

The University of Chicago  
Department of Slavic Languages and Literatures

# Graduate Student Handbook 2023-24

## CONTENTS

|   |    |
|---|----|
| 1. Introduction – Graduate Program Overview | 3  |
| 2. Graduate Degrees and Requirements        |    |
| General Guidelines                          | 4  |
| Degree of Doctor of Philosophy              | 5  |
| 3. Suggested Course of Study                | 8  |
| 4. Pedagogical / Professional Training Plan | 10 |
| 5. Who’s Who                                | 15 |
| 6. Department Essentials and Graduate Life  | 18 |
| 7. Additional Resources                     | 19 |

## **I. Introduction**

The Graduate Student Handbook contains the rules and procedures for the academic year 2023-2024. It is intended to be a convenient overview of relevant Department rules and not to take the place of faculty advisers. We advise you to consult with faculty early and often about your academic plans.

The Slavic Department admits students to its doctoral degree program focused on interdisciplinary approaches to the cultures of Central/Eastern Europe, Russia, and Eurasia. The Ph.D. is awarded after the successful passage of coursework, exams and the defense of the dissertation. Students can request a terminal MA during their PhD coursework so long as they have completed the MA requirements outlined in section II-A below.

The Ph.D. program provides rigorous professional training in Slavic languages, literatures and cultures in a supportive atmosphere and interdisciplinary framework. Taking advantage of the rich opportunities for cross-disciplinary inquiry at the University of Chicago, at such venues as graduate workshops and the Franke Institute for the Humanities, many students in the Slavic Department forge innovative programs of study that cut across traditional boundaries. The Department's academic program, faculty-student mentoring, training in pedagogy and support for research have consistently produced fine scholars who have succeeded in the highly competitive academic job market.

### **Mentoring:**

Graduate students will work with the Director of Graduate Studies in the first year of the program. In the second year they will choose a mentor, who may or may not be the faculty member working in their area or an anticipated member of a future dissertation committee. All of the Department faculty will participate in mentoring, and we encourage each student and research faculty member to maintain regular contact.

### **Expectations:**

A primary goal of our program is to make expectations very clear. Coursework, professional training, and mentorship will be tailored for each incoming student, with each side responsible for fulfilling their commitments so that the student achieves the desired outcome in a timely and effective manner.

Each spring the department will a) conduct a progress review of Ph.D. students, and b) recalibrate expectations and commitments by mutual agreement with students.

### **Funding:**

Students in the PhD program receive an annual stipend, tuition remission, payment of the Student Services Fee, and fully paid individual annual premiums for the University Student Health Insurance Plan. Normative time for completion of the program is six years; the department may elect to extend registration beyond this period if it determines this would be in the best interests of the student and the program. All questions about the terms and conditions of your fellowship should be directed to the [Office of the Dean of Students](#).

## II. Requirements:

In consultation with faculty, students develop a plan of study upon entering the program. This may be revised each year, but should meet the following requirements:

### A. First Two Years:

1. Fifteen total courses, including ten at the graduate level, of which the following are specifically required:
  - a) Designated departmental graduate seminar in Theory/Philosophy of Literature
  - b) At least one additional graduate-only seminar
  - c) At least six additional courses taught by faculty in the Slavic Department (this may include hybrid graduate/undergraduate courses)
2. At least three quarter courses in a minor (second) Slavic language at any level (first- or second-year of the minor language) or three quarters of advanced study of the major Slavic language.
3. Reading knowledge of one research language. This is usually French or German, but by petition may be another language of special relevance to the research field.
4. Advanced proficiency in speaking and writing the principal language of study, determined by an exam before advancement to ABD level. Entering students may be required to take a placement examination in their major language, and they must make up any deficiency. Students entering the Department with a deficiency in their major language may need a longer time to complete the degree. This extra time will be taken into consideration for the determination of satisfactory progress for such students. All students whose major language is Russian are required to complete the Advanced Russian sequence for grades of straight B+ or better. (Native speakers of Russian may be exempt from this requirement.)
5. The Qualifying Paper (ordinarily based on a term-paper), is judged by a committee of three faculty members, at least two of whom should be from the Slavic Department, and graded according to the policy on grading examinations. A successful Qualifying Paper is required for continuation in the Ph.D. Program [SEE BELOW].

The Qualifying Paper should demonstrate the ability to conduct independent research and represent an original, potentially publishable contribution in the student's field of study. The paper is generally 7,000-9,000 words in length and must be submitted by the seventh week of the spring quarter of the second year. It is written under the guidance of a faculty member of the Slavic Department and in consultation with one additional faculty member. Its evaluation includes a 60-90 minute discussion, during which the student responds to the committee's questions. The committee then conveys to the faculty whether the paper meets the expectations for continuing toward the PhD.
6. To continue toward the Ph.D., students must also have completed all requirements indicated on the degree plan for the first two years.

## **B. For completion of the Ph.D. Program**

1. **Matriculation:** Students must achieve a High Pass (Ph.D. Pass) on the Qualifying Paper (or Qualifying Examination for students with a previous MA degree electing this option) to continue toward the Ph.D. degree.

2. **Students with previous MA degrees:** Students with Master's degrees from other institutions or departments submit the standard application for admission through the Dean of Students Office in the Division. They will be required by the Department to demonstrate that they have fulfilled the equivalent of the M.A. degree requirements outlined above or make up any deficiencies, such as courses required at the Master's level. Students who did not complete a Master's in this Department in their proposed Ph.D. major field may be required to pass a Qualifying Examination or submit a Qualifying Paper (at the discretion of the faculty) in the major field normally no later than their fourth quarter of Ph.D. study here in order to continue in the Ph.D. program.

3. **Coursework:** Following the first two years, curricular requirements are less strictly defined. It is assumed that students will take courses needed to prepare for the Comprehensive Examination and Dissertation Proposal to deepen their knowledge of their area of research and minor field. All students should successfully complete at least one graduate seminar, and are encouraged to take three courses devoted to the minor field of study.

4. **The Comprehensive Examination:** Students are normally expected to take the Comprehensive Examination not later than the end of the fall quarter of the third academic year. If unsuccessful, the Examination may be repeated at the Department's discretion. Passing the Comprehensive Examination will show satisfactory progress.

Students will be tested in the following areas:

(1) A general list of essential works in literature and theory from the region. This will be drawn from the Resource List provided by the Department in consultation with the advisor. This section will be oral.

(2) History of the literature/culture in the principal language of specialization. The first part of this examination will be written, and will include a passage or passages in the language for close critical analysis; the second part will be oral, and will range over factual and interpretive matters.

5. **Minor Field Examination:** Preparation in the minor field, typically a secondary discipline (film, environmental studies, etc.) or the literature/culture of a second Slavic or regional language, is demonstrated in a ninety minute oral examination with faculty, which can be taken any time before advancement to candidacy.

In preparation for the minor field exam students pursuing comparative Slavic must acquire

- a) intermediate proficiency in a second Slavic or other regional language (usually achieved after two years of study)
- b) knowledge of an area or period of literature or culture produced in that language

Those pursuing other secondary fields, such as film, visual arts, or performance, gender and sexuality, or environmental studies, must acquire knowledge of its fundamental theoretical apparatus and key works. At least three graduate level courses (hybrid or graduate seminar) in the area of study and participation in relevant workshops are highly recommended.

**6. Research Languages:** By fall quarter of their fourth year all students must have demonstrated a reading knowledge of two research languages. These should be languages relevant to the research field; in the past these were ordinarily French and German, but alternative languages may be pursued instead if they are advantageous for the research area.

### **Advancement to Candidacy**

Students are officially recommended for Candidacy after a) passing the Comprehensive and Minor Field Examinations and b) Departmental approval of the dissertation proposal (see guidelines for the proposal below).

A student should normally have completed all requirements for advancement to candidacy within three years after admission to the program. In cases where training needs to be prolonged, additional time may be granted by the department. Per Divisional guidelines, failure to advance to candidacy by the start of the sixth year will result in administrative withdrawal.

### **Dissertation Proposal Procedure**

1. All Ph.D. dissertation committees in the Slavic Department must have at least three members: a director (chair) and two readers. The director must be a member of the Slavic department, and ordinarily at least one other reader must have their primary appointment in the Slavic Department.
2. The committee formation begins when the student gets a faculty member to serve as chair or director of the dissertation committee and obtains that faculty member's preliminary approval of the topic. After consultation with the director, the student then approaches other members of the faculty, requesting that they serve on the dissertation committee.
3. The student prepares a short outline of the proposed topic for approval by the committee. This may be circulated among the faculty of the Department for questions and/or reservations about the proposed topic or about the makeup of the dissertation committee. Such questions are to be resolved by discussion among the concerned faculty members and the director or the dissertation committee.
4. A written dissertation proposal is submitted for formal approval by the committee. This must be done no later than the end of the quarter following the submission of the one-page

outline. Proposals differ in length and content according to field. From ten to twenty pages is a typical length (plus any appended materials). Above all, the proposal must give a good prospectus of the dissertation, indicating what the objectives are, what methods will be applied, and what materials will be studied. It should show awareness of scholarship in the subject. A bibliography should normally be attached (and, if appropriate, a writing sample).

5. After written approval by the committee, the proposal is distributed to the other members of the Department along with an announcement of the defense of the proposal. The proposal must be received at the department at least two weeks before the date of the defense.

6. The defense of the proposal is held with members of the committee only; it is normally ninety minutes or less, and is immediately followed by a formal vote by the committee to approve or disapprove and their recommendations for research strategies and possible revisions to the dissertation plan.

## **The Dissertation**

Candidates must write an acceptable dissertation or produce a comparable project which makes an original contribution to the advancement of knowledge in their field. A student should normally complete the doctoral dissertation within six years after being admitted to the the program.

The dissertation serves as both a capstone of the student's graduate education and their first major contribution to the profession. The topic is developed by the student in close consultation with a committee, led by the dissertation advisor and two or three additional faculty readers. The committee may include faculty from other departments at the University of Chicago and other universities with approval from departmental leadership. Effective topics approach a clearly defined object of study with a focused theoretical question, with the intention of illuminating and refining both the object and the concepts being employed. Usually, the dissertation is proposed in the spring of year three in the program, and takes three years to complete. The dissertation is presented at a public defense before being submitted to the University.

Candidates writing dissertations are expected to present a progress report (normally chapters or parts of chapters written since the previous report) to their first reader (director) by the end of each academic quarter (Autumn, Winter, Spring). The director will submit these reports to the Chair of the Department. The Chair, in consultation with members of the Candidate's committee, will once a year certify whether the Candidate's work represents satisfactory progress. This certification shall become part of the student's record via the departmental annual review.

The final oral examination will consist of a defense of the dissertation and a discussion of the area of specialization closely related thereto. The Humanities Division requires that committees have a minimum of three weeks to read before the defense. The Slavic Department recommends that students submit their completed final draft to their committee eight weeks before their intended graduation date, which should be scheduled four weeks

before the Humanities Division's deadline for dissertation submission in order to allow for any necessary revisions following the defense.

**Suggested Pace of Study:**

|                                      |  |
|--------------------------------------|--|
| End of spring quarter of first year: | 9-12 courses completed, including advanced course or equivalent in major language of specialization  |
| End of summer following first year:  | First research language requirement fulfilled. [See section on research languages above.]  |
| Spring quarter, second year:         | Qualifying Paper High Passed   |
| Autumn quarter, third year:          | Comprehensive examinations   |
| Winter quarter, third year           | Minor field examination  |
| Spring quarter, third year:          | Second research language requirement fulfilled.  |
| Spring quarter, third year:          | Dissertation proposal defense  |
| Summer and Autumn, fourth year:      | Preliminary dissertation research  |
| Winter quarter, fourth year:         | Grants and dissertation applications   |
| Spring quarter, fourth year:         | 1 chapter of dissertation completed.   |
| Winter quarter of fifth year:        | Grants and dissertation applications (at least two chapters of dissertation completed)   |
| Spring quarter, fifth year           | Three chapters of dissertation polished.   |
| Sixth year:                          | Preparation of applications for post-doctorate and assistant professor positions<br>Submission of an article for publication <i>by this time</i> |
| Autumn quarter, sixth year:          | Introduction and dissertation prospectus prepared for use in job applications<br>Applications for professional positions                         |
| Spring quarter, sixth year           | Defense of dissertation  |



## **Additional notes on program expectations**

### **1. Normal Course Load**

The normal load for students in the first three years of the graduate program will be three to four courses per quarter. One course per quarter can be in a second Slavic language. Advanced language courses in the Slavic Department with a content emphasis may be counted toward the degree upon consultation with the Director of Graduate Studies (DGS). Courses taken outside of the Department, if they are to be counted toward the Slavic degree, must be approved by the DGS at the time of registration.

### **2. Grading**

a. Graduate students must maintain at least a B (3.0) average. A student who has less than a B average at the end of any quarter may, at the discretion of the Department, be withdrawn. A student who does less than B work for two quarters in succession will not be registered again and will be administratively withdrawn. Grades of D, F, UW, and R cannot be counted towards degrees.

b. The Department has an understanding that the P (Pass) grade will be given sparingly and reserved mostly for research and reading courses. The P grade can be allowed in approved courses taken outside the Department. It is not acceptable in a course specifically required for the degree.

### **3. Examinations**

a. All graduate examinations must have at least two examiners. All oral examinations must be announced two weeks in advance for the benefit of those members of the Department wishing to attend.

b. Reading competence in research languages can be demonstrated via the standard tests offered in the Division or by completion of a reading-for-research course (such as FREN 13100 and GRMN 33300) with an A or A-. In exceptional cases, students may be allowed to take an exam in the department with translation into a language other than English. Students must receive a High Pass on at least one of these examinations.

The following grades will be given on the Comprehensive Examinations (and on the M.A./Qualifying examination for students entering with the MA):

|           |  |
|-----------|--|
| High Pass |  |
| Pass      | Sufficient for Advancement to Candidacy    |
| Fail      | Advancement to Candidacy cannot be awarded |

In truly outstanding cases the examiners may award the High Pass "with Distinction." This notation can be recorded only internally in the Department.

#### 4. Guidelines for Good Academic Standing

Your performance in the Department of Slavic Languages and Literatures of the University of Chicago is measured at a yearly review that is coordinated by the DGS and conducted in spring quarter. A successful review results in a determination of “good academic standing,” which in turn is a prerequisite for various opportunities offered by the University.

In order to be considered in good academic standing, a student:

- cannot accumulate more than two Incompletes per year and may not accumulate more than a total of four Incompletes. Please note Incompletes (as well as blank and “No Grade Reported” grades) cannot be carried over into the next academic year. If an I or other non-grade remains on a student’s record into the next academic year, it will be replaced with a UW or “Unofficial Withdrawal.” A UW bears no point value and confers no credit.
- must maintain a grade point average of at least 3.5 and get no grade below a straight B.
- receive a High Pass or Pass on examinations.

If a student is not in good academic standing, the student, depending on the situation, may be administratively withdrawn or placed on academic probation. If the student is placed on academic probation, the student will be provided a deadline and information on how to return to good academic standing, and the consequences if this does not occur. In most cases, if a student does not return to good academic standing, they would be administratively withdrawn. Students can review with the DGS and Chair to see if they meet the qualifications, at the time of withdrawal, for a terminal MA degree from the program.

#### IV. Pedagogical and Professional Training

We are committed to preparing students to enter a job market that is growing more complex and multifaceted by providing rigorous preparation and carefully targeted opportunities to gain teaching or other professional experience. An individualized Pedagogical Training Plan will be devised for each student, in consultation with the faculty. Most students will be advised to acquire training and experience in a) second language acquisition and b) the teaching of disciplinary content and approaches in literary and cultural studies. Some students may have a career path for which one of these choices might be emphasized at the expense of the other, or for which neither would be essential. With the latter in mind, we leave sufficient flexibility to address the needs of those intending to enter other fields, such as government service, social service, cultural work, curation, and translation—and we also invite students to introduce new fields that would require alternative training strategies.

The department views the **teaching assistantship** as an important element in its training, as it exposes students not only to content, but also to varied course methodologies, grading and feedback strategies, etc. To fully realize the training potential of these assignments, the TA should meet with the instructor regularly to discuss the goals and outcomes of the course, teaching strategies given the developing atmosphere in the classroom, grading and feedback, additional sources/perspectives that might be brought into discussion, etc. The TA may lead

a discussion section, and if they do not, they should lead one meeting/discussion of the full class and receive feedback from the instructor.

Teaching at the University of Chicago is understood as mentored teaching experience. Before entering the classroom as an instructor, students receive training in language pedagogy, teaching writing, course planning and inclusivity, and spend time shadowing and consulting faculty.

For many students the **capstone** achievement will be teaching a well-enrolled, successful content course, which will likely not be narrowly based on the dissertation. It should aim for a broader audience by demonstrating a forward-thinking approach to material of strong interest to students. Possible capstone variations for students with other career goals might include: a curated exhibit or close collaboration with a specialist in a curated project; an archival project; an extended social service or government service project, described in a report presented at a departmental colloquium; a translation, presented and discussed in a departmental colloquium. A capstone other than a graduate student lectureship will need prior approval from the Director of Graduate Studies and Chair.

#### **Pedagogical Training Objectives for those seeking careers in academic teaching:**

1. Firm understanding of the principles of second language acquisition
2. Acquisition of sufficient language skills and comfort teaching and managing second-language courses
3. Ability to design and deliver a course that is well-targeted in its coverage and learning objectives, employs active learning strategies, and utilizes assessment methods appropriate for the discipline
4. Formation of teaching philosophy and initial development of a teaching portfolio appropriate to career goals
5. Training in inclusive pedagogy

#### **Requirements:**

The Department offers pedagogical training in both second language acquisition and the teaching of literature and culture. Training in second language acquisition, which is of significant value to most graduating PhDs in our field, includes the following:

1. Advanced proficiency in a Slavic language
2. Pedagogical training in Slavic
3. CLC training: Language Pedagogy for the Contemporary Classroom plus attendance at five lectures/events on second language acquisition
4. One quarter of course shadowing
5. Class observations of three instructional faculty, including one in a second language
6. One year of language instruction, including consultation with language coordinator
7. Workshop on diversity and inclusion
8. Students wishing to emphasize second language acquisition in their professional training may teach, in place of the stand-alone literature/culture course, an additional quarter of a) the primary language at a different level, b) a second language, or c) specialized course for heritage speakers, business, etc. This becomes the capstone achievement for those selecting this emphasis.

Training for teaching of literature/culture courses must include the following:

1. CCT Fundamentals of Teaching Series
2. CCT individual consultation
3. Four TA positions before teaching the stand-alone course in the sixth year
4. Mentored preparation for the stand-alone course
5. One stand-alone course in literary/cultural studies
6. Workshop on diversity and inclusion

### **Joint Degree Students**

Those pursuing joint degrees will follow the pedagogical and curricular requirements for their home department, which may be modified in negotiation with the home department to meet the goals of the student. A student seeking a career with a Slavic orientation may be advised to orient their training experiences toward that goal, provided this is an acceptable arrangement within the home department. Because of the added value of the joint degree, however, it is also reasonable to raise the training expectations by a feasible and productive amount. For instance, an additional course, or teaching in a Slavic language, might be needed to prepare the candidate for teaching positions that cross the relevant disciplinary boundaries. Students interested in a joint degree should consult with the Dean of Students Office for further information.

## SAMPLE TIMELINE

| Year | Pedagogical Training  | Teaching Experience   | Goals  |
|------|---|---|--|
| 1    | Any language instruction necessary to achieve advanced proficiency in targeted language of instruction<br>Proseminar on methods and materials   |   | Orienting to professional standards in second language and research  |
| 2    | Pedagogies of Writing [HUMA 50000] or equivalent number of writing center workshops<br>Completion of a CCT Fundamentals of Teaching Series<br>Teaching consultation with CCT<br>Diversity and inclusion workshop                          | Two Graduate Student TA roles in non-language courses, including discussion of comments provided on student papers  | Building skills toward teaching topical courses<br>Acquiring deeper understanding of content as a course assistant   |
| 3    | Teaching consultation with CCT<br>Language Pedagogy for the Contemporary Classroom [CLC]<br>SPRING: Second Language Acquisition in Slavic Languages<br>Observation of two classes taught by other instructional faculty                   | One Graduate Student TA role in non-language course, including delivery of one lecture, with preparatory mentoring and feedback from instructor of record | Refinement of preparation for teaching topical courses<br>Preparation for language teaching  |
| 4/5  | One quarter of language course shadowing<br>Attendance at planning meetings with language instructional faculty<br>Attendance at CLC SLA programming (at least 3 events)<br>2 language class observations by language coordinator         | Graduate Student TA – instruction in entire 1 <sup>st</sup> year language sequence  | One year (4 <sup>th</sup> or 5 <sup>th</sup> ) focused on research, with minimal or no teaching<br>Acquisition of marketable skill in teaching a full-year language sequence (or equivalent) |
| 6    | Course design and College Teaching [CCTE 50000]<br>At least one teaching observation by faculty<br>Creation of web description and module for course (for advertising course, reference on departmental web page, and teaching portfolio) | Graduate Student Lecturer: design and delivery of stand-alone topical course, with faculty advising on Canvas site and syllabus                           | Addition of marketable skill in delivering stand-alone topical course (or equivalent)<br>Preparation to enter job market   |

\*\* Students who wish to apply for a Dissertation Completion Fellowship for their sixth year may be advised to offer the stand-alone course in their fifth year, as the DCF prohibits teaching.

## 2. Who's Who

### Core Research Faculty

Ania Aizman  
Foster 403  
[aizman@uchicago.edu](mailto:aizman@uchicago.edu)

Anne Eakin Moss  
Foster 407  
Office: (773) 702-8195  
[aeakinmoss@uchicago.edu](mailto:aeakinmoss@uchicago.edu)

William Nickell, Chair  
Foster 416  
Office phone: (773) 702-8033  
[wnickell@uchicago.edu](mailto:wnickell@uchicago.edu)

Bozena Shallcross  
Director of Graduate Studies  
Foster 508  
Office phone: (773) 702-7734  
[bshallcr@uchicago.edu](mailto:bshallcr@uchicago.edu)

Malynne Sternstein  
Director of Undergraduate Studies  
Foster 409  
Office phone: (773) 834-0894  
[msternst@uchicago.edu](mailto:msternst@uchicago.edu)

### Affiliated Research Faculty

Eleonora Gilburd  
Social Sciences 515  
[egilburd@uchicago.edu](mailto:egilburd@uchicago.edu)

Matthew Jesse Jackson  
CWAC 262  
[Matthew.jesse.jackson@uchicago.edu](mailto:Matthew.jesse.jackson@uchicago.edu)

## **Post-doctoral and Visiting Faculty**

Agata Zborowska, Postdoctoral Fellow (History)  
Foster 402  
[holekamp@uchicago.edu](mailto:holekamp@uchicago.edu)

Sergei Shokharev, Visiting Professor  
Foster 401

Max Rosochinsky, Visiting Instructional Faculty

## **Instructional Faculty**

Mark Baugher, Associate Instructional Professor  
Foster 417  
[mbaugher@uchicago.edu](mailto:mbaugher@uchicago.edu)

Irena Cajkova, Czech Instructional Professor  
Gates-Blake 226  
[icajkova@uchicago.edu](mailto:icajkova@uchicago.edu)

Erik Houle, Director of language program, Coordinator for Russian (years 1-2)  
Foster 413  
[erhoule@uchicago.edu](mailto:erhoule@uchicago.edu)

Angelina Ilieva  
Foster 411  
[ilievaa@uchicago.edu](mailto:ilievaa@uchicago.edu)

Dag (Sasha) Lindskog, Polish language coordinator  
Foster 410  
[lindskog@uchicago.edu](mailto:lindskog@uchicago.edu)

Nada Petkovic, Bosnian-Croatian-Serbian language coordinator  
Foster 415  
[petkovic@uchicago.edu](mailto:petkovic@uchicago.edu)

Valentina Pichugin, Russian language coordinator (years 3-5)  
Foster 414  
[pichugin@uchicago.edu](mailto:pichugin@uchicago.edu)

Maria Yakubovich, Russian Language Lecturer,  
Cobb 514  
[puduhepa@uchicago.edu](mailto:puduhepa@uchicago.edu)

## **Faculty in Other Departments**

Maria Belodubrovskaya, Cinema and Media Studies  
Leah Feldman, Comparative Literature  
Lenore Grenoble, Linguistics  
Faith Hillis, History  
Kenneth Moss, History  
Valzhyna Mort, Committee for Social Thought  
Monika Nalepa, Political Science  
Eugene Raikhel, Comparative Human Development  
Olga Solovieva, Comparative Literature  
Konstantin Sonin, Harris School of Public Policy  
Anna Elena Torres, Comparative Literature  
Tara Zahra, History

Oksana Maksymchuk, Visiting Faculty in Creative Writing

## **Center for East European and Russian Eurasian Studies (CEERES)**

1155 E. 60th Street, Room 307

<http://ceeres.uchicago.edu>

(773) 702-0866

Eugene Raikhel, Director  
[eraikhel@uchicago.edu](mailto:eraikhel@uchicago.edu)

Esther Peters, Associate Director  
[empeters@uchicago.edu](mailto:empeters@uchicago.edu)

Matthew Weflen, Outreach Coordinator  
[mweflen@uchicago.edu](mailto:mweflen@uchicago.edu)

## **Graduate Students, 2023-2024**

Benjamin Arenstein  
Nadezhda Gribkova  
Julia Kulon  
Oliver Okun  
Grace Sewell  
Olena Tsykanovska





## Department Essentials

The Slavic Department is located on the fourth floor of Foster Hall. The departmental office is in Foster 406, which is in a single suite with the chair's office (Foster 405) and a kitchen. Feel free to leave food in the refrigerator but please do help keep the space clean.

Each graduate student also has their own mail slot in Foster 406, the main office. Please be sure to check it regularly for mail and communications. You can have professionally-related mail sent to you at the following address:

Department of Slavic Languages and Literatures  
The University of Chicago  
1130 East 59<sup>th</sup> St.  
Chicago, IL 60637

Telephone: 773-702-8033  
Fax: 773-926-0967  
Email: [slavic-department@uchicago.edu](mailto:slavic-department@uchicago.edu)

### **Administrator**

To be determined  
Foster 405  
Office phone: (773) 702-8033  
[slavic-department@uchicago.edu](mailto:slavic-department@uchicago.edu)

### **Support**

Emily Kort  
Foster 406  
[kort@uchicago.edu](mailto:kort@uchicago.edu)

### **Divisional Staff**

Shea Wolfe, Dean of Students  
Walker 213A  
773-834-4241  
[swolfe1@uchicago.edu](mailto:swolfe1@uchicago.edu)

Joyce Kuechler, Associate Dean of Students, Student Affairs  
Walker 111G  
773-702-8498  
[jkuechler@uchicago.edu](mailto:jkuechler@uchicago.edu)

Michael R. Beetley, Assistant Dean of Students, Admissions  
Walker 111K  
773-702-8499  
<http://humanities.uchicago.edu>

## Additional Resources

### Libraries

Slavic and East European Collection at the University of Chicago Regenstein Library  
Meghan Browndorf, Slavic Librarian  
[mbrowndorf@uchicago.edu](mailto:mbrowndorf@uchicago.edu)  
Room 263  
773-702-8456

Containing over 700,000 volumes relating to the area of East European, Russian and Eurasian studies, including material from all disciplines of the humanities and social sciences and in all of the vernacular languages of these geographic areas. The collections are especially strong in Slavic philology and linguistics, Russian and other Slavic literatures, history, economics, political science, geography, and the history of religions.

<http://www.lib.uchicago.edu/e/su/slavic>

### Workshops

The Council on Advanced Studies sponsors a large number of research workshops each year, forming a robust network of opportunities for interdisciplinary collaboration. Run by graduate students, with sponsorship and active participation among faculty, the workshops are a key component of graduate education at the University, offering the chance to present work in progress and to learn from the research of other students, faculty, and invited speakers.

Below is a list of recent workshops. For the current list, please consult:

<http://cas.uchicago.edu/workshops/workshops/> ).

- [20th and 21st Century](#)
- [Affect and the Emotions](#)
- [African Studies](#)
- [Ancient Greek and Roman Philosophy](#)
- [Ancient Societies](#)
- [Art and Politics of East Asia](#)
- [Cognition](#)
- [Comparative Politics](#)
- [Digital Media](#)
- [Disability Studies](#)
- [Early Christian Studies](#)
- [Early Modern and Mediterranean Worlds \(1200-1800\)](#)
- [East Asia: Trans-Regional Histories](#)
- [Eighteenth- and Nineteenth-Century Atlantic Cultures](#)
- [Environmental Studies](#)
- [Gender and Sexuality Studies](#)
- [German Philosophy from Kant to Wittgenstein](#)
- [Global South Workshop](#)
- [Hebrew Bible and Early Jewish Reception](#)
- [History and Theory of Capitalism](#)
- [Interdisciplinary Approaches to Modern France](#)
- [Interdisciplinary Archaeology](#)
- [International Politics](#)
- [Islamic Studies](#)
- [Language Processing Acquisition and Evolution](#)
- [Language Variation and Change](#)

- [Latin American and the Caribbean](#)
- [Latin American History](#)
- [Literature and Philosophy](#)
- [Mass Culture](#)
- [Medicine and Its Objects](#)
- [Medieval Studies](#)
- [Middle East History and Theory \(MEHAT\) Workshop](#)
- [Morphology and Syntax](#)
- [Philosophy of Religions](#)
- [Poetry and Poetics](#)
- [Political Theory](#)
- [Politics, History, and Society](#)
- [Practical Philosophy](#)
- [Psychological Sciences](#)
- [Religion in America](#)
- [Religion, Theory, & Interpretation Study Group](#)
- [Renaissance](#)
- [ReproducibiliTea](#)
- [Research in Art and Visual Evidence](#)
- [Rhetoric and Poetics](#)
- [Semiotics: Culture in Context](#)
- [Sound and Society](#)
- [Speaking of Art: Interviews in Scholarship and Practice](#)
- [Theater and Performance Studies](#)
- [Theoretical Philosophy](#)
- [Transnational Approaches to Modern Europe](#)
- [U.S. History & Culture Workshop](#)
- [U.S. Locations](#)
- [Visual and Material Perspectives on East Asia](#)

## **The *Universities* of Chicago**

The University of Chicago is part of a consortium that allows you to take courses at Northwestern University and University of Illinois at Chicago, both of which have programs in Slavic languages and literatures. Courses at these institutions may be counted toward the degree upon consultation with the DGS.

### **Northwestern University**

<http://www.slavic.northwestern.edu/index.html>

University of Illinois at Chicago (UIC)

<http://www.uic.edu/depts/slav/index.html>

University of Illinois, Urbana-Champaign (UIUC)

<http://www.slavic.uiuc.edu>

UIUC Slavic Reference Service

<http://www.library.uiuc.edu/spx/srs.htm>

Inventory of Slavic, East European and Eurasian Digital Projects:

[www.library.uiuc.edu/spx/inventory/index.htm](http://www.library.uiuc.edu/spx/inventory/index.htm)

## Slavic Studies

Sign up to SEELANGS list-serve to make sure you receive up-to-date information on study, funding and employment opportunities

Consider becoming members in AATSEEL and AAASS, which publish *Slavic and East European Journal* and *Slavic Review* respectively.

The American Association for the Advancement of Slavic Studies (AAASS)

[www.aaass.org](http://www.aaass.org)

The American Association of Teachers of Slavic and East European Languages (AATSEEL)

[www.aatseel.org](http://www.aatseel.org)

American Association for International Education, including American Association of Teachers of Russian

<http://www.actr.org/programList.php>

### Summer language programs

Critical Language Institute at the University of Arizona (fellowship support available)

<http://melikian.asu.edu/>

Summer Workshop in Slavic, East European and Central Asian Languages at Indiana University

<http://www.indiana.edu/~iuslavic/swseel/>

Summer Language Institute, University of Pittsburgh (fellowship support available)

<http://sli.slavic.pitt.edu/program.html>

Duke University offers summer FLAS fellowships for graduate students at other universities:

<http://www.duke.edu/web/CSEEEES/flas.html>

## Calendar of Academic Deadlines

### Fall

September: Orientation for new graduate students

September: Registration; meet with your advisor

September: Beginning of Classes

Mid-October Registration deadline for all language exams

Mid-November: Registration for Winter Quarter

Early December: End of classes

### **Winter**

Early January: Beginning of Classes

Late-February – Early-March: Registration for Spring Quarter

Early March: End of Classes

### **Spring**

March 15: Departmental deadline for Dissertation Completion Fellowship

Late March: Beginning of Classes

April : Applications due to Writing Program / Little Red Schoolhouse

Early April: Dissertation Completion Fellowships deadline

Mid-April: Applications due for teaching in Slavic Dept.  
Applications due for summer fellowships

Mid-May: Applications for teaching in Core

Early June: End of Classes