



THE UNIVERSITY OF  
**CHICAGO**

DEPARTMENT OF ROMANCE  
LANGUAGES AND LITERATURES  
Division of the Arts & Humanities

# GRADUATE STUDENT HANDBOOK



**2025-2026**

9/8/25

## TABLE OF CONTENTS

<a href="#"><u>Program-Specific Requirements</u></a> .....	2
<a href="#"><u>Requirements for PhD in French and Francophone Studies</u></a> .....	2
<a href="#"><u>Requirements for PhD in Italian Studies</u></a> .....	10
<a href="#"><u>Requirements for PhD in Hispanic and Luso-Brazilian Studies</u></a> .....	16
<a href="#"><u>General Policies and Requirements</u></a> .....	24
<a href="#"><u>University Registration Requirements</u></a> .....	24
<a href="#"><u>Academic Advising</u></a> .....	24
<a href="#"><u>Language Proficiency</u></a> .....	24
<a href="#"><u>Satisfactory Academic Progress</u></a> .....	25
<a href="#"><u>Pedagogical Training/Teaching Requirements</u></a> .....	26
<a href="#"><u>The Dissertation</u></a> .....	29
<a href="#"><u>Financial Aid</u></a> .....	31
<a href="#"><u>Employment Limit</u></a> .....	31
<a href="#"><u>Conference Grants</u></a> .....	31
<a href="#"><u>Other Funding Sources</u></a> .....	32
<a href="#"><u>Professional Development</u></a> .....	32
<a href="#"><u>Employment for Student Spouses/Domestic Partners</u></a> .....	33
<a href="#"><u>Room Reservations</u></a> .....	33
<a href="#"><u>Student Manual</u></a> .....	34
<a href="#"><u>Divisional Manual/Policies</u></a> .....	34
<a href="#"><u>Collective Bargaining Agreement</u></a> .....	34
<a href="#"><u>Departmental and Dean of Students Offices</u></a> .....	34
<a href="#"><u>Concerns and Clarifications</u></a> .....	34
<a href="#"><u>2025-26 RLL Graduate Courses</u></a> .....	35
<a href="#"><u>Department Directory</u></a> .....	48
<a href="#"><u>PhD Reading List in French</u></a> .....	61
<a href="#"><u>PhD Reading List in Italian</u></a> .....	68
<a href="#"><u>PhD Reading List in HLBS</u></a> .....	71
<a href="#"><u>Departmental Forms/Documents</u></a> .....	73

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 Division of the Arts & Humanities 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 2025-26 is Khalid Lyamlahy.

#### **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. Up to two additional courses in the second year may be taken Pass/Fail. These courses should be selected in consultation with the graduate adviser and ideally should not cover the student's field(s) of research. Instructors have the autonomy to decide how a course workload should be reduced to meet this requirement. The remaining required courses 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 beginning 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 second week of autumn quarter. Faculty will review all such petitions in the autumn and the graduate adviser will inform the student of the results of their petition.

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

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

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

Five classes in CMS, as follows:

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

## Secondary Field Track in Gender and Sexuality Studies

Students opting for Gender and Sexuality Studies as their secondary field should satisfy the [Graduate Certificate in Gender and Sexuality Studies](#) requirements (please submit evidence to the Center for the Study of Gender and Sexuality Assistant Director for Student Affairs and Curriculum, Bonnie Kanter, [bonniek@uchicago.edu](mailto:bonniek@uchicago.edu)).

## Secondary Field Track in Digital Studies

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

## Dual Degree Initiative with Institutions in France

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

## Language Requirements

Besides competency in English and their language of specialization, students must demonstrate advanced proficiency in one additional language, or a basic command of two additional languages. Students must choose one of the following tracks:

- *One-language track*: Students should have the equivalent of two years of instruction or more in one additional language, to be decided in consultation with the graduate adviser. This does not need to be a Romance language, nor a language spoken in countries or regions where Romance languages are officially spoken. This language, however, needs to be relevant to the student's research interests. This requirement must be fulfilled in the one of the ways listed below by the end of year three.
  - Taking the first- and second-year language sequences (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
  - Taking an advanced course (beyond 20200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
  - Passing the [Practical Language Proficiency Assessment](#), which is administered by the Chicago Language Center, and is equivalent to two years of instruction. The exam fee is waived for divisional students;

- Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
- *Two-language track:* Students should have at least the equivalent of: 1) one year of instruction in one Romance language, or a language commonly spoken in countries or regions where Romance languages are officially spoken (including, but not limited to, Basque and Haitian Creole); and 2) one year of instruction in one research language. Both languages should be decided in consultation with the graduate adviser. This requirement must be fulfilled in the one of the ways listed below by the end of year three.
  - For item 1:
    - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
    - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
    - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
  - For Item 2:
    - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
    - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
    - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program;
    - Taking a Reading for Research Purposes course in the target language, and receiving a grade of B+ or better;
    - Successfully completing a [Reading for Research Seminar](#);
    - Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
    - For languages not taught at the university, and for which there is not an exam available at the university, nor are there any reasonable alternatives outside of the university that can be integrated into the student's program, students may petition to take a translation exam administered by a faculty member or a language instructor. 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 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 Examination**

The comprehensive exam 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 examination shall take place during the second week of autumn quarter of the third year. Students who receive credit for a previous MA may take it in spring quarter of the second year. All French faculty in residence will take part in the examination, which shall last between two and three hours. The exam 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 part of the 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. Students who fail one or both parts of the comprehensive exam will be allowed to retake the exam component(s) one time, in the third week of the following winter quarter. (For the first part of the exam, the reading lists would be the same, but the questions asked would be different. For the second part, a revised syllabus would be submitted.) The student will be placed on probation for the autumn of the third year. A second failure will lead to 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 winter quarter of year four or they will be placed on probation.

Students are expected to graduate by the end of year six (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 exam	Year 3 (autumn)
Language requirements	Year 3
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 exam; 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 TAs.

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 2025-26 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. Up to two additional courses in the second year may be taken Pass/Fail. These courses should be selected in consultation with the graduate adviser and ideally should not cover the student's field(s) of research. Instructors have the autonomy to decide how a course workload should be reduced to meet this requirement. The other 14 required courses 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 beginning 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 second week of autumn quarter. Faculty will review all such petitions in the autumn 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 advanced proficiency in one additional language, or a basic command of two additional languages. Students must choose one of the following tracks:

- *One-language track*: Students should have the equivalent of two years of instruction or more in one additional language, to be decided in consultation with the graduate adviser. This does not need to be a Romance language nor a language spoken in countries or regions where Romance languages are officially spoken. This language, however, needs to be relevant to the student's research interests. This requirement must be fulfilled in the one of the ways listed below by the end of year three.
  - Taking the first- and second-year language sequences (or equivalent), and

- receiving a grade of B+ or better in all courses in the sequence;
  - Taking an advanced course (beyond 20200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
  - Passing the [Practical Language Proficiency Assessment](#), which is administered by the Chicago Language Center, and is equivalent to two years of instruction. The exam fee is waived for divisional students;
  - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
- *Two-language track*: Students should have at least the equivalent of: 1) one year of instruction in one Romance language, or a language commonly spoken in countries or regions where Romance languages are officially spoken (including, but not limited to, Basque and Haitian Creole); and 2) one year of instruction in one research language. Both languages should be decided in consultation with the graduate adviser. This requirement must be fulfilled in the one of the ways listed below by the end of year three.
  - For item 1:
    - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
    - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
    - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
  - For Item 2:
    - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
    - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
    - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program;
    - Taking a Reading for Research Purposes course in the target language, and receiving a grade of B+ or better;
    - Successfully completing a [Reading for Research Seminar](#);
    - Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
    - For languages not taught at the university, and for which there is

not an exam available at the university, nor are there any reasonable alternatives outside of the university that can be integrated into the student's program, students may petition to take a translation exam administered by a faculty member or a language instructor. 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 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 part, they will move on to a 90-minute oral component, 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. Students who fail the comprehensive exam will be allowed to retake it one time, in the third week of the following winter quarter. (The new exam will be based on the same reading lists, but the questions asked will be different.) The student will be placed on probation for the autumn of the third year. A second failure will lead to 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 winter quarter of year four or they will be placed on probation.

Students are expected to graduate by the end of year six (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 literary 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 exam	Year 3 (autumn)
Language requirements	Year 3
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 exam; 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 2025-26 is Danielle Roper.

## **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 (18<sup>th</sup> to 21<sup>st</sup> Centuries) Peninsular
  - Colonial
  - 19<sup>th</sup> Century Latin America
  - 20<sup>th</sup> to 21<sup>st</sup> Century Latin America
  - Latinx Literatures and Cultures
- Three elective courses outside the program, to be selected in consultation with the graduate adviser, and intended to provide students with the interdisciplinary knowledge appropriate to their area of specialization.

Two required courses (the pedagogy course and Professional Academic Writing) can be taken Pass/Fail. Up to two additional courses in the second year may be taken Pass/Fail. These courses should be selected in consultation with the graduate adviser and ideally should not cover the student's field(s) of research. Instructors have the autonomy to decide how a course workload should be reduced to meet this requirement. The other 14 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 exam.

Beyond the required 18 courses, students are encouraged to take any additional courses—in this or other departments—that may be useful in their program of study; these may be audited, taken for a grade or taken Pass/Fail. 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 beginning 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 second week of autumn quarter. Faculty will review all such petitions in the autumn 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 advanced proficiency in one additional language, or a basic command of two additional languages. Students must choose one of the following tracks:

- *One-language track*: Students should have the equivalent of two years of instruction or more in one additional language, to be decided in consultation with the graduate adviser. This does not need to be a Romance language nor a language spoken in countries or regions where Romance languages are officially spoken. This language, however, needs to be relevant to the student's research interests. This requirement must be fulfilled in the one of the ways listed below by the end of year three.
  - Taking the first- and second-year language sequences (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
  - Taking an advanced course (beyond 20200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
  - Passing the [Practical Language Proficiency Assessment](#), which is administered by the Chicago Language Center, and is equivalent to two years of instruction. The exam fee is waived for divisional students;
  - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
- *Two-language track*: Students should have at least the equivalent of: 1) one year of instruction in one Romance language, or a language commonly spoken in countries or regions where Romance languages are officially spoken (including, but not limited to, Basque and Haitian Creole); and 2) one year of instruction in one

research language. Both languages should be decided in consultation with the graduate adviser. This requirement must be fulfilled in the one of the ways listed below by the end of year three.

- For item 1:
  - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
  - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
  - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program.
- For Item 2:
  - Taking the first-year language sequence (or equivalent), and receiving a grade of B+ or better in all courses in the sequence;
  - Taking one intermediate course (beyond 10200 if a language course) and receiving a grade of B+ or better. This course must be taught entirely in the target language and all assignments must be completed in the target language;
  - Receiving a degree from an institution whose language of instruction is the target language prior to joining the doctoral program;
  - Taking a Reading for Research Purposes course in the target language, and receiving a grade of B+ or better;
  - Successfully completing a [Reading for Research Seminar](#);
  - Passing the Academic Reading Comprehension Assessment. There is a fee for taking this exam; see the [Office of Language Assessment website](#) for more information;
  - For languages not taught at the university, and for which there is not an exam available at the university, nor are there any reasonable alternatives outside of the university that can be integrated into the student's program, students may petition to take a translation exam administered by a faculty member or a language instructor. 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 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 Examination**

Students are expected to take their PhD exam in the fall of their third year over the course of three days. The exam takes 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 exam. 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. Students who fail the comprehensive exam will be allowed to retake it one time, in the third week of the following winter quarter. (The new exam will be based on the same reading lists, but the questions asked will be different.) The student will be placed on probation for the autumn of the third year. A second failure will lead to 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 winter quarter of year four or they will be placed on probation.

Students are expected to graduate by the end of year six (See [Satisfactory Academic 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 exam	Year 3 (autumn)
Language requirements	Year 3
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 exam.

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

Third year: Comprehensive exam; 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 [Division of the Arts & 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 or comprehensive examination or qualifying paper, who have unexcused incompletes, who have not fulfilled the requirements of a given year, who have not reached candidacy by end of winter quarter of year four, 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 a second time, 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 reach ABD status by the end of winter quarter of year four and 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 Arts & 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 Teaching Assistant (TA) positions. Students may, with approval, hold additional teaching positions in RLL or other departments. See the [RLL Pedagogical Training Plan](#) for details.

Year	Teaching Requirement	Pedagogical Training/Mentoring	Learning Objective(s)
1	n/a	Additional language study, if needed	Demonstrate adequate mastery of the target language
2	n/a	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
2	n/a	RLL Language Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Observe and analyze language instruction in action</li> <li>• Engage in limited and guided teaching</li> <li>• Teach 1 to 2 whole sessions with the guidance of a language teaching mentor</li> </ul>
2 or 3	n/a	(recommended) Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	<ul style="list-style-type: none"> <li>• Develop skills in writing instruction, grading, and providing feedback on student prose</li> <li>• Develop core teaching tools to help reach students</li> <li>• Gain greater confidence and ability in teaching</li> </ul>
3	1 to 2 Graduate Student Lectureships (of 2 required language course lectureships), depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200)	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
3	1 Graduate Student TAsip in RLL (qualified students with approval)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
3	n/a	(recommended, if not completed in year 2 for pedagogy requirement) Language Pedagogy for the Contemporary Classroom (CCTE 50100)	<ul style="list-style-type: none"> <li>• Gain an overview of foreign language pedagogy, instructional practices, and course design</li> <li>• Understand backward design as a framework</li> <li>• Understand the role of assessment and formats for assessment</li> <li>• Understand teaching techniques and activities.</li> </ul>

3	n/a	(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
4	Graduate Student Lectureship for 1 language course, if only 1 was completed in year 3	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
4	1 required Graduate Student TAship in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
4	n/a	(recommended) 2 hours of CCTL inclusive teaching programming	<ul style="list-style-type: none"> <li>• Reflect on inclusive teaching practices</li> </ul>
5	1 Graduate Student TA position in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
5	1 required Graduate Student Lecturer position for literature course of student's design	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
5	n/a	(recommended) CCTL Seminar & Workshop on Teaching Portfolios	Develop a draft statement of teaching philosophy
5 or 6	Supplemental/STS teaching positions, if required/PTP teaching completed (optional; details below)	(recommended) CCTL Individual Teaching Consultation	Practice and get feedback on classroom instruction from specialists in teaching and learning
6	n/a	(recommended) Complete any remaining components of CCTL College Teaching Certificate program	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, but no later than the end of winter of year four, 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 Arts & Humanities Dean of Students. Admission to candidacy is noted on the student's university transcript.

Students must have reached candidacy by the end of winter quarter of year four or they will be placed on probation.

### **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](https://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 business 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 Arts & 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 Arts & Humanities Conference Reimbursement Grant](#). Students must verify eligibility and get the appropriate paperwork from the Arts & 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 \$400 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 are deemed to require additional work in their target language may use some of the conference travel funds (up to \$400) 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 Arts & 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 [ARTEL](#). 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 \$400 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](#).

## **ROOM RESERVATIONS**

Affiliated students may reserve rooms controlled by their department on a first-come, first-served basis. Priority will be given to departmental academic and/or social programming. Room reservations must fall within building operating hours.

To reserve space, students must email their department administrator with the following information:

- Name and email of the person leading the event
- Title of the event
- Description of event
- Date of event
- Start and end time(s) of the event
- Estimated number of attendees
- Preferred room
- If there will be any food served

All room requests for the purposes of administering the Collective Bargaining Agreement between the University and GSU-UE should be directed through the [UChicagoGRAD Room Reservation Form](#).



## **STUDENT MANUAL**

The [Student Manual](#) is the official statement of University policies, regulations, and expected standards of student conduct that are applicable to all students. While students should be familiar with the manual as a whole, the following are commonly referenced by graduate students: [Student Life & Conduct](#), [Leaves of Absence](#), [University Grievance Policy for Graduate Students](#), [Policy on Harassment, Discrimination, and Sexual Misconduct](#), [Policy on Title IX Sexual Harassment](#), [Policy on Religious Accommodation for Missed Classes, Assignments, and Exams](#), [Academic Honesty & Plagiarism](#), [Graduate Student Parent Policy](#), [Registration for Students in PhD Programs](#)

## **DIVISIONAL MANUAL/POLICIES**

The Division of the Arts & Humanities student policies can be found on the [divisional website](#).

## **COLLECTIVE BARGAINING AGREEMENT**

The terms and conditions of employment for certain graduate students at the University of Chicago who are employed to perform instructional or research services will be determined by a Collective Bargaining Agreement (CBA) between the University and Graduate Students United (“GSU-UE”) for the duration of the assignment to perform such services. Students can access the CBA and review frequently asked questions about graduate student unionization on the [Provost’s office website](#).

## **DEPARTMENTAL AND DEAN OF STUDENTS OFFICES**

Contact information for departmental staff and faculty can be found on the [RLL website](#). The [Dean of Students Office](#) is available to assist students with support/resources, answer questions/concerns, and provide review of policies and processes.

## **CONCERNS AND CLARIFICATIONS**

Students with questions related to grievances or disputes, can review the information found on the [divisional website](#). Students with questions may contact the Graduate Affairs Administrator, Director of Graduate Studies, the [Dean of Students](#), or the Director of Graduate Student Affairs in [UChicagoGRAD](#).

## **2025-26 RLL GRADUATE COURSES (as of 7/22/25)**

### **Catalan**

#### **CATA 32350. Speaking Truth to Power in Medieval and Early Modern Iberia.**

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): Noel Blanco Mourelle

Terms Offered: Winter

#### **CATA 36770. Literary Polysystems in Spain: Literature, Language, and Place.**

The Iberian Peninsula boasts a rich and diverse cultural heritage that has persisted through history and remains vibrant today, despite the homogenizing forces of globalization. In the case of Spain, the coexistence of various languages and literatures offers an extraordinary laboratory for cultural inquiry, where what some may regard as challenges, peculiarities, or mere curiosities are, in fact, thriving cultural communities -or systems, more accurately described as polysystems. These communities provide valuable insights into contemporary global dynamics and the complex tensions surrounding language, writing, and identity. In this course we will explore the emergence and development of literary traditions in Asturian, Basque, Catalan, and Galician, and will also have the opportunity to engage in dialogue with some contemporary writers in those languages.

Instructor(s): Jaume Subirana Ortin

Terms Offered: Autumn

Note(s): Taught in Spanish. Includes required readings in Spanish and English, with supplementary materials in Basque, Galician, and Catalan, along with their translations.

#### **CATA 42100. Reading & Research.**

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

### **French**

#### **FREN 31507. Lire les écrivain.e.s-théoristes : éléments d'analyse littéraire.**

De Guillaume de Machaut à Annie Ernaux, nombreux.ses sont les écrivain.e.s qui, au-delà

de leur propre production littéraire foisonnante, se sont consacré.e également à la théorie de la littérature et à ses formes. Les objectifs de ce cours sont multiples : offrir une introduction à la littérature en langue française dans toute sa variété - formelle, historique, géographique ; fournir des outils et des méthodes de lecture qui permettront aux étudiant.e.s d'analyser les formes littéraires, les figures de sens, les procédés esthétiques et stylistiques, les structures et les voix narratives ainsi que les choix syntaxiques et lexicaux ; étudier les théories littéraires issues de la pratique qui ont transformé et renouvelé la littérature en langue française.

Instructor(s): Daisy Delogu

Terms Offered: Spring

Note(s): Taught in French.

### **FREN 35550. Molière Embodied.**

This course will use Molière-the most famous French classical playwright and the most studied one outside of France-as testing grounds for some of the most exciting theoretical frameworks focusing on embodiment that have emerged in literary studies and cultural studies over the last few decades. What happens when we start thinking through the aversion to physicians and the distrust of medicine for which Molière's comedies are known with the help of Disability studies and Medical Humanities? What becomes visible about Molière's participation in the invention of racial whiteness in seventeenth-century Europe when we read his plays of conversion to Islam and enslavement in the Mediterranean through the lens of Premodern Critical Race Studies (PCRS)? How can the concerns and tenets of Queer studies enrich and complicate the more established feminist accounts of Molière's place in "la querelle des femmes," his ideas about gender and sexuality, and his embrace of the normative violence of comedic laughter? What new dimensions does Molière's keen interest in transformation and transcendence in the latter half of his career take on when we rethink it in light of Trans studies' epistemological tools? By applying the theoretical frameworks of Disability studies, Critical Race studies, Queer studies, and Trans studies to Molière's plays, and by comparing those plays to the source texts from which Molière was drawing to compose them, we will ask new questions.

Instructor(s): Larry Norman, Noémie Ndiaye

Terms Offered: Winter

Note(s): The class will be conducted in English, and all required readings will be available in English. Reading knowledge of French is not required but very welcome.

### **FREN 38410. Ecrire le "Printemps arabe" au Maghreb : témoignages et perspectives littéraires.**

Fin 2010, l'immolation de Mohamed Bouazizi, un vendeur ambulant tunisien, déclenche un soulèvement populaire qui s'étend rapidement au reste du monde arabe, entraînant notamment la chute des régimes en Tunisie et en Egypte et une série de reconfigurations d'ordre politique et socio-économique. Si les pays du Maghreb ont vécu ces soulèvements et leurs conséquences de manières différentes, les écrivains maghrébins ont été particulièrement sensibles à l'élan et à la promesse de changement portés par la rue. Ceci étant, et à l'image de l'appellation « Printemps arabe », à la fois utilisée et récusée, les

dynamiques et les résultats des protestations ont fait l'objet de nombreux débats. En s'appuyant sur ce contexte historique, ce cours s'intéresse aux différentes modalités d'écriture des soulèvements au Maghreb à travers divers genres littéraires, du témoignage à la fiction, en passant par l'essai, la nouvelle ou encore la poésie. En étudiant un corpus de textes francophones issus de la Tunisie (Meddeb, Bekri, Ben Mhenni), de l'Algérie (Daoud, Tamzali, Sebbar) et du Maroc (Ben Jelloun, Elalamy, Terrab), nous nous intéresserons à la représentation de la révolte populaire dans ses dimensions socio-politique et culturelle mais aussi à des questions clés telles que les formes d'engagement des écrivains, leurs approches et choix esthétiques et le rapport entre la dynamique des soulèvements et la construction narrative ou poétique des textes.

Instructor(s): Khalid Lyamlahy

Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503.

Note(s): Readings and discussions in French.

### **FREN 38888. Mosquitos and Morphine: A Seminar in the Global Medical Humanities.**

This course examines well-being and illness from transnational, decolonial and intersectional perspectives. Together, we will explore the various ways in which fiction and film can help challenge and expand our notions of what it means to be sick or healthy in complex circumstances. Some guiding threads: To what extent is illness an intensely personal experience, and to what extent does it draw in those around us - family members, friends, partners, medical practitioners, legal counsel? What renewed valences do concepts of autonomy, care and responsibility take when overshadowed by the spectre of disease? How might we ethically and productively relate the medical humanities to broader entangled concerns such as migration (both legal and clandestine), gender, class, race, community, queerness and neocolonialism? Beyond the justified responses of fear and anger, what are other ways to relate to death and mortality - ways that are infused with creativity and resilience? How does human "health" relate to planetary and interspecies well-being?

Instructor(s): Nikhita Obeegadoo

Terms Offered: Autumn

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Note(s): Taught in English.

### **FREN 41400. The Legacy of Fatima Mernissi: Feminism, Islam, and Politics.**

Moroccan writer and sociologist Fatima Mernissi (1940-2015) is widely recognized as one of the most prominent Islamic feminists, whose legacy continues to be celebrated in North Africa, the Middle East, and beyond. Through a body of work that encompasses fictional autobiography, historical inquiry, sociopolitical critique, and religious reinterpretation, she engaged in a double critique of patriarchal structures within Muslim societies and Western dominant frameworks, aiming to advance women's rights, challenge stereotypical representations of gender roles, and promote an alternative reading of Islamic texts and traditions. This course examines her most influential works and considers her intellectual legacy across disciplines.

Instructor(s): Khalid Lyamlahy

Terms Offered: Autumn

Note(s): Taught in English.

**FREN 42100. Readings And Research: French.**

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

**FREN 42200. Fictions of the Indian Ocean.**

This course will explore contemporary fiction, film, music and theory emerging from the Indian Ocean world - its oceans, its archipelagoes, and its bordering regions. Examples of potential texts include *La mémoire délavée* (2023) by Nathacha Appanah, *Le Silence des Chagos* (2005) by Shenaz Patel and *The Dragonfly Sea* (2020) by Yvonne Adhiambo Owuor. We will be in conversation with decolonial theory, the environmental humanities, critical race and caste studies, and gender studies, among others.

Instructor(s): Nikhita Obeegadoo

Terms Offered: Spring

Prerequisite(s): Consent of instructor required.

Note(s): Taught in English.

**FREN 44700. Becoming Montaigne.**

Many great writers seem to have loved Montaigne, from Shakespeare and Emerson to Derrida or Virginia Woolf, who writes: "Surely then, if we ask this great master of the art of life to tell us his secret, he will advise us to withdraw to the inner room of our tower and there turn the pages of books, pursue fancy after fancy as they chase each other up the chimney, and leave the government of the world to others." Even the scholarship on Montaigne is torn between treating his "Essays" as a work of philosophy or a work of literature, a distinction that only makes sense in modernity. A most imaginative writer, Montaigne created the genre of the essay and its characteristic poetics of "entreglose"-the subtitle of a recent book that claims that the essay, inherited from Montaigne, is the postcolonial genre by excellence-somewhere between the self and the world, asking unsettling questions and picking random things as objects. Reading some of his most well-known, and some of his least known essays, this course will, via the practice of the essay, seek to identify and take inspiration from the unique mix of affect, sensibility and philosophy that gave Montaigne the ability to become the writer that he was. While we will read scholarship to help us in this endeavor, the course's outcome is to improve as a writer and foster creative approaches to writing about things.

Instructor(s): Pauline Goul

Terms Offered: Spring

Note(s): Taught in English.

**Italian**

**ITAL 31820. Italo Calvino: the Dark Side.**

An intense reading of Italo Calvino's later works: we will contemplate the orbital debris of

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

Instructor(s): Maria Anna Mariani

Terms Offered: Autumn

Note(s): Taught in 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: Autumn

### **ITAL 33888. Early Modern Italian Literature and Art.**

In this course we will analyse the tight connections between Italian literature and art in early modern times. We will read selected passages from various authors, including, but not limited to, Petrarch, Boccaccio, Boiardo, Ariosto, and Tasso. We will observe how artists reacted to literary novelties and incorporated them in their artistic production in Italy, Europe and the Americas. We will investigate different ways in which poets and artists entered in contact, collaborated, competed, became friends, and influenced each other, and how and why artists drew from literature to develop iconographic themes and motifs, while contributing (or not) to the canonization of recently-published literary works. We will analyse selected case studies, examining literary sources and works of art in various techniques (from painting to sculptures, from small decorative objects to monumental frescos, from drawings to prints), including relevant illustrated books from

the Regenstein collections and the Newberry Library, as well as works of art from the Smart Museum and the Art Institute.

Instructor(s): Federica Caneparo

Terms Offered: Winter

Note(s): Taught in English.

### **ITAL 36523. Dante's *Vita Nuova*: a Revolutionary Love.**

The course consists of a close, discussion-based reading of Dante's "Vita nuova," examined within its biographical, literary and cultural context. The aim is to understand why the "Vita nuova," an autobiographical narration in vernacular about Dante's love for Beatrice, represents a revolutionary book in the panorama of Medieval literature. The course will proceed with the reading and analysis of the most important chapters and poems, which will be contextualized within the author's self-representation strategy. In this way, we will retrace the fundamental stages of the inner renewal that lead Dante to discover a new conception of love and poetry. Furthermore, some episodes will be read in relation to the cantos of "Purgatory" in which Dante returns to confront his past as a love poet. Finally, special attention will be paid to the relationship with Guido Cavalcanti, celebrated by Dante as "first friend" and dedicatee, but ultimately surpassed by Dante's new representation of love. Upon completion of the course, students should have improved their ability to think critically, and to understand and analyze a literary text on different levels of meaning. Furthermore, they should have developed an in-depth knowledge of Dante's works and the methodologies of Dante studies.

Instructor(s): H. Justin Steinberg

Terms Offered: Winter

Note(s): Taught in English.

### **ITAL 38600. La Liberata e la Conquistata di Torquato Tasso.**

Questo corso esamina le due versioni del famoso poema di Tasso *La Gerusalemme Liberata* e la sua riscrittura *La Gerusalemme Conquistata* come due stesure di un unico poema. Il corso esamina in dettaglio sia la Liberata sia le sostanziali modifiche che Tasso apportò al testo. Soprattutto il corso intende sviluppare, ispirandosi al volume "Sarrasine" di Roland Barthes, una mutua influenza dei due poemi che in questo modo acquistano una vitalità finora non messa in rilievo dagli studiosi. Si leggeranno testi primari e secondari di essenziale importanza, inclusi i commenti che Tasso scrisse sui suoi poemi. Il corso desidera offrire una realmente nuova lettura di un poema 'sbagliato' perché si tratta di un testo che esalta un crimine contro l'umanità, la Crociata, recentemente rigettata anche dal Papa Bergoglio.

Instructor(s): Armando Maggi

Terms Offered: Spring

Prerequisite(s): Taught in Italian.

### **ITAL 42100. Readings And Research: Italian.**

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

## **Portuguese**

### **PORT 32350. Speaking Truth to Power in Medieval and Early Modern Iberia.**

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): Noel Blanco Mourelle

Terms Offered: Winter

### **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): Justin Steinberg

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): Larissa Brewer-García

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): Veronica Vegna

Terms Offered: Autumn

## **Spanish**

### **SPAN 32810. Traducción y piratería en el mundo colonial.**

Translation and piracy can both involve the strategic appropriation of language, knowledge, or property. This course analyzes the relationship between translation and piracy in the creation of foundational works of colonial Latin American literature. As students read texts about colonial encounters, conquests, piracy, and conversion, they will become familiar with early histories of translation in Latin America and a variety of early modern, modern, and post-colonial translation theories.

Instructor(s): Larissa Brewer-García

Terms Offered: Spring

Note(s): Taught in Spanish.

### **SPAN 32350. Speaking Truth to Power in Medieval and Early Modern Iberia.**

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the

eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): Noel Blanco Mourelle

Terms Offered: Winter

**SPAN 33025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800).**

En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas ínfimas', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.

Instructor(s): Miguel Martínez

Terms Offered: Winter

Note(s): Taught in Spanish.

**SPAN 34990. Celebrity Cultures: Divas, Queers, and Drags in Latin America.**

This course takes students on a journey into the dazzling world of divas, queers, and drag performers who reshaped Latin America's cultural, social, and political repertoires. From Eva Perón's iconic political mythology and María Félix's femme fatale allure to the radical defiance of Pedro Lemebel and the cosmic magnetism of Walter Mercado, we will explore how these larger-than-life figures resisted and undermined heteronormative and misogynistic regimes. Engaging critical theory, queer studies, and aesthetic analysis, the course invites students to engage with the commodification of celebrity in the culture industry, the performative dynamics of identity, and queer culture's fascination with camp, glamour, and abjection. Revisiting concepts like the society of the spectacle and hyperreal personas, students will uncover how these icons transformed the public sphere and disrupted hegemonic power structures. The course also examines celebrity labor as affective production and the participatory cultures that turn fandom into a consumer community, and into a nostalgic and repetitive ritual in the context of digital neoliberalism. Through discussions, close readings of critical texts, and multimedia explorations of films and performances, students will learn how divas, queers, and drag performers redefined aesthetic innovation and became fearless agents of political subversion in the region and beyond.

Instructor(s): Carlos Gustavo Halaburda

Terms Offered: Autumn

Note(s): Taught in Spanish and English.

**SPAN 35500. New Directions in Afro-Latin Performance.**

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

Instructor(s): Danielle Roper

Terms Offered: Autumn

Prerequisite(s): Knowledge of Spanish is recommended.

Note(s): While the course will be taught in English, many of the performances and at least four of the readings will be in 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 36770. Literary Polysystems in Spain: Literature, Language, and Place.**

The Iberian Peninsula boasts a rich and diverse cultural heritage that has persisted through history and remains vibrant today, despite the homogenizing forces of globalization. In the case of Spain, the coexistence of various languages and literatures offers an extraordinary laboratory for cultural inquiry, where what some may regard as challenges, peculiarities, or mere curiosities are, in fact, thriving cultural communities -or systems, more accurately described as polysystems. These communities provide valuable insights into contemporary global dynamics and the complex tensions surrounding language, writing, and identity. In this course we will explore the emergence and development of literary traditions in Asturian, Basque, Catalan, and Galician, and will also have the opportunity to engage in dialogue with some contemporary writers in those languages.

Instructor(s): Jaume Subirana Ortin

Terms Offered: Autumn

Note(s): Taught in Spanish. Includes required readings in Spanish and English, with supplementary materials in Basque, Galician, and Catalan, along with their translations.

**SPAN 37880. Labor, Sex, and Magic: Celestina and Other Witches.**

The image of witchcraft in the Iberian Peninsula is rooted in a tradition of technique, healing, bodily care, and the management of sexual labor. In this class, we will discuss the numerous witches of Iberian literary traditions (Trotaconventos, Eufrosina, Fabia), paying particular attention to Fernando de Rojas's "Celestina," written during the transition from the Middle Ages to the early modern period. These witches orchestrate the romances of unfortunate young people and strive for survival in the shifting urban landscape of pre-modernity, a time of wars, revolts, plagues, and catastrophes. In this class, we will explore the status of these women within the social transformations of their time, why so many authors regarded them as emblematic figures of pre-modern Iberian cities, and what they reveal to us today about the lives of women in that era.

Instructor(s): Noel Blanco Mourelle

Terms Offered: Autumn

**SPAN 38800. Problemas críticos y teóricos en el estudio de las culturas ibéricas y latinoamericanas.**

This seminar is an intellectual and institutional history of our disciplines, tracing their shifting configurations across time and space. We will engage with the theoretical models that have shaped our fields-Hispanic, Latin American, and Iberian Studies-from the 19th to the 21st century. Rather than approaching these traditions as a linear succession of increasingly sophisticated paradigms, we will study them as historically situated and politically inflected discourses. We will consider how these disciplines actively constructed the intellectual fields to which they belong, often in pursuit of a certain disciplinary autonomy. Our approach-a critical history of criticism-serves a dual purpose. First, the seminar provides a systematic engagement with the theoretical vocabularies that continue to shape contemporary debates. Second, we will interrogate the disciplines themselves- cultural studies, postcolonial criticism, gender and sexuality-by reflecting on the historical conditions that make them possible. Alongside these conceptual explorations, the seminar includes a practical component designed to help students navigate the demands of rigorous research and professionalization in the humanities, particularly in Iberian and Latin American Studies. We aim to bridge theoretical inquiry with the concrete challenges of academic work today.

Instructor(s): Carlos Gustavo Halaburda

Terms Offered: Spring

Note(s): Taught in Spanish and English.

**SPAN 41100. The Avant-Gardes: Latin American/Latinx.**

This course is an overview of the avant-gardes: art and literature movements that emerged against the background - and in the aftermath - of the great social and technological transformations that followed armed conflicts in the 20th century. We study avant-garde movements that emerged in the Americas, with a particular focus on Latin America and on Latinx artists working in the United States. The course covers both

historical avant-gardes (movements that emerged around the 1910s and 20s: creacionismo, Dada, futurism, Mexican muralism, and so forth) and neo-avant-garde movements active later in the century, in the 1960s, 70s, and 80s (neoconcretism, Asco, No-Grupo, CADA, etc.). Attention will be placed on the social and cultural contexts that shaped each of these movements, as well as on the web of connections and references that connects them. Materials and class discussions foreground the social and political resonance of the experimental aesthetics associated with the avant-gardes.

Instructor(s): Sergio Delgado Moya

Terms Offered: Spring

Prerequisite(s): Proficiency in Spanish required. Undergraduates may enroll with consent of instructor.

### **SPAN 42100. Rdgs/Rsch: Spanish.**

Independent study with an individual faculty member.

Terms Offered: Autumn, Spring, Winter

### **SPAN 43300. Ficciones Abolicionistas del Caribe Hispánico.**

En este seminario estudiaremos algunas vertientes del pensamiento anti-esclavista y abolicionista en el Caribe Hispánico durante el siglo XIX y los modos particulares en que lo literario y lo visual participaron de su desarrollo. Además de examinar conceptualmente los cambiantes principios filosóficos y legales que fueron sustentando los posicionamientos en contra de la esclavitud, en el curso prestaremos especial atención a las estrategias retóricas, a los lenguajes verbales y visuales, que los hicieron sensibles. Es lo que aquí denominamos como "el aparato ficcional del abolicionismo". Este no solo incluye obras literarias y gráficas, sino también las dimensiones estéticas de los discursos de la ley con sus ideas liberales de libertad, trabajo asalariado, propiedad sobre el cuerpo propio y subordinación racial, todas hechas cimientos para una gobernabilidad post-esclavista. En el curso tomaremos como punto de partida y contraste los debates en torno a la esclavitud que se generaron en el seno de las guerras de independencia continentales, a la luz de sus relaciones con la Revolución Haitiana, para de ahí examinar los diferentes derroteros hispanocaribeños. Entre los materiales a estudiar se encuentran códigos de ley, proyectos de abolición, novelas anti-esclavistas, materiales gráficos de la emergente cultura de masas y obras de Simón Bolívar, Toussaint Louverture, Félix Varela, Gertrudis Gómez de Avellaneda, Juan Francisco Manzano, Alejandro Tapia y Rivera, entre otros.

Instructor(s): Agnes Lugo-Ortiz

Terms Offered: Autumn

Prerequisite(s): Taught in Spanish.

### **48613. Poetry of the Americas.**

In what tangled ways does poetry transform through dialogue across linguistic and geographical distances, and through performance, translation, and collaboration? This seminar takes a comparative, hemispheric approach to 20th- and 21st-century poetries from the Southern Cone to the Caribbean to Canada, with significant attention to Latinx poets. We will examine developments in poetic form, especially transformations of the

epic and the lyric, in conjunction with questions of modernization, globalization, and colonialism, race, ethnicity, sexuality, and gender. This course is held in tandem with Fall quarter events including Chicago's Lit & Luz Festival, which stages Mexican-U.S. artistic collaborations. Seminar members will have the opportunity for dialogue with poets and translators who visit our seminar and/or give poetry readings on campus. (No knowledge of Spanish, French, or Portuguese is required.)

Instructor(s): Rachel Galvin

Terms Offered: Autumn

## **DEPARTMENT DIRECTORY**

### **Department Office**

1050 E. 59th St.  
Wieboldt 205  
(Send mail to 1115 E. 58th St.)  
Chicago, IL 60637  
<http://rll.uchicago.edu>

### **Staff**

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

Callie Manick  
Undergraduate Affairs Administrator  
773-702-3299  
[callie.manick@uchicago.edu](mailto:callie.manick@uchicago.edu)

Lexie Vogel  
Department Assistant  
773-702-1588  
[vogel1@uchicago.edu](mailto:vogel1@uchicago.edu)

### **Faculty**

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

Noel Blanco Mourelle  
HLBS Undergraduate Adviser; RLL Director of Undergraduate Studies; Assistant  
Professor of Spanish Literature  
Wb 223, 773-702-4129  
[nblancomourelle@uchicago.edu](mailto:nblancomourelle@uchicago.edu)

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

Sergio Delgado Moya  
HLBS Section Head; Associate Professor of Latin American and Latinx Studies

Wb 105B, 773-834-45017  
[sergiodm@uchicago.edu](mailto:sergiodm@uchicago.edu)

Daisy Delogu  
French Section Head; Howard L. Willett Professor of French Literature; Director of  
Center for the Study of Gender & Sexuality  
5733 S University Ave, 3<sup>rd</sup> floor  
[ddelogu@uchicago.edu](mailto:ddelogu@uchicago.edu)

Pauline Goul  
French Undergraduate Adviser; Assistant Professor of French Literature  
Wb 222, 773-834-0390  
[pgoul@uchicago.edu](mailto:pgoul@uchicago.edu)

Carlos Halaburda  
Assistant Professor of Latin American Literature  
Wb 232, 773-834-9450  
[halaburda@uchicago.edu](mailto:halaburda@uchicago.edu)

Alison James  
Professor of French Literature  
Wb 224, 773-702-4267  
[asj@uchicago.edu](mailto:asj@uchicago.edu)  
(on leave in 2025-26)

Agnes Lugo-Ortiz  
Associate Professor of Latin American Literature, the Center for Latin American Studies,  
the Center for the Study of Gender and Sexuality, and the Center for Race, Culture and  
Society  
Wb 214, 773-702-4283  
[lugortiz@uchicago.edu](mailto:lugortiz@uchicago.edu)

Khalid Lyamlahy  
French Graduate Adviser; Assistant Professor of French and Francophone Studies  
Wb 219, 773-834-6198  
[klyamlahy@uchicago.edu](mailto:klyamlahy@uchicago.edu)

Armando Maggi  
Italian Graduate Adviser; RLL Director of Graduate Studies; Arthur and Joann Rasmussen  
Professor in Western Civilization, Italian Studies, and the Committee on the History of  
Culture  
Wb 225, 773-702-4304  
[amaggi@uchicago.edu](mailto:amaggi@uchicago.edu)

Maria Anna Mariani  
Italian Undergraduate Adviser; Associate Professor of Italian Literature



Wb 215, 773-834-6405  
[marianim@uchicago.edu](mailto:marianim@uchicago.edu)

Miguel Martínez  
Department Chair; Professor of Spanish Literature  
Cl 118, 773-834-0429  
[martinezm@uchicago.edu](mailto:martinezm@uchicago.edu)

Robert Morrissey  
Benjamin Franklin Professor of French Literature and the Committee on Interdisciplinary Studies in the Humanities; Faculty Director of the International Institute of Research in Paris  
[rmorriss@uchicago.edu](mailto:rmorriss@uchicago.edu)

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

Larry F. Norman  
Frank L. Sulzberger Professor of Romance Languages & Literatures, Theater & Performance Studies, and Fundamentals  
Cl 115, 773-702-4383  
[lnorman@uchicago.edu](mailto:lnorman@uchicago.edu)  
(on leave in autumn & spring)

Nikhita Obeegadoo  
Assistant Professor of French and Francophone Studies  
Wb 105, 773-834-2836  
[nikhitao@uchicago.edu](mailto:nikhitao@uchicago.edu)

François Richard  
Associate Professor of Anthropology and Romance Languages & Literatures  
H 211, 773-702-7714  
[fgrichard@uchicago.edu](mailto:fgrichard@uchicago.edu)

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

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

(on leave in 2025-26)

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

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

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

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

#### Language Program Directors

Ana María Lima  
Portuguese Language Program Director; Senior Instructional Professor  
C 128, 773-702-7988  
[afl1@uchicago.edu](mailto:afl1@uchicago.edu)

Nené Lozada  
Spanish Language Program Director; Senior Instructional Professor  
C 125, 773-702-7981  
[mclozada@uchicago.edu](mailto:mclozada@uchicago.edu)

Matthew Smith  
French Language Program Director; Senior Instructional Professor  
C 124  
[mbsmith307@uchicago.edu](mailto:mbsmith307@uchicago.edu)

Veronica Vegna  
Italian Language Program Director; Senior Instructional Professor; Languages Across the Curriculum Coordinator  
C 127, 773-702-2542  
[vvegna@uchicago.edu](mailto:vvegna@uchicago.edu)

### Instructional Professors

Begoña Arechabaleta Regulez  
Associate Instructional Professor in Spanish  
G-B 204  
[begoar@uchicago.edu](mailto:begoar@uchicago.edu)

Marie Berg  
Instructional Professor in French  
G-B 209, 773-702-3568  
[marieberg@uchicago.edu](mailto:marieberg@uchicago.edu)

Céline Bordeaux  
Instructional Professor in French  
G-B 227, 773-702-9941  
[celineb@uchicago.edu](mailto:celineb@uchicago.edu)

Celia Bravo Díaz  
Assistant Instructional Professor in Spanish  
G-B 226  
[cbravodiaz@uchicago.edu](mailto:cbravodiaz@uchicago.edu)

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

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

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

Ariane Echenique Calleja  
Assistant Instructional Professor in Basque and Spanish  
G-B 228  
[arianeechenique@uchicago.edu](mailto:arianeechenique@uchicago.edu)

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

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

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

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

Eduardo Leão  
Assistant Instructional Professor in Spanish  
G-B 222  
[eduardol@uchicago.edu](mailto:eduardol@uchicago.edu)

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

Megan Marshall  
Assistant Instructional Professor in Spanish  
G-B 224  
[mtmarshall@uchicago.edu](mailto:mtmarshall@uchicago.edu)

Verónica Moraga  
Associate Instructional Professor in Spanish  
G-B 205  
[vmoraga@uchicago.edu](mailto:vmoraga@uchicago.edu)

Bel Olid  
Catalan Language Program Coordinator; Assistant Instructional Professor in Catalan and Spanish  
G-B 225  
[bolid@uchicago.edu](mailto:bolid@uchicago.edu)

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

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

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

Nicolas Portugal  
Assistant Instructional Professor in French  
G-B 219  
[nportugal@uchicago.edu](mailto:nportugal@uchicago.edu)

Andrés Rabinovich  
Assistant Instructional Professor in Spanish  
G-B 220  
[anrabinovich@uchicago.edu](mailto:anrabinovich@uchicago.edu)

Juliano Saccomani  
Assistant Instructional Professor in Portuguese and Spanish  
G-B 219  
[jsaccomani@uchicago.edu](mailto:jsaccomani@uchicago.edu)

Gerdine Ulysse  
Kreyòl Language Program Coordinator; Assistant Instructional Professor in French and Kreyòl  
C 126  
[ulysse@uchicago.edu](mailto:ulysse@uchicago.edu)

#### Postdocs, Research Associates, and Other Instructors

Thomaz Amâncio  
Teaching Fellow  
[tamancio@uchicago.edu](mailto:tamancio@uchicago.edu)

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

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

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

Diane Caretto-Chaize  
ENS Exchange Student  
[dcarettochaize@uchicago.edu](mailto:dcarettochaize@uchicago.edu)

Sabra Duarte  
Lecturer in Spanish  
[sduarte@uchicago.edu](mailto:sduarte@uchicago.edu)

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

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

Thomas Hernandez  
ENS Exchange Student  
[hernandezt5@uchicago.edu](mailto:hernandezt5@uchicago.edu)

Elizabeth Issert  
Lecturer in Spanish  
[issert@uchicago.edu](mailto:issert@uchicago.edu)

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

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

Darcy Lear  
Lecturer in Spanish  
[dlear@uchicago.edu](mailto:dlear@uchicago.edu)

Ana Flávia Boeing Marcelino  
Research Associate  
G-B 222  
[anaflavia@uchicago.edu](mailto:anaflavia@uchicago.edu)

Neringa Pukelis

Lecturer in Spanish  
[npukelis@uchicago.edu](mailto:npukelis@uchicago.edu)

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

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

José Tuesta  
Lecturer in Spanish  
[jtuesta@uchicago.edu](mailto:jtuesta@uchicago.edu)

#### Emeriti Faculty

Dain Borges  
Associate Professor Emeritus of History and Romance Languages & Literatures  
[dborges@uchicago.edu](mailto:dborges@uchicago.edu)

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

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

Frederick de Armas  
Robert O. Anderson Distinguished Service Professor Emeritus of Spanish Literature  
and Comparative Literature  
[fdearmas@uchicago.edu](mailto:fdearmas@uchicago.edu)

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

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

Robert Kendrick  
Robert O. Anderson Distinguished Service Professor Emeritus of Music and  
Romance Languages & Literatures  
[rkendric@uchicago.edu](mailto:rkendric@uchicago.edu)

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

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

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

#### Affiliated Faculty

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

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

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

Jacobé Huet  
Assistant Professor, Department of Art History  
[jhuet@uchicago.edu](mailto:jhuet@uchicago.edu)

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

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

Michèle Lowrie



Andrew W. Mellon Distinguished Service Professor, Department of Classics  
[mlowrie@uchicago.edu](mailto:mlowrie@uchicago.edu)

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

Richard Neer  
Barbara E. and Richard J. Franke Distinguished Service Professor, Departments of Art  
History and Cinema & Media Studies  
[rtneer@uchicago.edu](mailto:rtneer@uchicago.edu)

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

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

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

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

## Graduate Students

### French

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

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

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

Eve Glasergreen  
[eglasergreen@uchicago.edu](mailto:eglasergreen@uchicago.edu)

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

Colten Hallam  
[challam@uchicago.edu](mailto:challam@uchicago.edu)

Esther Kim  
[yeram@uchicago.edu](mailto:yeram@uchicago.edu)

Lamine Niang  
[lamine@uchicago.edu](mailto:lamine@uchicago.edu)

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

Sydney Schoenfield  
[sschoenfield@uchicago.edu](mailto:sschoenfield@uchicago.edu)

Matthew Stahlman  
[stahlman@uchicago.edu](mailto:stahlman@uchicago.edu)

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

### Italian

Cole Botta  
[cbotta@uchicago.edu](mailto:cbotta@uchicago.edu)

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

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

Giovanni Fumagalli  
[fumagallig@uchicago.edu](mailto:fumagallig@uchicago.edu)

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

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

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

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

HLBS

Leora Baum

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

Gabriela Beduschi Zanfelicce

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

Miriam Borrero Robledo

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

Estef Calderón Villón

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

Cristina Esteves-Wolff

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

Azucena Garza

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

Andrea Mendoza Meléndez

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

Julio Mestanza

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

Giovanni Minicucci

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

Tomás Aurelio Muñoz Pinilla

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

Andrea Reed-Leal

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

Sara Rodríguez

[srodriguez23@uchicago.edu](mailto:srodriguez23@uchicago.edu)

Belén Sánchez

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

Ricardo Soler Rubio

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

Jean Vallejo González

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

## 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<sup>e</sup> 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", ; <i>Livre III</i> : "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	<i>L'Heptaméron</i> (choix de quatre nouvelles)
Léry	<i>Histoire d'un voyage fait en la terre de Brésil</i>
d'Aubigné	<i>Les Tragiques</i> (jusqu'à la fin des « Fers »)
Labé	Choix de <i>Sonnets, Débat, Elégies</i>
Joachim du Bellay	<i>Les Regrets, Les Antiquités de Rome</i>
Ronsard	<i>Les Amours</i>
Marot	Choix de <i>L'adolescence clémentine, Epîtres</i>

#### Critique

François Rigolot	<i>Poésie et Renaissance</i>
Hugo Friedrich	<i>Montaigne</i>
Katie Chenoweth	<i>Prosthetic Tongue</i>

### **XVII<sup>e</sup> Siècle**

Mme d'Aulnoy	Choix de 4 contes de fées
Boileau	<i>L'Art poétique</i>
Bossuet	<i>Oraison funèbre d'Henriette d'Angleterre</i>
Corneille	<i>Le Cid, Horace, L'illusion comique, Cinna, Polyeucte, Le Menteur, Rodogune, Suréna</i>
Descartes	<i>Le Discours de la méthode</i>
La Bruyère	<i>Les Caractères</i>
Mme de La Fayette	<i>La Princesse de Clèves</i>
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	<i>Maximes</i>
Madeleine de Scudéry	<i>La Promenade de Versailles, Conversations sur divers sujets</i>
Molière	<i>L'École des femmes, La Critique de l'École des femmes, Tartuffe, Dom Juan, Le Misanthrope, Le Bourgeois gentilhomme, Le Malade imaginaire</i>
Pascal	<i>Les Pensées, Les Provinciales</i> (de 1 à 7)
Perrault	Choix de 4 contes de fées
Racine	<i>Andromaque, Britannicus, Bérénice, Bajazet, Iphigénie, Phèdre, Esther, Athalie</i>
Mme de Sévigné	Choix de dix lettres

#### Critique

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

### **XVIII<sup>e</sup> Siècle**

Beaumarchais	<i>Le Barbier de Séville, Le Mariage de Figaro</i>
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>
<b>Critique</b>	
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>
<b>XIX<sup>e</sup> Siècle</b>	
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</i> (chapitre sur <i>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>

## **XX<sup>e</sup> Siècle**

### Autobiographies

Barthes	<i>Roland Barthes par Roland Barthes</i>
Ernaux	<i>La Place</i> ou <i>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</i> ou <i>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</i> ou <i>Malone meurt</i> ou <i>L'Innommable</i>
Ben Jelloun	<i>La Nuit sacrée</i> ou <i>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</i> , <i>La Chute</i> , ou <i>La Peste</i>
Céline	<i>Voyage au bout de la nuit</i>
Chamoiseau	<i>Texaco</i>
Colette	<i>La Vagabonde</i> ou <i>Les Vrilles de la vigne</i>
Condé	<i>Moi, Tituba sorcière...</i> ou <i>La Traversée de la Mangrove</i>
Depestre	<i>Hadriana dans tous mes rêves</i>
Djebar	<i>L'Amour, la fantasia</i>
Duras	<i>Le Ravissement de Lol V. Stein</i> , ou <i>La Douleur</i> ou <i>Un barrage contre le pacifique</i>
Gide	<i>L'Immoraliste</i> , <i>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</i> ou <i>La Vie mode d'emploi</i>
Proust	<i>Du côté de chez Swann</i> , <i>Le Temps retrouvé</i>
Queneau	<i>Zazie dans le métro</i>
Robbe-Grillet	<i>La Jalousie</i> ou <i>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  
Bonnefoy  
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 ou Le Monolinguisme de l'autre</i>
Fanon	<i>Les Damnés de la terre ou Peau noire, masques blancs</i>
Foucault	<i>Les Mots et les choses ou Surveiller et punir</i>
Genette	<i>"Discours du récit" in 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 précédé de Portrait du colonisateur</i>
Sartre	<i>Qu'est-ce que la littérature?, Orphée noir (in Situations III)</i>
Saussure	<i>Cours de linguistique générale</i>

## **XXI<sup>e</sup> 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 ou Mémoires de porc-épic</i>
Mokeddem	<i>Mes hommes</i>
NDiaye	<i>Rosie Carpe ou 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 suivi de 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>
-----------	-----------------------------------

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)
Segre	<i>Sette modi di fare critica</i> (Riuniti)
	<i>Avviamento all'analisi del testo letterario</i> (Einaudi)

### Raccolte di testi

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

### '200 - '300

Dante Alighieri	<i>Divina Commedia</i>
Dante Alighieri	<i>Vita Nuova + Le rime petrose, "Tre donne" e la canzone montanina</i>
Dante Alighieri	<i>De vulgari eloquentia o Monarchia</i>
Francesco Petrarca	<i>Canzoniere</i>
Francesco Petrarca	<i>Secretum</i>
Giovanni Boccaccio	<i>Decameron</i>
Giovanni Boccaccio	<i>Fiammetta • 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> • Galateo
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>
Sacre 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
Zibaldone 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>
Arcipreste de Hita	<i>Libro de buen amor</i>
Don Juan Manuel	<i>Libro del Conde Lucanor</i>
Fernando de Rojas	<i>Tragicomedia de Calisto y Melibea</i>
Recommended ed.: di Stefano	<i>Romancero</i> (Castalia, 2010)

### Iberian, XVI-XVII

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

### Colonial Latin America

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

### Nineteenth-Century Latin America

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

### Iberian, XVIII-XXI Centuries

Leandro Fernández de Moratín, <i>El sí de las niñas</i> or José Zorrilla, <i>Don Juan Tenorio</i>	
Benito Pérez Galdós, <i>La desheredada</i> or Emilia Pardo Bazán, <i>Cuentos</i> (selection)	
João Baptista Almeida Garret, <i>Viagens na minha terra</i> or Eça de Queirós, <i>O primo Basílio</i>	
Jacint Verdaguer, <i>L'Alàntida</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, *Antologia* **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 poesia brasileira do século XX

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

Carlos Martiel *Tercera Raiz*

### **Latinx Literatures and Cultures**

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

Piri Thomas *Down These Mean Streets*

Pedro Pietri *Puerto Rican Obituary*

Ronaldo Hinojosa *Klail City y sus alrededores*

Gloria Anzaldúa *Borderlands/La frontera. The New Mestiza*

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

Josefina Báez *Dominicanish: A Performance Text*

## RLL Mentoring Plan

### I. MENTORING STRUCTURE

#### A. Academic advising

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

On the basis of their research interests, first-year students are also assigned (by the 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 winter quarter of year 4 or they will be placed on probation. Some flexibility may be granted to students completing joint degrees, as needed, on a case-by-case basis.

Students must have demonstrated adequate mastery of their target language (see II. “Student continuation” 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 or comprehensive 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 second comprehensive exam, two consecutive unsatisfactory reports, failure to reach candidacy in time allotted 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 adjudicates 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 select a representative for the whole department by the third week of the fall quarter. The graduate representative 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 academic probation and will be given clear expectations, deadlines, and consequences. The results will be reviewed to determine whether the student will be removed from probation. Failure on the comprehensive examination a second time, two consecutive unsatisfactory reports, failure to reach candidacy in time allotted, and/or non-fulfillment of academic probation actions 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**

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. Students who have not reached candidacy by the end of winter quarter of year 4 will be placed on academic probation. 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 (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 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 25-26 updates recommended by Armando Maggi, Larry Norman and Victoria Saramago. Discussed at RLL graduate student meeting on May 16, 2025. Approved by the faculty on May 19, 2025.*

## **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 Teaching Assistant (TA) positions.

Year	Teaching Requirement	Pedagogical Training/Mentoring	Learning Objective(s)
1	n/a	Additional language study, if needed	Demonstrate adequate mastery of the target language
2	n/a	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
2	n/a	RLL Language Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Observe and analyze language instruction in action</li> <li>• Engage in limited and guided teaching</li> <li>• Teach 1 to 2 whole sessions with the guidance of a language teaching mentor</li> </ul>
2 or 3	n/a	(recommended) Completion of 1 CCTL Fundamentals of Teaching Series in preparation for Graduate Student TA position	<ul style="list-style-type: none"> <li>• Develop skills in writing instruction, grading, and providing feedback on student prose</li> <li>• Develop core teaching tools to help reach students</li> <li>• Gain greater confidence and ability in teaching</li> </ul>
3	1 to 2 Graduate Student Lectureships (of 2 required language course lectureships), depending on curricular need and course availability, at two different levels (e.g., 10100 and 10200)	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
3	1 Graduate Student TAsip in RLL (qualified students with approval)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
3	n/a	(recommended, if not completed in year 2 for pedagogy requirement) Language Pedagogy for the Contemporary Classroom (CCTE 50100)	<ul style="list-style-type: none"> <li>• Gain an overview of foreign language pedagogy, instructional practices, and course design</li> <li>• Understand backward design as a framework</li> <li>• Understand the role of assessment and formats for assessment</li> <li>• Understand teaching techniques and activities.</li> </ul>

3	n/a	(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
4	Graduate Student Lectureship for 1 language course, if only 1 was completed in year 3	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
4	1 required Graduate Student TAsip in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
4	n/a	(recommended) 2 hours of CCTL inclusive teaching programming	<ul style="list-style-type: none"> <li>• Reflect on inclusive teaching practices</li> </ul>
5	1 Graduate Student TA position in RLL (if not previously completed)	RLL Literature Teaching Mentorship (details below)	<ul style="list-style-type: none"> <li>• Learn about principles of literature course design, including text selection, assignments, policies</li> <li>• With the guidance of the instructor, practice evaluating, correcting, and offering feedback on student prose</li> <li>• Engage in limited and guided teaching</li> </ul>
5	1 required Graduate Student Lecturer position for literature course of student's design	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
5	n/a	(recommended) CCTL Seminar & Workshop on Teaching Portfolios	Develop a draft statement of teaching philosophy
5 or 6	Supplemental/STS teaching positions, if required/PTP teaching completed (optional; details below)	(recommended) CCTL Individual Teaching Consultation	Practice and get feedback on classroom instruction from specialists in teaching and learning
6	n/a	(recommended) Complete any remaining components of CCTL College Teaching Certificate program	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.

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 [College Teaching Certificate program](#), 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 limited 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.
- Carry out other tasks related to the teaching of the course.
- Refer to offer letter from the Dean of Students Office for a full description of duties

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 to discuss work responsibilities and expectations.

### 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.

### Course cancelation

When possible, students whose literature lectureships are canceled due to low enrollment numbers will be given the opportunity to teach a language course in the following quarters in lieu of the lectureship. Depending on the circumstances, students may be offered a second chance to teach a literature course. Please refer to offer letter for more information on course cancelations.

### Grievance procedures

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

## **STS Appointments (teaching opportunities beyond the PTP requirements)**

Students making good academic progress may, based on their professional development plans and with the approval of their graduate adviser or dissertation director and the DGS, apply for the following positions in RLL or other departments when available:

- LxC Graduate Student TAships;
- Graduate Student TAships;
- Graduate Student Lectureships.

### Prerequisites for STS positions

TAship and lectureship positions may only be held after all the PTP requirements have been completed. LxC TAship positions may be held any time after the student has reached ABD status. Available positions will be posted on GRAD Gargoyle. Interested students should apply for open positions following the graduate student union CBA guidelines.

### Faculty supervisor

For language course lectureships, the relevant LPD, or an IP they designate, will be the faculty supervisor. For literature course lectureships, the student's dissertation director, or a member of the student's dissertation committee designated by the section's graduate adviser, will serve as the faculty supervisor. For TAships, the faculty supervisor will be the instructor of record. The faculty supervisor will meet with the graduate student at least once in each quarter the student is teaching to discuss work responsibilities and expectations.

### RLL STS positions

Based on curricular needs, the relevant LPD and the faculty Section Head will determine whether to request divisional approval to post an RLL STS lectureship position. For STS TAships, the faculty Section Head and the relevant faculty member will determine whether to request divisional approval to post a position. The application materials on GRAD Gargoyle 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 LPD and Section Head will review STS lectureship applications and make a selection.

### 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. Literary Theory: \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

Pedagogy Course

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

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



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

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

Thirteen in HLBS

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

Three Electives

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

Pedagogy Course

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

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



### Quarterly Progress Report for RLL Students

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

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: \_\_\_\_\_