boccaccio's *Decameron*.

One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer's "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.

Instructor(s): H. Justin Steinberg

Terms Offered: Winter

Note(s): Taught in English.

ITAL 34920. Primo Levi.

Witness, novelist, essayist, translator, linguist, chemist, and even entomologist. Primo Levi is a polyhedral author, and this course revisits his work in all its facets. We will privilege the most hybrid of his texts: *The Search for Roots*, an anthology that collects the author's favorite readings--a book assembled through the books of the others, but which represents Levi's most authentic portrait. By using this work as an entry point into Levi's universe, we will later explore his other texts, addressing issues such as the unsettling relationship between survival and testimony, the "sinful" choice of fiction, the oblique path towards autobiography, and the paradoxes of witnessing by proxy.

Instructor(s): Maria Anna Mariani

Terms Offered: Winter

Note(s): Taught in Italian.

ITAL 35550. Machiavelli: Politics and Theater.

Arguably the most debated political theorist of all time due to *The Prince*, Machiavelli genuinely aspired to be remembered for his creative prowess. He explored various literary genres, such as short stories, dialogues, satirical poetry, letter writing, and,

notably, theater, where he demonstrated mastery with *The Mandrake*, an exemplary Renaissance comedy. This course aims to reintegrate these two aspects of Machiavelli: the serious politician and the facetious performer, a Janus-faced figure who serves as a precursor of both Hobbes and Montaigne. We will revive the image of this "Renaissance man," and, through him, shed light on his era and fellow humanists by restoring their intellectual unity of prescription and laughter. Indeed, we will discover that Machiavelli encourages us not to take things, including him and ourselves, too seriously!

Instructor(s): Rocco Rubini

Terms Offered: Autumn

Note(s): Taught in English.

ITAL 35800. Childhood and Fairy Tale in Bachelard, Benjamin, and Agamben.

'The child' is a complex and fascinating notion that plays a crucial role in the writings of some of the major twentieth-century thinkers. The child is often linked to 'fairy tale,' as if one concept couldn't exist without the other. What constitutes a fairy tale, what is the difference between fairy tale, myth, and allegory, and who is the real narrator and listener of fairy tales are questions that can only be addressed through a second, fundamental query: What is 'the child'? What does 'the child' represent? What role does the imagination play in the formation of 'the child'? These issues are especially significant in the writings of Gaston Bachelard, Walter Benjamin, and Giorgio Agamben. Readings will include: Bachelard, "Poetics of Reverie: Childhood, Language, and the Cosmos"; Bachelard, "Air and Dreams. An Essay on the Imagination of Movement"; Bachelard, "The Flame of a Candle"; Benjamin, *One-Way Street*; Benjamin, "The Fireside Saga"; Benjamin, "Berlin Childhood around 1900"; Benjamin "Goethe's Elective Affinities,"; Benjamin, "The Storyteller"; Agamben, "Infancy and History"; Agamben, "Profanations"; Agamben, "Pulcinella or Entertainment for Children"; Agamben, "Pinocchio". We will also read an ample selection of classic fairy tales from Giambattista Basile ("The Tale of Tales"), the seventeenth-century French conteuses, the Brothers Grimm, Clemens Brentano, and Collodi's "Pinocchio."

Instructor(s): Armando Maggi

Terms Offered: Spring

Note(s): Taught in English.

ITAL 42100. Readings And Research: Italian.

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

Portuguese

PORT 35000. The Amazon: Literature, Culture, Environment.

From colonial travelers to contemporary popular culture, the Amazonian forest has been a source of endless fascination, greed and, more recently, ecological concern. The numerous actors that have been shaping the region, including artists, writers, scientists, anthropologists, indigenous peoples, and the extractive industry, among others, bring a multifaceted view of this region that has been described as the paradise on earth as much

as a green hell. This course offers an overview of Amazonian history, cultures, and environmental issues that spans from the sixteenth to the twenty-first century. What are the major topics, works, and polemics surrounding the ways the Amazon has been depicted and imagined? How can the region's history help us understand the state of environmental policies and indigenous rights today? What can we learn about the Amazon from literature and film? What is the future of the Amazon in the context of Brazil's current political climate? From an interdisciplinary perspective, we will cover topics such as indigenous cultures and epistemologies, deforestation, travel writing, modern and contemporary literature, music, photography, and film, among others. Authors may include Claudia Andujar, Eduardo Viveiros de Castro, Euclides da Cunha, Susanna Hecht, Davi Kopenawa, the project Video in the Villages, among others.

Instructor(s): Victoria Saramago

Terms Offered: Winter

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

PORT 42100. Reading And Research.

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

Romance Languages & Literatures

RLLT 34550. Digital Texts I: Opening New Paths for Textual Scholarship.

The purpose of this course is to introduce students of literature, and more generally the humanities, to digital humanities methodologies for the study of text. 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, stylometry (analysis of literary style), and topic modeling (automatic classification of texts). 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 the basics of computer programming in Python 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.

Instructor(s): Clovis Gladstone

Note(s): Students will need to bring a laptop to class.

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.

Instructor(s): Armando Maggi

Terms Offered: Winter

Note(s): Taught in English.

RLLT 48000. Job Market Preparation.

Advanced RLL graduate students will prepare and polish materials needed for applying to jobs: cover letter, CV, dissertation abstract, research statement, teaching statement, and diversity statement. In addition we will discuss best practices for first-round interviews and campus visits. The course is strongly recommended for students in their fifth and sixth years but open to other students.

Instructor(s): Miguel Martínez

Terms Offered: Spring

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.

Instructor(s): Janet Sedlar

Terms Offered: Autumn

Note(s): Designed primarily with RLL students in mind but open to others.

Spanish

SPAN 32266. Witchcraft and the Cultural Imagination.

This seminar takes as its focal point the vast range of conceptual, material, and visual artifacts that are produced by, and indeed help to construct, this enduring fascination with the figure of the witch, from the medieval past to the present. We will examine case studies from premodern Europe to Colonial North America to Indonesia, scrutinizing texts, films, and works of art. Rather than offering a standard history of witchcraft, we will explore the intersections of gender, labor, and representation that the figure of the witch makes specially available for study. Witchcraft constitutes a multifaceted phenomenon that aims to alter reality and the self through the use of various techniques, transmitted both orally and in writing. These techniques have often appeared culturally marked in terms of gender and belief. Witchcraft has for centuries been the business of women in societies where very few avenues existed for women to develop any sort of business.

Instructor(s): Tamara Golan & Noel Blanco Mourelle

Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment.

SPAN 33710. Text/Image/Territory in Nineteenth-Century Latin America.

A partir de una serie de casos emblemáticos, en este seminario investigaremos las relaciones entre producción literaria, cultura visual y la formación de imaginarios territoriales en Hispanoamérica durante el siglo XIX. Nuestro objetivo no es tan solo

examinar los principios y procedimientos estéticos e ideológicos mediante los cuales la nación pudo ser concebida como una unidad geográfica, con fronteras discernibles y características propias-ello principalmente en torno a la figura del "paisaje". También nos interesa examinar otros modos de espacialización que, si bien no del todo ajenos a la máquina simbólica del estado nacional, son sin embargo irreductibles a ella. Entre estos se encuentran, por ejemplo, las epistemologías cartográficas asociadas a las exploraciones científicas que se dispararon hacia todo lo largo y ancho del continente desde finales del siglo XVIII-y vinculadas al discurso de la Historia Natural-o simbolizaciones relativas a la idea de la propiedad privada sobre la tierra y sus medios de explotación y desarrollo (particularmente, para nuestro caso, al régimen de la propiedad esclavista con sus pretensiones de "excepción" y soberanía ante la ingerencia estatal).

Instructor(s): Agnes Lugo-Ortiz

Terms Offered: Spring

Note(s): Taught in Spanish.

SPAN 34202. Don Quixote.

The course will provide a close reading of Cervantes' "Don Quijote" and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, "Don Quijote" can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, "Don Quijote" exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quijote's chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs.

Instructor(s): Miguel Martínez

Terms Offered: Winter

Note(s): Taught in English. Students seeking Spanish credit will read the text in the original and use Spanish for the course assignments.

SPAN 34770. Sex, Crime and Horror in Argentine Literature.

This course examines the historical evolution of Argentine literature, cinema, and the visual arts through the study of three thematic currents that significantly influenced Argentina's cultural and socio-political experience with nation-building, modernization, and democracy: sex, crime, and horror. The primary objective of the course is to foster a critical exploration of how foundational works of Romanticism and Realism in the Río de la Plata, the Noir genre, and the Gothic tradition accounted for decisive changes in the social fabric of the country. Students will assess the role of sexuality, crime, and horror stories in the representation of momentous events in Argentine history, spanning from the revolutionary era in the nineteenth century to the contemporary period. Topics include the Wars of Independence, gaucho literature, indigenous resistance, the great migratory flows, the rise of the middle classes, Peronismo, Youth culture, military dictatorships, human rights violations, LGBT movements, and economic precarity in neoliberal times. Works by Esteban Echeverría, Domingo Faustino Sarmiento, Juana Manuela Gorriti, José Hernández, Lucio V. and Eduarda Mansilla, Eugenio Cambaceres, Leopoldo Lugones, Roberto Arlt, Jorge Luis Borges, Juan José Saer, Antonio Di Benedetto,

Olga Orozco, Alejandra Pizarnik, Juan Gelman, Andrés Rivera, Silvina Ocampo, Horacio Quiroga, Rodolfo Walsh, Manuel Puig, Ricardo Piglia, Mariana Enríquez, Gabriela Cabezón Cámara, María Luisa Bemberg,

Instructor(s): Carlos Halaburda

Terms Offered: Autumn

Note(s): Reading proficiency in Spanish required. Class discussions and reading materials in Spanish.

SPAN 35555. The Amazon: Literature, Culture, Environment.

From colonial travelers to contemporary popular culture, the Amazonian forest has been a source of endless fascination, greed and, more recently, ecological concern. The numerous actors that have been shaping the region, including artists, writers, scientists, anthropologists, indigenous peoples, and the extractive industry, among others, bring a multifaceted view of this region that has been described as the paradise on earth as much as a green hell. This course offers an overview of Amazonian history, cultures, and environmental issues that spans from the sixteenth to the twenty-first century. What are the major topics, works, and polemics surrounding the ways the Amazon has been depicted and imagined? How can the region's history help us understand the state of environmental policies and indigenous rights today? What can we learn about the Amazon from literature and film? What is the future of the Amazon in the context of Brazil's current political climate? From an interdisciplinary perspective, we will cover topics such as indigenous cultures and epistemologies, deforestation, travel writing, modern and contemporary literature, music, photography, and film, among others. Authors may include Claudia Andujar, Eduardo Viveiros de Castro, Euclides da Cunha, Susanna Hecht, Davi Kopenawa, the project Video in the Villages, among others.

Instructor(s): Victoria Saramago

Terms Offered: Winter

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

SPAN 35660. US Imperialism and Cultural Practice in Latin America.

This course examines the ways histories of US intervention in Latin America have been engaged in cultural practice. We assess the history of US intervention by reading primary documents alongside cultural artifacts including film, performance and visual art, song, music, and poetry. The course begins with the Cuban revolution and ends with the ongoing crisis in Puerto Rico.

Instructor(s): Danielle Roper

Terms Offered: Autumn

Note(s): Taught in English.

SPAN 35770. Radical Readings: Latin American/Latinx.

Since the 1970s, writers, artists, activists, and cultural critics based in Latin America and in the United States have produced radical writings to respond to concrete social and political circumstances. These writings ring especially relevant today, in our current, turbulent times. The course studies the rich, transformative tradition of radical, contemporary Latin American and Latinx thought. It studies earlier interventions by the

likes of Paulo Freire and traces and resonance of these earlier writings in contemporary interventions by critics like Suely Rolnik. We read writings by Freire, Rolnik, Roberto Jacoby, Gloria Anzaldúa, Cherríe Moraga, Ailton Krenak, Verónica Gago, and others, with an emphasis on 1) the context of production of each writing, 2) the form and shape each author gives to their written thought and, 3) the impact and resonance of these writings in our present moment. The course is also an experiment that seeks to confront the powers of engagement and understanding unleashed in long, uninterrupted stretches of reading.

Instructor(s): Sergio Delgado Moya

Terms Offered: Autumn

Note(s): Reading proficiency in Spanish required.

SPAN 36525. Literatura política en el Siglo de Oro.

Instructor(s): Eulàlia Miralles

Terms Offered: Spring

SPAN 36780. Caribbean Music, Performance, and Popular Culture in the Age of Precarity: 1990 to the Present.

This course explores the concept of precarity and its influence on artistic and cultural expressions within contemporary Caribbean popular culture, primarily from the 1990s to the present day. Precarity is broadly defined as the feeling or experience of instability resulting from various social, economic, political, and environmental factors, including structural adjustments, climate change (such as hurricanes and earthquakes), and the impact of the COVID-19 pandemic, among others. Particular emphasis is placed on the role of art in shaping popular responses to precarity, including significant events like mass protests, the Black Lives Matter and George Floyd protests, uprisings against the deportation of Haitians in the Dominican Republic, as well as interrelated international movements like #LifeinLeggings and #Metoo. The course delves into how Caribbean performance and popular music have engaged with these issues, with a focus on music genres like dancehall, wylers, soca, reggaetón, and the individual artistic works of Caribbean artists such as LaVaughn Belle, Helen Ceballos, Joiri Minaya, and others. These artists use their work to explore themes of precarity and to envision potential alternatives to the contemporary challenges of insecurity, touching on issues related to gender, sexuality, and race.

Instructor(s): Jessica Baker & Danielle Roper

Terms Offered: Winter

SPAN 38810. Empire, Slavery & Salvation: Writing Difference in the Colonial Americas.

This course explores portrayals of human difference in literature, travel writing, painting, and autobiography from Spain, England, and the Americas. Students will become versed in debates surrounding the emergence of human distinctions based on religion, race, and ethnicity in the early modern era. Understanding these debates and the history surrounding them is crucial to participating in informed discussion, research, and activism regarding issues of race, empire, and colonialism across time and space.

Instructor(s): Larissa Brewer-García

Terms Offered: Spring

Note(s): The course will be conducted in English, but advanced reading knowledge of

Spanish is necessary.

SPAN 39220. Espacio y memoria en el cine español.

This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.

Instructor(s): Mario Santana

Terms Offered: Winter

Note(s): Taught in Spanish.

SPAN 42100. Rdgs/Rsch: Spanish.

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

SPAN 43333. Waiting for the End of the World.

From the beginning of its recorded history, humanity has always been equally fascinated and terrified with the representation of its own finitude. This class explores some of the cultural forms that the imagination of this finitude has inspired in religious, socio-political, and aesthetic terms, focusing on apocalyptic productions coming from the Iberian Middle Ages, such as Julian de Toledo, Beatus de Liebana, Gonzalo de Berceo, or Ramon Llull. Our goal will be to confront the nightmarish scenarios that different forms of society imagined for their ending. In doing so, we will discover that such scenarios for the end of the world, or, at least, the end of the world as humans conceive it, reveal deeply rooted forms of ideological violence, social exclusion, and fear of a chaotic and unpredictable universe. Ultimately, these forms of imagining the end of the world are the proof that it is inherent to the human condition to imagine itself as the center of its own universe, while suspecting that this exceptionality is nothing but wishful thinking.

Instructor(s): Noel Blanco Mourelle

Terms Offered: Autumn

Note(s): Class discussions and reading materials in Spanish.

SPAN 43900. Queerness and Disability in Latin American Literature and Culture, 1880-1930.

With the rise of Latin American modernity, LGBTQ and cripp populations were portrayed in literature, medical science, and visual culture as deviant. The discursive mechanisms to produce truths about bodies as normative or perverse, real or unreal, fit or disabled not only achieved authority in medicine, but also in numerous platforms where ableist heteronormativity was sedimented as a hegemonic way of life. Literature, theater, museums, the modern press, and the visual arts became semiotic territories for the production of racial, gender, sex, and psychophysical difference. But queer/cripp/trans* and critical race theory have offered tools to critique the sexual hegemony and ableism of

such patriarchal-colonial mindset. This graduate course introduces students to such debates in new Latin American critical studies, with a global perspective. Focusing on the cultural production of modern Latin America and the Caribbean, students will investigate and critique the somatic constructions of the so-called "deviant" in excerpts from novels, plays, chronicles, early films, and clinical studies. Texts by José Tomás de Cuéllar, Luis Montané Dardé, Leonidio Ribeiro, Eduardo Castrejón, Adolfo Caminha, Augusto D'Halmar, Rómulo Gallegos, José González Castillo, Elías Castelnuovo, Teresa de La Parra, Bernardo Arias Trujillo, Francisco de Veyga, Ofelia Rodríguez Acosta, among others.

Instructor(s): Carlos Halaburda

Terms Offered: Autumn

Note(s): The course will be taught in Spanish and English.

SPAN 45000. Latin American Environmental Humanities.

The environmental humanities have emerged in the past couple of decades as a crucial field to understand the multifaceted history of environmental thought and culture around the world as well as to grapple with the intractable challenges wrought by the current environmental crisis. In Latin America, the field has flourished in dialogue with Anglophone ecocriticism at the same time as it has expanded its thematic, theoretical, a critical reach. This course provides an overview of the environmental humanities in the context of Latin American literature and culture. We will delve into key concepts and problems in the field, from the debates on the Anthropocene and alternative terms to the cultural history of forests and deserts, subfields such as ecofeminism, plant studies, animal studies and energy humanities, as well as concepts particularly productive in the region such as (post)extractivism and multinaturalism. This course will combine primary sources, including works of literature, cinema and visual arts, with a robust attention to influential scholarship on the field.

Instructor(s): Victoria Saramago

Terms Offered: Spring

Note(s): Taught in Spanish.

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PhD READING LIST IN FRENCH

Revised June 2024

Below are suggested texts from which students may choose in preparation for the comprehensive examination. For authors with multiple works, students may choose one or two titles, unless otherwise indicated. Students should make their selection (roughly 6-8 works per century, which may include works not listed below), in consultation with, and final approval from, the appropriate faculty for each period. For each work selected, students should be able to discuss the text in depth as well as to situate it in relation to its literary and historical context.

Moyen Âge

	<i>La Chanson de Roland</i>
	<i>La Vie de Saint Alexis</i>
	Choix de poèmes des troubadours/des trobairitz
Bérout et/ou Thomas	<i>Tristan et Yseut</i>
Marie de France	<i>Les Lais, les Fables</i> (choix de textes)
Chrétien de Troyes	<i>Le Chevalier de la charrette, Yvain ou le Chevalier au lion, Le roman de Perceval, Le roman de Perceval, Cligès</i> (choix de texte)
	<i>Aucassin et Nicolette</i>
Guillaume de Lorris & Jean de Meun	<i>Le Roman de la Rose</i>
Rutebeuf	<i>Le miracle de Théophile, La complainte Rutebeuf</i> (choix de texte)
Heldris de Cornualles	<i>Le Roman de Silence</i>
	<i>La Mort le roi Artu</i>
Adam de la Halle	<i>Le Jeu de Robin et de Marion</i>
Jean de Joinville	<i>La Vie de Saint Louis</i>
Gervais du Bus & Chaillou du Pesstain	<i>Le roman de Fauvel</i> (premier livre)
Guillaume de Machaut	<i>Prologue, Le Remède de Fortune, Le jugement du roi de Navarre</i> (choix de texte)
Jean Froissart	<i>Le Voyage en Béarn</i>
Eustache Deschamps	Ballades (choix de poèmes)
Christine de Pizan	<i>Le Livre de la Cité des dames, Le ditié de Jehanne d'Arc</i> (choix de textes)
Alain Chartier	<i>La belle dame sans merci, Le Quadrilogue invectif</i> (choix de texte)
François Villon	<i>Les Lais</i>
Charles d'Orléans	Ballades et rondeaux (choix de poèmes)
<u>Critique</u>	
Paul Zumthor	<i>Essai de poétique médiévale</i>
Jacqueline Cerquiglini-Toulet	<i>La couleur de la mélancolie</i>
Sarah Kay	<i>The Chansons de Geste in the Age of Romance</i>

XVI^e Siècle

Rabelais	<i>Pantagruel, Gargantua, ou le Quart Livre</i>
Montaigne	Choix de plusieurs essais, choisis parmi plusieurs des livres. Quelques essais généralement jugés importants : <i>Livre I</i> : "Que philosopher c'est apprendre à mourir", "De l'amitié", "De l'institution des enfants", "De la modération", "Des cannibales"; <i>Livre II</i> : "De l'affection des pères aux enfants", "Des livres", "De la

cruauté”, “Apologie de Raimond Sebond”, “De la praesumption”, ;
Livre III: “De l’utile et de l’honneste”, “Du repentir”, “Sur des vers de Virgile”, “Des coches”, “De la vanité”, “De l’expérience”
 Marguerite de Navarre *L’Heptaméron* (choix de quatre nouvelles)
 Léry *Histoire d’un voyage fait en la terre de Brésil*
 d’Aubigné *Les Tragiques* (jusqu’à la fin des « Fers »)
 Labé *Choix de Sonnets, Débat, Elégies*
 Joachim du Bellay *Les Regrets, Les Antiquités de Rome*
 Ronsard *Les Amours*
 Marot *Choix de L’adolescence clémentine, Epîtres*

Critique

François Rigolot *Poésie et Renaissance*
 Hugo Friedrich *Montaigne*
 Katie Chenoweth *Prosthetic Tongue*

XVII^e Siècle

Mme d’Aulnoy *Choix de 4 contes de fées*
 Boileau *L’Art poétique*
 Bossuet *Oraison funèbre d’Henriette d’Angleterre*
 Corneille *Le Cid, Horace, L’Illusion comique, Cinna, Polyeucte, Le Menteur, Rodogune, Suréna*
 Descartes *Le Discours de la méthode*
 La Bruyère *Les Caractères*
 Mme de La Fayette *La Princesse de Clèves*
 La Fontaine *Choix de 8 fables, par exemple : “Les Animaux malades de la Peste”, “Le Chêne et le Roseau”, “La Cigale et la Fourmi”, “Le Corbeau et le Renard”, “L’Homme et son image”, “Le pouvoir des fables”, “La cour du lion”, “Le Loup et l’Agneau”*
 La Rochefoucauld *Maximes*
 Madeleine de Scudéry *La Promenade de Versailles, Conversations sur divers sujets*
 Molière *L’École des femmes, La Critique de l’École des femmes, Tartuffe, Dom Juan, Le Misanthrope, Le Bourgeois gentilhomme, Le Malade imaginaire*
 Pascal *Les Pensées, Les Provinciales* (de 1 à 7)
 Perrault *Choix de 4 contes de fées*
 Racine *Andromaque, Britannicus, Bérénice, Bajazet, Iphigénie, Phèdre, Esther, Athalie*
 Mme de Sévigné *Choix de dix lettres*

Critique

Paul Benichou *Morales du grand siècle*
 Joan DeJean *Tender Geographies*
 John Lyons *Kingdom of Disorder: The Theory of Tragedy in Classical France*
 Miriam Maître *Les précieuses. Naissance des femmes de lettres en France au XVII^e siècle*

XVIII^e Siècle

Beaumarchais *Le Barbier de Séville, Le Mariage de Figaro*
 Chénier *Choix de dix poèmes*

d'Alembert	<i>Discours préliminaire de l'Encyclopédie</i>
Diderot	<i>Le Neveu de Rameau, Jacques le Fataliste, Le Rêve de d'Alembert, Paradoxe sur le comédien, Définition de l' "Encyclopédie"</i>
Deffand	Choix de dix lettres
Fénelon	<i>Les Aventures de Télémaque</i>
Graffigny	<i>Lettres d'une Péruvienne, Phaza</i>
Laclos	<i>Les Liaisons dangereuses</i>
Lambert	<i>Avis d'une mère à sa fille, Réflexions nouvelles sur les femmes</i>
Marivaux	<i>Le Jeu de l'amour et du hasard, La colonie, Le triomphe de l'Amour</i>
Montesquieu	<i>Les Lettres persanes, De l'Esprit des lois (livre I à XI, XIX et XXX)</i>
Olympe de Gouges	<i>Zamore et Mirza, ou l'heureux naufrage</i>
Prévost	<i>Manon Lescaut</i>
Rousseau	<i>Discours sur l'origine de l'inégalité, Les Rêveries du promeneur solitaire, Émile, Confessions I-VI</i>
Voltaire	<i>Candide, Zadig, L'Ingénu, Lettres philosophiques, Essai sur la poésie épique</i>
 <u>Critique</u>	
Paul Hasard	<i>La Crise de la conscience européenne (1680-1715)</i>
Madeleine Dobie	<i>Trading Places: Colonization and Slavery in 18th-Century French Culture</i>
Dan Edelstein	<i>The Enlightenment: A Genealogy</i>
Elena Russo	<i>Styles of Enlightenment: Taste, Politics, and Authorship in Eighteenth-Century France</i>
 XIX^e Siècle	
Balzac	<i>Eugénie Grandet, Le Père Goriot, Les Illusions perdues, Le Chef d'œuvre inconnu</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</i>
Constant	<i>Adolphe</i>
de Duras	<i>Ourika</i>
Desbordes-Valmore	<i>Élégies</i>
Flaubert	<i>Madame Bovary, L'Education sentimentale, Un cœur simple</i>
Gauthier (Judith)	<i>Lucienne</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, "Crise de vers"</i>
Musset	<i>On ne badine pas avec l'amour, La Confession d'un enfant du siècle</i>
Nerval	<i>Les Chimères, Sylvie</i>
Rachilde	<i>Monsieur Vénus</i>
Rimbaud	<i>Poésies</i>
Sand	<i>La Mare au diable, La Petite Fadette</i>
de Staël	<i>De l'Allemagne, Corinne ou l'Italie</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

de Staël	<i>De la littérature</i>
Auerbach	<i>Mimesis (chapitre sur Madame Bovary)</i>
Jauss	<i>Pour une esthétique de la réception</i>
Lukács	<i>Theory of the Novel</i>
Richard	<i>Poésie et profondeur</i>
Todorov	<i>Introduction à la littérature fantastique</i>
Pavel	<i>La pensée du roman</i>

XXe Siècle

Autobiographies

Barthes	<i>Roland Barthes par Roland Barthes</i>
Ernaux	<i>La Place ou Une femme</i>
Khatibi	<i>La Mémoire tatouée</i>
Gide	<i>Si le grain ne meurt</i>
de Beauvoir	<i>Mémoires d'une jeune fille rangée</i>
Perec	<i>W ou le souvenir d'enfance</i>
Sarraute	<i>Enfance</i>

Romans/Nouvelles/Fictions

Ajar (Gary)	<i>La Vie devant soi</i>
Aragon	<i>Le Paysan de Paris</i>
Bâ	<i>Une si longue lettre</i>
Beckett	<i>Molloy ou Malone meurt ou L'Innommable</i>
Ben Jelloun	<i>La Nuit sacrée ou L'enfant de sable</i>
Bernanos	<i>Journal d'un curé de campagne</i>
Breton	<i>Nadja</i>
Butor	<i>La Modification</i>
Camus	<i>L'Étranger, La Chute, ou La Peste</i>
Céline	<i>Voyage au bout de la nuit</i>
Chamoiseau	<i>Texaco</i>
Colette	<i>La Vagabonde ou Les Vrilles de la vigne</i>
Condé	<i>Moi, Tituba sorcière... ou La Traversée de la Mangrove</i>
Depeste	<i>Hadriana dans tous mes rêves</i>
Djebar	<i>L'Amour, la fantasia</i>
Duras	<i>Le Ravissement de Lol V. Stein, ou La Douleur ou Un barrage contre le pacifique</i>
Gide	<i>L'Immoraliste, Les Faux-monnayeurs</i>
Kourouma	<i>Les Soleils des Indépendances</i>
Le Clézio	<i>Désert</i>
Malraux	<i>La Condition humaine</i>
Mauriac	<i>Thérèse Desqueyroux</i>
Memmi	<i>La Statue de sel</i>
Modiano	<i>Rue des boutiques obscures</i>
Mokeddem	<i>L'Interdite</i>
Perec	<i>Les Choses ou La Vie mode d'emploi</i>
Proust	<i>Du côté de chez Swann, Le Temps retrouvé</i>
Queneau	<i>Zazie dans le métro</i>
Robbe-Grillet	<i>La Jalousie ou Dans le labyrinthe</i>
Sarraute	<i>Les Fruits d'or</i>

Sartre
Tournier
Yacine
Yourcenar

La Nausée
Vendredi
Nedjma
Mémoires d'Hadrien

Poésie

Adnan
Albiach
Apollinaire
Aragon
Bonнеfoу
Césaire
Char
Damas
Éluard
Glissant
Khoury-Ghata
Ponge
Roubaud
Senghor
Valéry

Je suis un volcan criblé de météores : Poésie (1947-1997)
État
Alcools
Les Yeux d'Elsa
Poésies
Cahier d'un retour au pays natal
Fureur et mystère
Pigments – Névralgies
Capitale de la douleur
Le sel noir ou Pays rêvé, pays réel
Anthologie personnelle
Le Parti pris des choses
Quelque chose noir
Chants d'ombre
Charmes

Théâtre

Anouilh
Beckett
Camus
Césaire
Claudel
Dadié
Genet
Giraudoux
Ionesco
Koltès
Laâbi
Reza
Sartre
Yacine

Antigone
En attendant Godot, Fin de partie
Les Justes
La Tragédie du roi Christophe
Partage de midi ou Le soulier de satin
Béatrice du Congo
Les Bonnes ou Le Balcon
La Guerre de Troie n'aura pas lieu ou La Folle de Chaillot
La Cantatrice chauve, La Leçon
Dans la solitude des champs de coton
Exercices de tolérance
« Art »
Huis clos
Le cadavre encerclé

Critique/Manifestes

Artaud
Blanchot
Bernabé/Chamoiseau/
Confiant
Breton
Césaire
Chamoiseau
Kundera
Robbe-Grillet
Sarraute

Le Théâtre et son double
L'Espace littéraire
Eloge de la créolité
Manifestes du surréalisme
Discours sur le colonialisme suivi de Discours sur la Négritude
Écrire en pays dominé
L'Art du roman
Pour un nouveau roman
L'Ère du soupçon

Théorie/Essais

Barthes

Le Degré zéro de l'écriture, La Chambre claire

Bourdieu	<i>Les Règles de l'art : genèse et structure du champ littéraire</i>
Casanova	<i>La République mondiale des Lettres</i>
de Beauvoir	<i>Le Deuxième sexe</i>
Deleuze & Guattari	<i>Kafka : pour une littérature mineure</i>
Cixous	<i>Le Rire de la Méduse</i>
Derrida	<i>De la grammatologie</i> ou <i>Le Monolinguisme de l'autre</i>
Fanon	<i>Les Damnés de la terre</i> ou <i>Peau noire, masques blancs</i>
Foucault	<i>Les Mots et les choses</i> ou <i>Surveiller et punir</i>
Genette	"Discours du récit" in <i>Figures III</i>
Glissant	<i>Poétique de la relation</i>
Khatibi	<i>Maghreb pluriel</i>
Lévi-Strauss	<i>Tristes tropiques</i>
Lacan	<i>Le Stade du miroir</i>
Memmi	<i>Portrait du colonisé</i> précédé de <i>Portrait du colonisateur</i>
Sartre	<i>Qu'est-ce que la littérature?</i> , <i>Orphée noir</i> (in <i>Situations III</i>)
Saussure	<i>Cours de linguistique générale</i>

XXI^e Siècle

Autobiographies

Eribon	<i>Retour à Reims</i>
Ernaux	<i>Les Années</i>
Rahmani	<i>France, récit d'une enfance</i>
Sebbar	<i>L'arabe comme un chant secret</i>

Romans/Nouvelles/Fictions

Appanah	<i>Tropique de la violence</i>
Bouraoui	<i>Garçon manqué</i>
Carrère	<i>L'Adversaire</i>
Dalembert	<i>Mur Méditerranée</i>
Daoud	<i>Meursault, contre-enquête</i>
Diome	<i>Le Ventre de l'Atlantique</i>
Mabanckou	<i>Verre cassé</i> ou <i>Mémoires de porc-épic</i>
Mokeddem	<i>Mes hommes</i>
NDiaye	<i>Rosie Carpe</i> ou <i>Trois femmes puissantes</i>
Sarr	<i>La plus secrète mémoire des hommes</i>

Poésie

Chedid	<i>Rythmes</i>
Laâbi	<i>L'Arbre à poèmes : anthologie personnelle (1992-2012)</i>

Théâtre

Baccar	<i>Junun (Démences)</i>
Kwahulé	<i>Bintou</i>
Labou Tansi	<i>La parenthèse de sang</i> suivi de <i>Je soussigné, cardiaque</i>
Mouawad	<i>Incendies</i>
NDiaye	<i>Papa doit manger</i>
Reza	<i>Le Dieu du carnage</i>
Zeller	<i>Le père</i>

Critique/Manifestes

Collectif	<i>Pour une littérature-monde</i>
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Théorie/Essais

Bachir Diagne & Amselle

Mbembe

Vergès

En quête d'Afrique(s) : universalisme et pensée décoloniale

De la postcolonie

Un féminisme décolonial

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 Laterza</i>
Asor Rosa	<i>Letteratura italiana</i> (Einaudi)
Ceserani - De Federicis (Loescher)	<i>Il materiale e l'immaginario</i>
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

<i>Scrittori d'Italia</i> (Laterza)
<i>Classici Ricciardi</i>
<i>Parnaso italiano</i> (Einaudi)
<i>Poesia italiana</i> (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 • Corbaccio • 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</i>
<i>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>

'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>
Arcipestre 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: Guatinali 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 Graduate Affairs Administrator (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 during autumn quarter of their first year.

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 Pedagogical Training Plan (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. If there are concerns, comments should be discussed with the departmental Director of Graduate Studies (DGS).
- 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 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.
- Review student language assessments and recommendations with their section's Language Program Director.
- 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. If there are concerns, comments should be discussed with the departmental DGS.
- 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 (outside section)

- Make arrangements to meet with their mentee(s) at least once (during autumn quarter of the first year).
- 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.

Faculty teaching supervisors (see Pedagogical Training Plan document for more details)

- Meet at least once per quarter with the student.
- Conduct at least one classroom observation, provide written feedback, and meet with the student to give feedback on the classroom performance.

Expectations

The department expects faculty to provide meaningful written feedback in connection to all course assignments and program requirements, including first-year and comprehensive PhD exams. The graduate adviser or the examination chair is responsible for making sure such feedback is provided. For the Qualifying Paper (QP), both readers should provide feedback either at a colloquium or in written reports. 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 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. “Student continuation and counseling out” 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, and quarterly progress reports are evaluated on that basis. In specific circumstances, and with the approval of the graduate adviser and DGS, students have, at times, been granted a seventh year of registration. Starting in 2025-26, a new procedure for approving this seventh-year extension will be put in place: 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 registration 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 they haven’t applied for and been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program. Students who are withdrawn for having reached their maximum time to degree per the department and who have reached candidacy at that time have the option of finishing their dissertation independently and petitioning to defend it at the University of Chicago in the years following the withdrawal, so long as they have departmental approval to do so. Please see the [University policy](#) for further information.

Concerns about student progress (e.g., incompletes, inadequate mastery of target language, poor performance on program requirements, concerns about teaching) should be clearly

communicated to the student in writing, either in the quarterly progress report, end-of-year letter, or a report from the exam chair. Students who have received failing marks on the first-year 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, will receive an “unsatisfactory” and be placed on academic probation for the following quarter. If placed on probation, the student will be told, in writing, what specific actions need to be taken by specific deadlines in order for their progress to be deemed satisfactory. Failure on the comprehensive exam, two consecutive unsatisfactory reports and/or non-fulfillment of academic probation actions may result in withdrawal from the program.

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 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, entailing being placed on probation for the following quarter, and “unsatisfactory” shall not be assigned without discussion with the graduate adviser/dissertation director. Any differences in assessment or special concerns should be discussed and, if needed, adjudicated by the Chair or Executive Committee (EC) so that the final progress report provides a coherent and consistent message to the student concerning their progress (see also II. “Quarterly Progress Reports” below). The DGS may organize events and put in place other structures to support students, as needed.

The GAA oversees the collection of quarterly progress reports and annual program evaluations. The GAA flags both concerns and outstanding teaching and mentoring for the Chair.

The 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 (possibly instead of assigning full research papers) 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.

Professionalization workshops

Each year the DGS will work with the Graduate Student Affairs Committee (GSAC) to organize three workshops for graduate students in the department, on 1) literature pedagogy; 2) early professionalization in graduate school; and 3) jobs outside of academia (in collaboration with UChicagoGRAD).

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 once annually with all graduate students and the GSAC, and will be available to meet with individual graduate students during scheduled office hours.

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 and may be invited to faculty meetings as appropriate.

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

Job Market Preparation (RLLT 48000) is strongly recommended for all fifth-year students who intend to apply for academic positions and 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 or other committee members 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 with the student in their first year; 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, determines whether the student is making satisfactory progress, 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 or special concerns should be discussed and, if needed, adjudicated by the Chair or 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 for the following quarter and will be given clear expectations, deadlines, and consequences. The results will be reviewed in the subsequent quarter to determine whether the student will be removed from probation. Two consecutive unsatisfactory reports and/or failure of the comprehensive exams may result in withdrawal from the program. See the individual program requirements in the RLL Graduate Student Handbook for specific expectations.

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 Directors (LPDs) participate in annual reviews, which are organized and chaired by the section's graduate adviser. In advance of the meeting, LPDs (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](#) for a range of reasons; options should be discussed with the Divisional Dean of Students.

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 will be placed on academic 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 LPD. 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 (see I A. "Expectations" above). Students who do not defend their dissertation by the end of their sixth year (if haven't applied for and

been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program.

Academic Probation is used to help students get back on track and outline academic expectations and subsequent deadline for returning to good academic standing. All probation (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, and the academic writing skills of all students, are evaluated as soon as the student has accepted their offer of admission. This assessment evaluates linguistic competency for research/writing/expression. In the second year, another assessment will evaluate 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 LPD and faculty; other.
- The department offers a voluntary peer language mentoring program in which students may help one another to improve their proficiency in English or in their

target language, as relevant (see I D. “Additional forms of mentoring” above). 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 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

The GSAC reviews the mentoring plan and all associated forms (language assessment forms, 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. If more substantial revisions are needed, the GSAC may create a committee composed of graduate advisers, selected graduate students, an LPD and chaired by the RLL Chair. 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 24-25 plan produced by Yuting Cai, Alison James, Nené Lozada, Agnes Lugo-Ortiz, Giovanni Minicucci, Alessandro Minnucci, Larry Norman and Justin Steinberg. Discussed at RLL graduate student meeting on May 15, 2024. Approved by the faculty on May 20, 2024.

Please complete all sections based on your experiences from this past academic year.

All Questions

Program Requirements

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
The courses I took this year provided good preparation for scholarly research and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been satisfied by the number and variety of courses offered by the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my first-year exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my language requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my qualifying paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my comprehensive exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my dissertation proposal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	N/A

Comments/details (in all cases, if feedback was not

provided, was not timely, or not useful, please provide details):

Pedagogical Training Plan

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
The Language Mentorship provided useful preparation for the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Literature Mentorship provided useful preparation for the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a Languages Across the Curriculum (LxC) LA was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a TA was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a lecturer in the language program was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received appropriate guidance on and evaluations of my performance in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	N/A

Comments/details (if needed support was not provided or not useful, please provide details):

Advising

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I have received timely and constructive guidance relative to course selection, completion of program requirements, and other short-term concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and constructive advice concerning successful completion of the doctoral program, including the dissertation phase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received constructive advice about my career options (including non-academic paths) and professionalization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	N/A

I have received useful guidance from (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> My section's grad adviser | <input type="checkbox"/> Department staff |
| <input type="checkbox"/> My comp exam chair | <input type="checkbox"/> My peers |
| <input type="checkbox"/> RLL chair | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> RLL Director of Graduate Studies | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Other faculty | |

In all cases, if needed support was not provided or not useful, please provide details.

The department provides a respectful, productive, and professional setting in which to work.

Strongly agree

Agree

Disagree

Strongly disagree

N/A

Have you observed and/or experienced instances of disrespectful or unprofessional behavior within the department? If so, please provide details. (*PLEASE NOTE: RLL faculty and staff are required to report all incidents of sexual misconduct [including sexual harassment], dating violence, domestic violence, and stalking to a Title IX Coordinator. For more information or to submit a confidential report, go to <https://equalopportunityprograms.uchicago.edu/title-ix/confidential-resources/>.)*

Yes

No

If you would like to identify faculty whose mentorship has been particularly valuable, please do so here.

How might the department improve the program and/or its implementation?

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Please complete all sections based on your experiences from this past academic year.

All Questions

Dissertation Progress

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I have received timely and useful feedback in connection to chapter(s) completed this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to abstracts, conference papers and/or articles I am working on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received timely and useful feedback in connection to my job materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/details (in all cases, if feedback was not provided, was not timely, or not useful, please provide details):

Pedagogical Training Plan

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
The Literature Mentorship provided useful preparation for the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a Languages Across the Curriculum (LxC) LA was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a TA was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a lecturer in the language program was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a lecturer for a literature course was a useful experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received appropriate guidance on and evaluations of my performance in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	N/A

Comments/details (in all cases, if feedback was not provided, was not timely, or not useful, please provide details):

Advising

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I have received timely and constructive advice on long-term planning about my graduate career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received constructive advice about preparing for the academic job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received constructive advice about preparing for non-academic jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I received useful guidance from (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> My section's grad adviser | <input type="checkbox"/> Other faculty |
| <input type="checkbox"/> My dissertation director | <input type="checkbox"/> Department staff |
| <input type="checkbox"/> My dissertation committee | <input type="checkbox"/> My peers |
| <input type="checkbox"/> RLL chair | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> RLL Director of Graduate Studies | <input type="checkbox"/> N/A |

In all cases, if needed support was not provided or not useful, please provide details.

The department provides a respectful, productive, and professional setting in which to work.

Strongly agree

Agree

Disagree

Strongly disagree

N/A

Have you observed and/or experienced instances of disrespectful or unprofessional behavior within the department? If so, please provide details. (*PLEASE NOTE: RLL faculty and staff are required to report all incidents of sexual misconduct [including sexual harassment], dating violence, domestic violence, and stalking to a Title IX Coordinator. For more information or to submit a confidential report, go to <https://equalopportunityprograms.uchicago.edu/title-ix/confidential-resources/>*)

Yes

No

If you would like to identify faculty whose mentorship has been particularly valuable, please do so here.

How might the department improve the program and/or its implementation?



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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 [RLLT 48800] or Language Pedagogy for the Contemporary Classroom [CCTE 50100]), taken pass/fail. Students who have taken a corresponding 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
		Recommended - Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	- 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	- 1 - 2 Graduate Student Lecturerships 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 in RLL	- 1 to 3 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	- Practice classroom instruction with the guidance of a language teaching mentor
		Recommended (if not completed in year 2) - Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	- 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 (if not completed in year 2 for pedagogy requirement) - Language Pedagogy for the Contemporary Classroom (CCTE 50100)	
		Recommended - 2 hours of CCTL inclusive teaching programming	- Reflect on inclusive teaching practices
4	- Graduate Student Lectureship 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 - Supplemental teaching positions (if PTP completed; details below)	- RLL Literature Teaching Mentorship (if not previously completed; details below)	
		- 1 to 2 classroom observations (depending on student's performance) by faculty supervisor and/or designee (details below)	- 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	- Supplemental teaching positions (details below)	Recommended - Complete any remaining components of CCTL Teaching Certificate Programs (see below)	- Synthesize evidence of and reflections on teaching

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, at the time of application to the joint degree.

Prerequisites for PTP 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 PTP Graduate Student Lectureship in an RLL literature course

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

Prerequisites for supplemental/non-PTP teaching positions (STS appointments)

Students may, with the approval of their dissertation director, apply for additional teaching positions in RLL or other departments. These positions are contingent upon curricular need, require divisional approval, and cannot be guaranteed. Students must have completed all PTP requirements, reached candidacy, and be making good academic progress to apply for STS appointments.

Based on curricular needs, the relevant Language Program Director and the faculty Section Head will determine whether to request divisional approval to post an STS position. For STS TAs, the faculty Section Head and the relevant faculty member will determine whether to request divisional approval to post a position. The application materials on GradGargoyle will include an endorsement from the student's dissertation director stating that the student is making excellent progress and that teaching this course will not impact the student's time to degree. The Language Program Director and Faculty Section Head will review STS lectureship applications and make a selection.

All students are strongly advised to avail themselves of the additional courses and workshops offered through the [Chicago Center for Teaching and Learning](#) (CCTL), the [Chicago Language Center](#), the [Writing Program](#), and RLL. The CCTL offers [a certificate program in College Teaching](#), with a specialized track in Second Language Pedagogy.

RLL Language Teaching Mentorship

1. Overall program organization

- 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/LinguaMeeting, 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

- 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/LinguaMeeting
- 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

- 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

- 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.

5. Grading

- 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

7. Assessment

- At the midpoint of the mentoring process, students will undergo an assessment to evaluate their readiness for teaching. Any outstanding issues will be addressed during the remainder of the mentoring process. Students must demonstrate readiness to serve as a lecturer for at least the introductory language level before assuming the role of Graduate Student Lecturer within the language program.

** Over one or two quarters in the second year in the program. 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 during Teaching Assistantship

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, who will serve as the student's faculty supervisor in this context, 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 online 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

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

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

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

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.

6. Materials to be provided to the mentees

- RLL Literature Teaching Mentorship Plan
- Course syllabus
- Books/texts that are required for the course, if not posted on Canvas

RLL PTP Lectureships

Faculty supervisor

For language courses, the instructor who served as the student's language teaching mentor, or another IP designated by the relevant LPD, will be the faculty supervisor. For literature courses, the student's dissertation director, or another faculty member designated by the section's graduate adviser, will serve as the faculty supervisor.

Meetings with faculty supervisor

The faculty supervisor will meet with the Graduate Student Lecturer at least once in each quarter the student is teaching.

Classroom observations

- The faculty supervisor for language lectureships will conduct at least one classroom observation. Depending on the student's performance, a second or third observation may be conducted by the supervisor and/or another IP designated by the LPD.
- The faculty supervisor for literature lectureships will conduct at least one classroom observation. Depending on the student's performance, a second observation may be conducted by the supervisor and/or the relevant undergraduate adviser.
- The time and date of the observation shall be designated in advance by mutual agreement between the observer and the student.
- Observations shall be for full class periods, unless otherwise agreed to by both the observer and the student. The observation should take place in person.
- At least 24 hours prior to the observation, the student must provide the observer with a copy of the syllabus and a lesson plan for the session, including the learning objectives.
- Observers should complete the [form for language classes](#) or for [seminar-style courses](#), including the summary of their assessment of the student's performance in the classroom.
- Within two weeks of the observation, the observer must provide a copy of the completed observation form to the student and the RLL Graduate Affairs Administrator, and meet with the student in order to give feedback on the classroom performance.

Grievance Procedures

The student and faculty supervisor should follow the grievance procedure process outlined in the [GSU-UE contract](#).



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 8th week of fall, winter, and spring quarters.

Make sure to include any progress made (e.g., courses, exams, Pedagogical Training Plan or other requirements fulfilled; dissertation chapters drafted, submitted, or approved; conference papers presented; articles completed, sent, accepted for publication) this quarter, and those planned for the following quarter. If you are carrying any incompletes, state when you intend to resolve them. If you are ABD, please update your dissertation completion plan (on p. 2).

Name: _____ Year of Entry: _____ Date of ABD: _____

Dissertation Director: _____ Quarter: _____

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

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

When did your committee last meet? _____

Requirements met/progress made in the current quarter:

Plans for upcoming quarter:

Dissertation Completion Plan (required for ABD students)

Work completed so far:

Work remaining & specific dates/quarters to be completed:

Expected graduation quarter and year (required for students in year 5 and above):

To be completed by grad adviser or dissertation director

Comments and objectives for the coming quarter/academic year:

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/academic year:

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 UChicago): _____

Faculty signature: _____

Faculty name: _____ Date: _____

Department (and university, if other than UChicago): _____

Faculty signature: _____

Faculty name: _____ Date: _____

Department (and university, if other than UChicago): _____

Faculty signature: _____

Faculty name: _____ Date: _____

Department (and university, if other than UChicago): _____

Faculty Signature: _____