French Graduate Program

HANDBOOK

Available online at http://frenchanditalian.ucdavis.edu/graduate-program/resources
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PREFACE

This Handbook is designed to assist the graduate students and faculty in the Graduate Program in French at the University of California, Davis. Its purpose is to clarify the policies and procedures regulating progressions through the degree program; to provide information about departmental programs, courses, and faculty; and to establish the parameters of student responsibility.

It is important that all graduate students read this Handbook carefully. However, the reader must understand that the policies and procedures of the Office of Graduate Studies supersede any of those outlined by the Graduate Program in French. For a complete explanation of the various Graduate Studies regulations, the reader is referred to the Office of Graduate Studies web site http://gradstudies.ucdavis.edu/homepage.htm.

Although the information contained in the French Graduate Program Handbook has been formulated as far as possible according to the policies of the University, it does not serve as a substitute for requirements established by the Office of Graduate Studies.

GENERAL INFORMATION

THE GRADUATE PROGRAM IN FRENCH AT UC DAVIS

The Graduate Program in French at UC Davis provides graduate students with a strong base of historical coverage, spanning from the Middle Ages to the present including Francophone Studies. The department also offers a strong emphasis on past and recent developments in literary and critical theory that influence French Scholarship. Faculty interests such as linguistics, comparative literature, critical theory, film studies, and women’s studies ensure that students are
exposed to interdisciplinary approaches and are invited to integrate these perspectives into their program.

The doctoral program is distinguished by individualized study and intensive collaboration between faculty and students. The department prides itself on its strong tradition of mentorship which encourages students to develop a truly unique course of research. In addition, the department provides graduate students with numerous academic and teaching opportunities.

ABOUT THE UNIVERSITY OF CALIFORNIA, DAVIS

Set between the Coast Range to the west and the towering Sierra Nevada to the east in the heart of the Central Valley, UC Davis is close to California’s thriving state capital and the San Francisco Bay Area but cherishes its small-town culture and security. Our students came from at least 57 California counties, 46 states and 118 foreign countries, creating a diverse cultural and intellectual community that enriches us all.

The campus’s reputation has attracted a distinguished faculty of scholars and scientists in all fields. UC Davis faculty rank 16th in quality among comprehensive public universities nationwide, according to a multi-year study of U.S. doctoral programs reported in 1995 by the National Research Council. Creative teaching and academic innovation are encouraged by several programs, including the $30,000 Prize for Teaching and Scholarly Achievement, believed to be the largest award of its kind in the country. And UC Davis undergraduate students persist and graduate at among the highest rates of all UC campuses.

UC Davis is one of 10 campuses of the University of California, which was chartered as a land grant college in 1868 and now constitutes the pre-eminent system of public higher education in the country. Together, the 10 campuses have an enrollment of some 173,000 students, 90 percent of them California residents. Some 150 laboratories, extension centers, research and field stations strengthen teaching and research while providing public service to California and the nation. The collections of the more than 100 UC campus libraries are surpassed in size in the United States only by that of the Library of Congress.
There are approximately 24,500 undergraduates enrolled at UC Davis and over 7,500 graduate and professional students, for a total enrollment of about 32,000 students. The Davis campus has undergraduate colleges of Agricultural and Environmental Sciences, Engineering, and Letters and Science. Graduate Studies administers graduate study and research in all schools and colleges. Professional studies are carried out in the schools of Law, Management, Medicine and Veterinary Medicine.

INTERNATIONAL STUDENTS AT UC DAVIS

Services for International Students and Scholars (SISS) is located in the University House, which is a small brown-shingled building west of Voorhies Hall on Peter J. Shields Avenue, a quick walk from Sproul Hall. The mission of Services for International Students and Scholars (SISS) is to help promote the internationalization of the University of California, Davis. SISS serves over 4,500 international students, faculty, and researchers and their accompanying family members who come to UC Davis each year.

The major purpose of SISS is to assist international students and scholars with visa and immigration issues while they are at UC Davis. In addition to preparing the necessary documents to apply for a U.S. visa, SISS assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral to international students, faculty, and researchers regarding financial, personal, cultural, and academic concerns.

For more detailed information about SISS, consult their web site:

http://siss.ucdavis.edu/

The presence of international students greatly enhances the diverse climate that benefits everyone in the University community.

LIBRARY RESOURCES
The UC Davis University Library consists of the Peter J. Shields Library, The Physical Sciences & Engineering Library, the Carlson Health Sciences Library, and the Blaisdell Medical Library in Sacramento, the Agricultural & Resource Economics Library, and the Law Library.

- Shields Library has approximately 2 million bound volumes and the University Library has more than 3.8 million volumes.
- There are approximately 32,000 active current serials in the University Library.
- The Library is a member of the California Digital Library, the UC systemwide entity for cooperative electronic library service development.
- Shields Library has seating capacity for 3,391.

The Intercampus Bus service provides transportation between the University of California Davis and Berkeley campuses for University faculty, staff and registered students. There are two round trips daily (Monday through Friday). The bus also carries interlibrary loan material, intercampus mail, and other priority materials to and from the Davis campus and the Berkeley campus.

For more information about library resources at UC Davis, consult the library’s web site: http://www.lib.ucdavis.edu/

THE FRENCH GRADUATE STUDENT POPULATION

Students in the Graduate Program in French come from all over the United States, but primarily from the west, and from a variety of foreign countries. They represent a broad spectrum of interests and career goals. Some pursue their graduate studies having just recently finished their baccalaureate degrees; others have completed the MA degree, still others are returning adult students.

ADMISSION TO ALL FRENCH GRADUATE PROGRAMS

The Department admits new students for the fall quarter only. No single criterion stands as an adequate forecaster of probable success in graduate work. The successful degree applicant is evaluated on each of the following criteria:
(a) undergraduate grade-point average, with emphasis given to the grade-point
average in the major, (b) grade-point average in previous graduate work, (c) Graduate Record Examination scores (recommended), (d) at least three professional and academic references, and (e) an oral and written sample of skills in the French language.

International students whose native language is not English should submit TOEFL scores. The minimum score required for admission to graduate study at UC Davis is 80 for the internet-based test. Information and an application for the TOEFL can be obtained at most US Consulates or at US Post Office Box, 6151, Princeton, New Jersey, USA 08541–6151.

It is strongly recommended that all applicants submit Graduate Record Examination scores (verbal, analytical, quantitative).

As an indication of French language proficiency, the program requires that you submit a tape recording of yourself. The tape should include: 1) a reading of a passage from Gustave Flaubert's *L'Education sentimentale*; and 2) some extemporaneous remarks about the ways in which you see a Ph.D. in French Studies contributing to your career goals and general life plan. The passage from *L’ Education sentimentale* is available in the application materials and online (http://frenchanditalian.ucdavis.edu/applying/passage-be-read-tape-recording-spoken-french).

In addition, three written texts must be submitted: a Statement of Purpose, a Personal History Statement, and a writing sample. The Statement of Purpose should focus on your background in French studies as well as your academic/research interests. In the Personal History Statement, discuss how your personal background informs your decision to pursue a graduate degree. We also require a writing sample in French on a literary, cultural, or linguistics topic. An M.A. Paper or Thesis or other well-developed research project could also be appended. Both the oral and written samples must accompany the application.

In considering applications for admission, the departmental Admissions/Fellowship Committee looks for strong credentials. It will naturally
count in your favor if your grades are high. It will also help if you have taken an ambitious undergraduate program rather than seeking out less challenging courses; if you have done something unusual, such as undertaking a double major, foreign study, or interesting work experience; if your letters of recommendation are very positive; if your preparation in language is good; if you have high scores on competitive exams or have won competitive awards; and so forth.

We know that grades do not necessarily tell the whole story and that the expectations vary at different graduate and undergraduate schools. We grant admission when we expect that you will be successful in our graduate program and when it seems that your interests and what we offer are suited to one another.

For information on admissions procedures, write to: The Graduate Program Coordinator, Department of French and Italian, One Shields Ave., UC Davis, Davis, CA 95616. Information is also available at the Department's website at http://frenchanditalian.ucdavis.edu/graduate-program-french. If you are planning to apply for a Fellowship, your application must be received by January 15. If you are planning to apply for a teaching assistantship, we strongly recommend that you forward a complete dossier to us by mid-January to be considered for the following fall quarter.

**FINANCIAL AID**

Various forms of financial aid are available to graduate students in the Graduate Program in French. However, it is not possible to give financial aid to all deserving students because of limitations on funding. There are several kinds of funds: some are provided through UC Davis’ Office of Graduate Studies (Fellowships), others through the Dean’s office of the Division of Humanities, Arts, and Cultural Studies (Fellowships), others through the French Department (Teaching Assistantships). All forms of financial aid are processed through the Department if any UC Davis office is the source of the funds. This means that students interested in most kinds of financial support should begin their application by getting in touch with the Graduate Advisor. Deadlines vary
somewhat, but in general all material should be submitted by early to mid-January for support for the following academic year: after this time, some options may be closed.

ASSISTANTSHIPS

Several teaching assistantships are usually available in French every year. Most commonly, Teaching Assistants are appointed beginning in the fall quarter. Teaching Assistants are assigned to teach beginning and intermediate French courses (French 1, 2, 3, 21, 22, 23). Teaching Assistantships are also often available in other departments and programs, such Humanities, Film Studies, African American and African Studies and Women and Gender Studies. Applications for TAships in other programs are available through the specific programs. Vacancies are announced on the Graduate Studies web site (http://www.gradstudies.ucdavis.edu/listappt/). In addition to salaries, the TAship provides a partial remission of in-state fees which covers health insurance.

Number of years of TA support: Assuming that undergraduate course enrollments remain steady or increase, Teaching Assistants who make satisfactory progress toward their degree and who have satisfactory teaching evaluations are normally given the following number of years of support:

3 years (9 quarters) to completion of the Ph.D. Qualifying Examination and

2 years (6 quarters) for dissertation support

Teaching Assistants may not hold other jobs during the academic year.

Note that students who take a leave-of-absence from the University must reapply for a Teaching Assistantship prior to their return. Teaching Assistantship positions cannot be reserved unless the student is on a departmental international exchange program (see below).
Teaching Assistantships are based on successful teaching performance and satisfactory progress toward the degree. The Department reserves the right to terminate a teaching assistantship if performance in either of these categories is deemed unsatisfactory.

FELLOWSHIPS

The Office of Graduate Studies at UC Davis offers a number of fellowships for which graduate students in French may compete (fellowships to support campus diversity, dissertation fellowships, research mentorships). Nominations are made by the departmental Admissions/Fellowship Committee. Detailed information is included on the Office of Graduate Studies web site (http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html).

In addition to internal fellowships, the Office of Graduate Studies provides detailed information about external fellowship support opportunities.

Note: Some funding competitions carry citizenship restrictions (for example, although Fulbright grants are available in many countries, you must apply through your home country; certain other opportunities are available only to U.S. citizens). Some fellowship applications must be made as nominations by the University.

SUMMER TEACHING POSITIONS

A limited number of teaching positions are available to students during the Summer Session. In Resident Instruction: the Department offers a few French 1, 2, and 3 sections. Note that the number of positions available depends on undergraduate enrollment figures in French. Teaching assistantships for the summer session are assigned according to experience, progress toward degree, the number of times the student has taught previously in the summer, among other criteria.

Note: Summer teaching opportunities are offered to graduate students based on merit in their teaching and academic performance. Students should not assume
that summer teaching appointments are guaranteed or made automatically. It is therefore in the interest of every student to seek other means of summer support. Summer Session appointments are generally made during the preceding fall quarter.

Students may hold other jobs while teaching during the Summer Session.

LOANS AND OTHER FINANCIAL AID

The Graduate Financial Aid Office is located in 1100 Dutton Hall. Their web site (http://financialaid.ucdavis.edu/graduate/index.html) contains detailed information about financial assistance programs available to Graduate Studies.

ESTABLISHING CALIFORNIA RESIDENCE

As a resident of California, you will not have to pay nonresident supplemental tuition. It is, therefore, to your advantage that you investigate the steps necessary to becoming a legal resident. The following are some of the things you should know and do.

Who can become a resident?
Adult U.S. citizens (18 years or older), permanent residents of the United States (green card holders), refugees, asylees and asylee applicants, and some students with visas of type A, E, G, I, K, or L can establish legal residence. Students who attended and graduated from a California high school may also be eligible.

Do I have to have financial independence?
Not necessarily. A student who is financially dependent in the current and preceding calendar year shall be found to be a California resident for reclassification purposes only if no factors exist to support the student's continuing residence in another state.

How do I become a resident?
For tuition purposes, physical presence and intent must be demonstrated for
more than one year. Intent includes, but is not limited to, having a California
driver's license or ID card, registering to vote and voting, using a California
permanent address on all records, and paying state income tax as a California
resident. Vehicles must be registered in California within twenty (20) days of
arrival. You must take these steps one full year before the start of the quarter in
which you wish to be classified as a resident and THE SOONER THE BETTER!

Pick up a petition from the Residence Deputy located in the Registrar's Office
during the quarter preceding the one for which you seek reclassification. Return
the completed petition at least two weeks before the start of the quarter.

JOBS FOR FRENCH PH.D. GRADUATES

BACKGROUND

Traditionally, most people who have studied for a Ph.D. in the humanities have
obtained a teaching or other academic position upon graduation. In the U.S.,
higher education expanded rapidly in the 1960's (in some institutions, into the
1970's). During the period of expansion, most people who earned graduate
degrees could expect to find jobs teaching in colleges and universities. In the
1970's, however, and at the beginning of the 1980's, many American colleges
and universities were not planning further growth; some even decreased in size. New recipients of graduate degrees in the humanities found it more difficult to enter into academic positions upon graduation.

CURRENT SITUATION

The job market is shifting very rapidly. Currently, because of budgetary
constraints, many universities have eliminated faculty positions as retirements
occur. In order to be successful in the job market (particularly for large
research universities), graduate students must have an outstanding record,
including some publications and conference paper presentations. Close
consultation with faculty mentors and the graduate advisor is recommended to
provide counseling and assistance with the job search. It is advisable to check
Modern Language Association (MLA) job lists carefully (even before the
completion of the degree) to monitor job opportunities. The MLA job lists are available in the department as they are published.

Furthermore, the U.S. is only one segment of the world of higher education. In some other countries, higher education is in a period of rapid expansion.

Finally, there are non-academic jobs that often interest students with a Ph.D. including work in the private sector (publishing, business, etc.) and the public sector (various federal, state, and local government agencies).

UC Davis’ Graduate Student and Postdoctoral Career Services, the French Graduate Program, the MLA Job Information List, The Chronicle of Higher Education, and various other sources and agencies can help students identify available academic and non-academic jobs, in the U.S. and to a lesser extent in other countries. As students prepare their job search, they should establish their dossier in the Internship and Career Center in South Hall and consult their web site (https://iccweb.ucdavis.edu/graduates/index.htm).

DEPARTMENTAL ACTIVITIES

Graduate students should participate in the activities sponsored by the Department of French and Italian which form part of their professional training.

Lectures. Every year, the Department invites outside lecturers in a variety of fields to UC Davis. The lectures may be sponsored solely by the Department or jointly with other units in the University.

Awards Reception. Toward the end of the spring quarter, faculty and students convene to honor the students (undergraduate and graduate) for special achievements.

THE FRENCH GRADUATE STUDENT ASSOCIATION (FGSA)

The French Graduate Student Association was formed to facilitate communication among the graduate students and between the graduate students...
and the faculty. It is the responsibility of the elected officers of the FGSA to convene regular graduate student meetings and to be in direct contact with the Graduate Program Chair to voice student issues and concerns. The FGSA meets both formally and socially to discuss ideas and common concerns. The group also publishes a quarterly newsletter and has a support network. Each member is paired with a graduate student who is farther along in his/her studies in order to diffuse information and act as a sounding board for research, teaching and graduate student life in general. The members of the FGSA support each other’s work by attending presentations and having a paper/project exchange forum to help provide constructive feedback.

The FGSA chooses two representatives, one for the UC Davis GSA and the other to attend open faculty meetings. The responsibility of both representatives is to communicate faculty and student concerns to the respective groups. The graduate student representative may not attend faculty meetings that have been declared closed by the Department Chair due to agenda items that are deemed to be of a highly sensitive or confidential nature.

Student representatives are often encouraged to participate in other departmental committees, including search committees and the graduate program committee. However, student representatives do not vote on faculty hires or other personnel matters.

Graduate student suggestions and advice are solicited informally by the Program Chair and faculty members on a variety of issues. These comments are greatly valued and help to promote the collegial atmosphere of the Department. Issues and concerns raised at FGSA meetings should be communicated to the Department Chair, who has the final decision on how a matter might best be handled. The FGSA may request that a particular issue be put on a faculty meeting or committee meeting agenda for discussion.

**COMPUTER EQUIPMENT AND FACILITIES**

The Department provides a number of computers with networked printers in the graduate student computer lab (Sproul 110) for use by graduate students who
have teaching appointments. Students may use the computers any time, day or night. However, printing is limited to pages required for teaching. Students should not be printing work for their own seminars or drafts of their dissertation work. Students are urged to become familiar with word-processing as quickly as possible after their arrival in the Department.

In addition, graduate students have access to the UC Davis Moobile wireless network as well as computers in other labs across campus.

**UC DAVIS PRINCIPLES OF COMMUNITY**

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our
lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

ACADEMIC INTEGRITY

Academic integrity is vital to the functioning of academic institutions. In order to uphold the principles of community, the Graduate Program in French, as part of the broader UC Davis community, strictly enforces the expectations and code of conduct established by the university. The Office of Student Judicial Affairs handles matters concerning both academic and social conduct.

Plagiarism is one of the most common forms of academic dishonesty. The Office of Student Judicial Affairs provides detailed information on plagiarism and how to avoid it on their web site (http://sja.ucdavis.edu/index.htm).

Students unfamiliar with the concept of plagiarism or academic dishonesty should consider consulting with the staff of Student Judicial Affairs.

THE PH.D. PROGRAM IN FRENCH

PROGRAM DESCRIPTION

Mission Statement

The Graduate Program in French at UC Davis strives to provide students with a strong base of knowledge in French and Francophone Studies broadly conceived. Encompassing the areas of literature, culture, film and linguistics, students are encouraged to develop a firm foundation in both historical and critical studies. In the field of literature, the department provides historical coverage, spanning from the Middle Ages to the present, including a strong component in Francophone Studies. In the area of linguistics, the department encourages studies in both theoretical and applied linguistics. Students in both literature and
linguistics are shaped by the department’s emphasis on developing critical awareness and interdisciplinary abilities. Faculty interests such as comparative literature, critical theory, film studies, pragmatics, language acquisition and women’s studies ensure that students are exposed to interdisciplinary approaches and are encouraged to integrate these perspectives into their program. In addition to the formal training in their specific area of specialization, all students are also trained in foreign language pedagogy and closely supervised as they teach the lower-division language courses.

The Ph.D. Program in French contains two tracks: linguistics and literature.

**ADVISING & MAJOR PROFESSORS**

The role of the graduate advisor is to oversee the day-to-day operations of the graduate program and to provide advising support to first-year students. Once students have been in the program for 2 to 3 quarters, they choose a faculty member to serve as a mentor. Students normally choose the professor whose academic interests most closely match their own. The mentor provides guidance in the choice of courses as well as general assistance with matters pertaining to the student’s program of study. Once students begin to prepare the qualifying examination, they choose a major professor. The major professor serves as the director of the dissertation and may or may not be the same person as the mentor. However, the dissertation director (major professor) may not be the same person as the chair of the qualifying exam committee. If a student wishes to change his/her major professor, a meeting should be arranged between the student, the Graduate Adviser, and the prospective new major professor in order to approve the student’s decision.

**CHOOSING A MENTOR**

Students are asked to choose, however tentatively, an area of research specialization by the end of the first year in the program. Once this selection has been made, the student, in concert with the graduate advisor, chooses a faculty member to serve as mentor. The student and mentor work closely together in designing a program of studies leading to a broad preparation not only for the Qualifying Examination and the doctoral dissertation and eventual
research, but also for a professional career in which one is often required to teach in many areas outside one's specialization.

REQUIRED COURSES

- 12 Graduate seminars, **minimum**, to be selected in concert with the Graduate Advisor or the student's mentor. Students are encouraged to take courses outside of the department, relevant to their course of study, chosen in consultation with their mentor or the graduate advisor. There is no specific limit to the number of courses that may be taken outside the department. However, students should be mindful of the necessity of acquiring significant breadth of knowledge in the field of French Studies.

LANGUAGE REQUIREMENT

Over and above the necessary advanced skills in French and English, doctoral candidates are required to show competence in at least one further significant literary language. The department believes that it is in the students’ best interest to study formally an additional language for a number of reasons. The knowledge of another language develops research abilities beyond French and English, adds a comparative component to research in both linguistics and literature, and provides an opportunity to gain further insight into the language-learning process. In addition, the student should also consider that to obtain a teaching position in today’s competitive market; the ability to teach more than one language is a valuable asset. Finally, candidates should be aware that, depending on the subject chosen for the dissertation, further language skills (beyond French, English and a third language) may be needed as a research tool. For example, knowledge of Arabic or Vietnamese may be relevant for some research endeavors.

The language requirement may be satisfied in **one** of several ways:

1. By passing reading examinations (with dictionary) in **one** of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Ancient Greek or other approved language.

2. By passing with at least a B+ the highest intermediate language course in **one** of the following languages: Italian (ITA 5), Spanish (SPA 22), German (GER 21), Russian (RUS 6), Latin (LAT 3), or Greek (GRK 3), or, with at least
a B, any higher language course (except conversation courses) or a literature course in the original language. Courses in the elementary sequence need not be taken for a grade.

3. By passing an examination (without dictionary) corresponding to the level of the last intermediate course in one of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Greek, or other approved language with a grade of at least a B+.

DESIGNATED EMPHASES

The French Department is affiliated with six designated emphases. Completion of a DE greatly enhances both graduate studies in general and the candidate’s marketability upon completion of the Ph.D. For these reasons, the department encourages students to pursue a DE in a field related to her/his area of interest. In many cases, some of the 12 units required of the DE may count toward the Ph.D. in French. For further information concerning specific program requirements, please consult the director or graduate staff assistant of the DE.

The Six Designated Emphases

- African American and African Studies (*Currently closed to new students*)
- Classics and Classical Receptions
- Critical Theory
- Feminist Theory and Research
- Second Language Acquisition (Students can also get a Certificate in Second Language Acquisition)
- Studies in Performance & Practice

EVALUATION

Upon the completion of every graduate seminar in the French department, faculty will provide a one-paragraph summary of the strengths and weaknesses of each student’s performance in the seminar, in particular with reference to the research project completed. These summary paragraphs will become part of the student’s permanent internal record.

The department strongly discourages Incompletes. For this reason, departmental policy requires that Incomplete grades incurred during any part of the academic year be removed by the following September 1, if the student
wants to continue to serve as a Teaching Assistant in the department. At the end of the Spring quarter, graduate students with Incompletes are required to inform the graduate advisor in writing about their plans to remove the Incomplete.

Once a year, at the beginning of the Winter Quarter, the Graduate Advisor will chair a meeting of the Faculty for an evaluation of each graduate student. The student's performance in courses, general intellectual ability and promise will be discussed by all concerned, with specific references to the summary paragraphs generated by the work in seminars. The consensus of opinion will be communicated in writing by the Graduate Advisor to the student as a “progress” report.

It must be stressed that this evaluation process is advisory and is intended to inform the graduate student early in his/her career (and periodically thereafter) of strengths and weaknesses and, optimally, of ways in which such weaknesses may be remedied. In addition, the evaluation will serve as a reminder of any remaining unfulfilled degree requirements. The student would also know how he/she stands in the collective opinion of the Faculty.

Any student who feels that his/her evaluation has been premature and/or unfair may request to be evaluated again at the beginning of the Spring Quarter.

PROFESSIONAL DEVELOPMENT

In order to prepare for the exigencies of a college teaching career, students are required to enroll in a teaching practicum, related to the specific course in which they are serving as a teaching assistant.

390A (2 units) and 390B (2 units): "Teaching of French in College," in conjunction with one year of teaching as Teaching Assistant, Language Assistant, or Associate-In.

AREA REQUIREMENTS

A. RECOMMENDED COURSE OF STUDY IN LITERATURE

In addition to the common required courses listed above, students in the literature track must take:
• Critical Theory 200A Approaches to Critical Theory

• One seminar in French linguistics

In conjunction with the graduate advisor, and later with the mentor, students choose a course of study that will enable both a general knowledge of the history of French literature and specialization in one of the literary sub-fields. Thus, the course of study should balance the student’s specific interests in a particular area with the attempt to gain a broad and comprehensive knowledge of the history of French literature.

The example below illustrates a possible plan of study. (Because course offerings and areas of interest vary, your choices may differ). A worksheet, indicating all Ph.D. requirements, is provided at the end of the handbook, on which you may plan your course of study.

**First Year**

**Fall Quarter** 205A Sixteenth-Century Literature: The Humanists  
208A Nineteenth-Century Literature: Fiction  
390A Teaching Practicum

**Winter Quarter** 251 Trends in French Contemporary Linguistics  
204 Topics in Medieval Literature  
291 Foreign Language Learning in the Classroom

**Spring Quarter** 207A Eighteenth-Century Literature: Philosophies  
Critical Theory 200A Approaches to Critical Theory  
390B Teaching Practicum  
SPAN 002 (begin studying another language)

**Second Year**

**Fall Quarter** 211 Studies in Criticism  
209A Twentieth-Century: Prose  
SPAN 003

**Winter Quarter** 210 Studies in Narrative Fiction  
Course outside the department in related field—possibly to fulfill a DE requirement  
SPAN 21
Third Year  Some students may require additional seminars during a third year of course work. This may include courses for completion of DE requirements, further specialization in a chosen sub-field and/or the filling in of gaps with respect to the history of French literature.

B. RECOMMENDED COURSE OF STUDY IN LANGUAGE AND LINGUISTICS

Students who wish to specialize in French language and linguistics are offered a variety of basic and advanced courses in both the French and Linguistics Programs. In addition, if necessary, students may take classes in the Philosophy of language and Formal Logic offered by the Department of Philosophy.

The program of study is comprised of 4 required courses and at least 8 courses that may be chosen according to the focus of the student’s interest in pursuing research for the completion of her/his doctoral dissertation. Students should consult their mentor for advice on the best order in which to progress through coursework, which will vary based on previous preparation.

I. Required courses:

FRE 201: History of French language
LIN 203A Modern Linguistic Theory: Structuralism
LIN 203B Modern Linguistic Theory: Generative Grammar
FRE 251. Topics in French Linguistics (in alternate years):
French Morphosyntax; and/or: Linguistics for Students of Literature

II. Choose at least four of the following courses:

FRE 251. Topics in French Linguistics (in alternate years):
French Morphosyntax; and/or
Linguistics for Students of Literature
LIN 220. Romance Linguistics
LIN 205A-205B-205C-205D. Topics in Linguistic Theory and Methods
Pragmatics
Discourse Analysis
Teaching Methods
LIN 131. Introduction to Syntactic Theory
LIN 141. Semantics
LIN 211. Advanced Phonological Theory and Analysis
LIN 231. Advanced Syntactic Theory and Analysis

III. Choose at least 3 from the following courses:

LIN 212. Advanced Phonetics
LIN 231. Advanced Syntactic Theory and Analysis
LIN 241. Advanced Semantic Theory and Analysis
LIN 163. Language, Gender, and Society
LIN 165. Introduction to Applied Linguistics
LIN 175. Biological Basis of Language

FRE 151. Topics in French Linguistics

IV. Choose at least one of the following courses:

FRE 204 Topics in French Medieval Literature
FRE 205A Sixteenth-Century Literature: The Humanists
FRE 206B Seventeenth-Century Literature: Prose
FRE 207A Eighteenth-Century Literature: Philosophies
FRE 208A Nineteenth-Century Literature: Fiction
FRE 208B Nineteenth-Century Literature: Poetry
FRE 209B Twentieth-Century Theatre
FRE 224 Francophone Literature

FRENCH PH.D. DEGREE CHECKLIST - LITERATURE

Coursework. 12 Graduate Seminars, chosen in consultation with the graduate adviser:

☐ CRI 200A – Approaches to Critical Theory
☐ __________ – One seminar in French Linguistics (such as FRE 291)

☐ __________ (Elective)       ☐ __________ (Elective)
☐ __________ (Elective)       ☐ __________ (Elective)
☐ __________ (Elective)       ☐ __________ (Elective)
☐ __________ (Elective)       ☐ __________ (Elective)
☐ ☐ (Elective) ☐ ☐ (Elective)

******************************************************************************
☐ First-Year Exam. Date ____________
******************************************************************************
☐ Foreign Language Requirement. (fulfilled through exam or coursework)
Language (other than French & English)____________________
Date_______________
******************************************************************************
☐ Designated Emphasis Requirements, if applicable.
******************************************************************************
☐ Qualifying Exam. Dates of written exams ____________, ______________
Date of oral exam ______________
Committee Chair ______________
Additional Committee Members (4) ____________, ____________,
____________, & ______________
******************************************************************************
☐ Dissertation. Date filed______________
Committee Chair (Major Professor): ______________
Additional Committee Members (2): ____________, & ______________
******************************************************************************

FRENCH PH.D. DEGREE CHECKLIST – LANGUAGE & LINGUISTICS

Coursework. 12 Graduate Seminars, chosen in consultation with the graduate adviser:
☐ FRE 201 ☐ LIN 203B
☐ LIN 203A ☐ FRE 251
Choose 4 from FRE 251; LIN 220, 205A, 205B, 205C, 205D, 131*, 141*, 211, 231:
☐ _______  ☐ _______
☐ _______  ☐ _______

Choose 3 from LIN 212, 231, 241, 163*, 165*, 175*; FRE 151*:
☐ _______  ☐ _______
☐ _______

Choose 1 from FRE 204, 205A, 206B, 207A, 208A, 208B, 209B, 224:
☐ _______
*See page 30 for information regarding upper-division undergraduate courses (100–199)

******************************************************************************
☐ First-Year Exam. Date ______________
******************************************************************************

☐ Foreign Language Requirement. (fulfilled through exam or coursework)
  Language (other than French & English)______________
  Date_______________

******************************************************************************

☐ Designated Emphasis Requirements. if applicable.

******************************************************************************

☐ Qualifying Exam. Dates of written exams ______________, ______________
  Date of oral exam ______________
  Committee Chair ______________
  Additional Committee Members (4) ______________, ______________, ______________, & ______________

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☐ Dissertation. Date filed ______________
  Committee Chair (Major Professor): ______________
Additional Committee Members (2): ______________, & ______________

FIRST-YEAR EXAMINATION

During the spring quarter of the first year of study, all students are required to take a preliminary exam focused on analytical abilities. This exam is designed to assess the student’s strengths and weaknesses after one year of study in order to facilitate course selection and advising for the remainder of the course work for the Ph.D.

LITERATURE

Students in literature will be asked to choose one canonical literary text to prepare for the examination. Students should submit their choice of literary text to the graduate advisor in literature by the second week of the winter quarter for approval by the graduate committee. In addition to the literary text, students will also read and prepare a selection of short theoretical texts on which they will be examined.

Two weeks prior to the planned examination, the student will suggest names of three faculty examiners, including one person designated as chair, to the graduate advisor in literature who will appoint three faculty members to serve as the examination committee. On the day of the examination, the student will receive a selection of questions, tailored to the texts prepared, and be given one hour to prepare notes. After this preparation period, the oral exam will be held, in which the student will respond to the written questions. At least one exam question will be answered in English and one in French.

Students will receive a narrative written evaluation of their performance on the exam. Evaluations will often include recommendations for reading and future course of study.

If the student does not perform in a satisfactory manner, demonstrating an understanding of the literary text and applications of theoretical methods in
literary analysis, the committee will require that the student repeat the exam in fall quarter of the following year. The First Year Examination may only be taken twice. Failure to pass the examination on a second try will result in termination of the program.

LINGUISTICS

Students in language and linguistics will be asked to choose a selection of short theoretical texts to prepare for the examination. Students should submit their choice of texts to the graduate advisor in linguistics by the second week of the winter quarter for approval by the graduate committee.

Two weeks prior to the planned examination, the student will suggest names of three faculty examiners, including one person designated as chair, to the graduate advisor in linguistics, who will appoint three faculty members to serve as the examination committee. On the day of the examination, the student will receive a selection of questions or analytical problems, tailored to the texts prepared, and be given one hour to prepare notes. After this preparation period, the oral exam will be held, in which the student will respond to the written questions. At least one exam question will be answered in French and one in English.

If the student does not perform in a satisfactory manner, demonstrating an understanding of the application of theoretical methods in linguistic analysis, the committee will require that the student repeat the exam in fall quarter of the following year. The First Year Examination may only be taken twice. Failure to pass the examination on a second try will result in termination of the program.

QUALIFYING EXAMINATION

Once a student has passed the First Year Examination, she/he is eligible to take the qualifying examination.

A. Qualifying Examination in Literature
The qualifying examination for the Ph.D. in literature has two distinct parts: a written examination and a prospectus for the dissertation. The written examination is structured around four distinct subject areas chosen and defined by the candidate in close consultation with her/his mentor. In each subject area, the candidate will construct a reading list, tailored to her/his specific research interests. Lists should contain approximately 10–15 primary texts and 10–15 secondary sources, knowledge of which should represent significant mastery of the specific field. The relation between these four areas and the field of prospective specialization should, however, not be conceived too narrowly or mechanically. While the student's selection should certainly not be arbitrary, the department encourages him/her to be creative and flexible, keeping in mind that among the important goals of a graduate education in the humanities, an important one is the development of a broad historical perspective and the cultivation of well-informed critical impulses.

The purpose of the written examination portion of the qualifying examination is twofold: the examination provides sound grounding in the history of French literature and a means of making connections between texts and ideas, and it also provides an opportunity to gain an understanding of texts within an intellectual and critical history. We believe strongly that it is to the student’s advantage to be innovative and flexible in selecting subject areas and texts for inclusion on reading lists, while bearing in mind the importance of both historical and generic coverage. The examination should provide an opportunity to reflect on course work, pursue new lines of inquiry and to prepare for the research involved with the dissertation. Ideally, the examination process will ground your post-doctoral research and teaching in the early years of your professional career. Thus, the process of studying for the qualifying exams should be as important as, if not more important than, the examination itself.

**Area One: A Historical Period:** All candidates in literature are required to choose one historical period as an area of specialization directly related to the proposed topic of the dissertation. Students are advised to choose an area that corresponds to the practices of the discipline in defining research areas, i.e., narrowly conceived historical periods or periods that cross the border between two traditional fields are discouraged for pragmatic reasons. In constructing a list of representative works from the historical period, candidates should be mindful of considerations of genre and breadth. Area One should provide the
candidate with a solid grounding and competence in the social and cultural history of the proposed dissertation area.

**Area Two: Genre with a Critical Focus:** All candidates in literature should choose a genre, possibly related to their eventual dissertation topic, with special emphasis on a particular critical problem or focus. The focus may be conceived either formally, thematically or critically, but should serve as the organizing principle behind the genre list. The genre list is intended to be diachronic, but need not include all periods of French literature. Examples of a genre with a critical focus might include “the representation of violence in theatre,” or “self-representation in narrative” or “meter in poetry.”

**Area Three: Critical Theory:** All candidates in literature are required to construct a critical theory reading list. While the list should include major works of literary theory, it may also reflect areas specific to the dissertation.

**Area Four: Theme across 2–3 Historical Periods:** Finally, candidates should choose a theme (not already encompassed by the critical focus in Area Two, nor too closely tied to the historical period in Area One) to be explored across 2 or 3 historical periods. For example, the theme of travel could be studied in the early modern period, roughly the sixteenth through eighteenth centuries. The historical periods in area four need not be continuous, for example, one could choose the sonnet form in the sixteenth, nineteenth and twentieth centuries.

N.B. Students interested in combining interests in literature and linguistics, or one of the subject areas represented in the four DEs, should take advantage of the flexible structure of the qualifying examination areas in order to reflect those interests. Thus, a student might combine interests in pragmatics, for example, within the genre selection in Area Two or the theme in Area Four.

Candidates are required to provide a short written justification of the choices made in the four areas which must be submitted to and approved by the members of the qualifying examination committee at least two months prior to the scheduled exam. The examination committee will review the justification to ensure broad historical coverage, as well as considerations of multiple genres and appropriate critical awareness. In some cases, students may be asked to redefine subject areas. All committee members will signal their approval of the examination reading lists by initialing a copy of the lists that will then be placed in the student’s examination dossier.
B. Qualifying Examination in French Language and Linguistics

The qualifying examination for the Ph.D. in linguistics has two distinct parts: a written examination and a prospectus for the dissertation. The written examination for the Ph.D. in French language and linguistics is structured around five distinct subject areas chosen and defined by the candidate in close consultation with her/his mentor. In each subject area, the candidate will construct a reading list, tailored to her/his specific research interests. Lists should be divided into two parts: (i) Basic readings, which will contain approximately 20–25 major books, representing the most important works on French language (history, morpho-syntax, semantics, discourse analysis) and linguistic theory and models developed within the American and European traditions; (ii) a Reference list including books or articles related to the field of research and the four areas chosen for the Ph.D. Qualifying Examination.

The area of research must include two domains:

1. History of French

2. French Morpho-syntax.

The other three areas may be chosen, according to the student’s research interests, from the following disciplines:

- Semantics
- Phonology
- Pragmatics
- Discourse Analysis
- Language Acquisition
- Linguistics and Literary Analysis

The relation between these five areas and the field of prospective specialization should, however, not be conceived too narrowly or mechanically. While the student’s selection should certainly not be arbitrary, the department encourages him/her to be creative and flexible, keeping in mind that among the important goals of a graduate education in the humanities, an important one is the
development of a broad perspective on the contemporary models and theories and the cultivation of well-informed critical skills.

The purpose of the qualifying examination is to provide sound grounding in linguistic theories and methods and their evolution in the 20th century, especially as applied to French language. The examination is an opportunity to reflect on course work, pursue new lines of inquiry and to prepare for the research involved with the dissertation. Ideally, the process of studying for the qualifying exams should be as important as, if not more important than the examination itself.

**STRUCTURE OF THE QUALIFYING EXAMINATION (ALL STUDENTS)**

After all of the requirements listed above have been completed, the candidate will propose a Qualifying Examination Committee, to be appointed by Graduate Studies in accordance with Academic Senate regulations. This Committee will consist of five members, at least one of whom shall normally be from outside the Department of French and Italian; it will also include the designated major professor (dissertation advisor), who may not act as Chair. Students enrolled in one of the six DEs are required to have a DE faculty member on the qualifying examination committee. The names of all five members will be selected by the graduate advisor, in consultation with the candidate and the major professor, and recommended by the Graduate Advisor to the Graduate Program Committee

1) The written exam consists of two 4-hour exams over two days and covers the student’s reading lists.

2) The oral exam is two hours and can examine anything not covered on the written exam, but primarily focuses on the written exam answers and the prospectus.

3) All parts of the exam should be completed within a 2-week period.

**PROSPECTUS**

The candidate is required to draw up a provisional outline of the planned dissertation and to submit this outline, which should contain a brief justification of the project, a description of the critical context, a review of existing
scholarship and a discussion of goals and methodology (20–30 pages, in most cases in literature; 10–15 pages, in most cases in language and linguistics) to the five members of the committee for their approval. Preparation of the prospectus usually entails close consultation with the mentor, as well as members of the committee, and may require numerous drafts and revisions. The final version of the dissertation prospectus must be turned in 14 days before the written examination begins.

The qualifying examination consists of two parts, one written and one oral. The written examination is taken on two separate days, in no case more than seven days apart. The oral examination will be scheduled no more than fourteen days following the second half of the written exam.

The oral examination, which will be conducted in French and English, will last a maximum of three hours. The exam will cover the four selected areas in literature or the five selected areas in linguistics and will serve as supplement to the written examination. In addition, the student will be asked to discuss the dissertation prospectus. Immediately after the examination, the committee members will briefly consult with each other and announce their decision to pass or not pass the candidate.

The chair of the examination committee will provide a written summary of the comments and evaluations made by the examining committee shortly following the exam. Candidates are also encouraged to have follow-up conversations with all members of the examining committee.

**NOTE:** All "Incomplete" grades must be removed before the candidate may take the Qualifying Examination. (See Regulations of Graduate Studies concerning "I" grades.)

**DISSERTATION**

The Ph.D. dissertation must be an original and substantial contribution to French studies. Upon passing the Qualifying Examination, the previously designated major professor (dissertation advisor) assumes responsibility for the candidate’s further progress. The Dissertation Committee (approved by the Graduate Program Committee and submitted to Graduate Studies for approval in accordance with Academic Senate regulations) is composed of at least three faculty members. Students enrolled in one of the six Designated Emphases
should consult with either the chair or the graduate staff assistant of the DE to ensure that they have fulfilled the requirements of the DE and are in compliance with Graduate Studies policies related to DE. During the preparation of the dissertation, the committee should meet regularly with the candidate to discuss progress and provide guidance. At the very least, the committee should be convened once every academic year.

A revised and amplified plan for the dissertation will be submitted to the Dissertation Committee for consideration and approval, and should include a description of the project and a critical bibliography. After a candidate's Committee has approved such a plan, any fundamental change must be declared in writing and approved by the entire committee. It is expected that the dissertation will be completed and filed within three (3) years after the candidate has successfully taken and passed his/her qualifying exam. Should the candidate fail to complete a dissertation within this time, he/she will be required to take and pass the qualifying exam a second time. Exceptions for severe hardship may be granted by special request to the Graduate Program Committee of the Department.

When the dissertation is completed, the three committee members sign on the title page to indicate their approval. After its approval, the candidate is required to deposit one copy of the dissertation with Graduate Studies and one copy with the Department of French and Italian.

**NOTE:** While the work on the dissertation is supervised by a committee of three professors, primary responsibility for close supervision and guidance of the project rests with the major professor (dissertation advisor). Individual chapters or parts of the dissertation should be submitted to the two or three readers only after they have been reviewed, corrected, and annotated by the major professor. The same holds true for the submission of the final version. Any deviation from this arrangement needs the approval of all three committee members.

**MISCELLANEOUS**

1. **Ph.D. credit granted for Upper Division courses outside the Department**

   With the approval of the Graduate Advisor, a Ph.D. student may be permitted to take Upper Division courses outside the Department for credit towards the Ph.D., on the following conditions:
a) The subject-matter shall be positively germane to the student's area of research;

b) It shall be ascertained that no graduate course in the subject is available;

c) The instructor of the course shall agree in advance to require graduate-level work from the student;

d) The student shall be graded on a scale appropriate to graduate performance.

2. Ph.D. Students and "297/299" courses

FRE 297 is Individual Study, designed for students who need to work in a particular area, in which no regular course is being offered.

FRE 299 is Research, intended for students who are working on research for the dissertation.

a) Normally, no student may take a 297 or 299 in his/her first year of graduate study at UCD.

b) Prior to passing the Ph.D. Qualifying Examination, a candidate preparing for the Doctorate may take no more than ONE course (maximum of 4 units) in the 297 or 299 series in a given year, and 297 may be taken only in a topic which has not recently been offered in a formal seminar.

c) If a candidate has already proposed a Ph.D. Dissertation Topic to the Graduate Curriculum Committee, and if this topic has been approved, s/he may take one additional course in the 299 series on the recommendation of the faculty member who has agreed to direct her/his dissertation.

d) 297 and 299 courses cannot be used for the satisfaction of the minimum requirement of twelve graduate seminars.

e) After a student has passed the Ph.D. Qualifying Examination, s/he may take an unlimited number of courses in the 299 series.
In order to arrange an individual/research study, students must get
the approval of a faculty member and request a meeting with them to complete a
variable unit course request form. The form outlines their topic of study and the
grading criteria

NOTE: It is a department policy NOT to give 297 or 299 courses in those
fields in which regular Graduate Seminars have been held during the period of a
student’s program of study in the Department. The exception to this would
relate to Graduate Seminars held during the first quarter of the student’s
residence as a Teaching Assistant.

READING LIST

The study of French literature requires a certain familiarity with a canon of
important works. Recognizing that graduate students entering the program come
from different backgrounds and therefore have different strengths and
weaknesses, we provide the following reading list as a guide. We strongly
recommend that you read all of the works on this list in order to have a critical
framework for a historically-informed understanding of the history of French
literature. Analysis of literary and cultural objects from all periods depends on
some understanding of the canon in which these works are embedded. We also
recommend Sarah Kay, Terence Cave, and Malcolm Bowie, A Short History of
French Literature (Oxford: Oxford University Press, 2006) as an excellent
reference work.

MA.
- Cerquiligni and Berthelot, ed., Poètes du Moyen Âge
- Christine de Pizan, Cité des Dames
- Guillaume de Lorris, Le roman de la rose + excerpts from Jean de Meun's -
  Continuation
- La chanson de Roland
- La farce de Maître Pierre Pathelin
- La vie de Saint Alexis
- Marie de France, Les lais
- One romance by Chrétien de Troyes

XVIth C.
- Du Bellay, Deffense et illustration de la langue françiose
- Gray, ed., Anthologie de la poésie française du XVIème siècle
- Marguerite de Navarre, L'Heptameron
- Montaigne, Essais (Au lecteur; De l’exercitation; Sur des vers de Virgile; De l’amitié; Des cannibales; De la vanité; Des coches; De l’expérience)
- Rabelais, Gargantua or Pantagruel

XVIIème C.
- Corneille, Le Cid
- La Bruyère, Caractères
- Madame de Lafayette, La Princesse de Clèves
- Molière, Tartuffe
- Racine, Phèdre

XVIIIème C.
- Beaumarchais, Le mariage de Figaro
- Diderot, La Religieuse
- Laclos, Les liaisons dangereuses
- Madame de Graffigny, Lettres d’une péruvienne.
- Prévost, Manon Lescaut
- Rousseau, Discours sur l’origine de l’inégalité

XIXème C.
- Balzac, Le père Goriot
- Baudelaire, Les Fleurs du mal
- Flaubert, Madame Bovary
- Hugo, preface to Cromwell
- Rimbaud, Poésies (Hatier poche, « Classiques & cie. »)
- Stendhal, Le rouge et le noir

Since 1900.
- Apollinaire, Alcools
- Beckett, En attendant Godot and Fin de partie
- Césaire, Cahier d’un retour au pays natal
- Chamoiseau, Une Enfance créole
EDUCATION ABROAD OPPORTUNITIES

All students in the Ph.D. program are encouraged to participate in the exchange programs offered through the Education Abroad Program office [http://eac.ucdavis.edu/].

Application Requirements

1. All students are eligible to participate in the exchange, however, priority will be given to students who have passed the qualifying exam.

2. A prospectus of the dissertation or a detailed description of course work proposed to be completed in France must be submitted as part of the application.

3. A detailed plan of study for the time spent in France must be submitted which should include potential faculty contacts, seminars to be audited (at host institution and other institutions), library and other research resources to be consulted.
4. Proposal for a mentor or responsible person to oversee and assist with the plan of study while in France.

Criteria for Selection

1. Student must meet minimum qualifications in order to participate in the exchange. If no student meets minimum qualifications, no student will be selected.

2. The selection committee will look for a demonstrated need to be in study center. In other words, clear evidence that this research or plan of study cannot be conducted here in Davis.

3. The selection committee will determine which student would clearly benefit the most from the time in France.

4. The selection committee will determine which student is best prepared to spend the time in France at a study center.

GRADUATE STUDENT RESPONSIBILITIES AND PRIVILEGES

RESPONSIBILITIES

1. Because rules, regulations and procedures often change both in the department and in the Office of Graduate Studies, it is the responsibility of graduate students to remain informed. All policies have been clearly formulated in this Handbook and more extensively in by the Office of Graduate Studies. Failure to read pertinent information or to obtain it from appropriate sources may result in serious delays in progress toward the degree.

2. It is the responsibility of students to strike a reasonable and manageable balance between teaching responsibilities and academic work. It is best to determine early in one's graduate career how much time should be
devoted to both sets of responsibilities in order to accomplish them both successfully.

3. It is the responsibility of students to seek out their advisors, mentors and major professors, understanding that faculty members are not necessarily always available when students find it convenient. Faculty members are engaged in teaching, research, committee work (departmental, College, University), advising, departmental administrative duties, and a variety of consulting activities. They must therefore often juggle complex schedules that allow for little flexibility. However, every faculty member has posted office hours and, if possible, students should take advantage of these hours to have frequent discussions with their advisors.

4. It is the responsibility of Teaching Assistants to fulfill all of the terms of their employment contracts in a professional manner.

5. Most important, it is the responsibility of students to engage in their academic work in a manner consistent with the scholarly goals set forth by the Department and with the more tangible goal of completing the degree requirements in a timely fashion through work of high quality. Students should not define academic work as merely the material assigned in courses but should also supplement their learning through independent research in the library. And finally, engaging in informal conversations with colleagues and faculty as well as with students in small groups goes a long way in furthering the learning process. As Martin Kramer states in his article "Curriculum Reform" (Change, July/August 1990, p. 54), "When a good deal of 'extra-academic' transfer takes place, one can be pretty sure that learning has been internalized in important ways."

Students should feel assured that the faculty of the Graduate Program in French will make every effort to facilitate the learning process. We recognize the crucial role that graduate students play in the intellectual well-being of the Department and of the profession as a whole. We
appreciate the contributions that they make, not only in the teaching of undergraduates, but as future scholars in both academic and non-academic professions. In short, we view our graduate students as colleagues.

RIGHTS AND PRIVILEGES

1. Students can expect faculty to react substantively and in depth to written and oral work presented in courses. They should feel free to discuss their work in separate meetings with instructors in order to get corrective feedback and constructive criticism.

2. Policies and procedures in place at the time of students’ admission to the program will continue to apply to them through the end of their program. Students can expect that, although any programmatic modifications cannot be applied retroactively, they always have the choice of entering the modified program. However, students who take advantage of the Planned Educational Leave Program (PELP), or otherwise interrupt their course of study, are likely to be subject to new policies at the point of re-entry.

3. Students have the right to evaluate each faculty member at the end of each course, using both the standardized University evaluation form and the departmental qualitative form.

4. Students, either individually or through the FGSA, should feel free to raise issues and make suggestions to the Department Chair and to individual faculty members. We believe that the channels of communication have been firmly established in the Department and that faculty members welcome student input into matters of concern to the Department as a whole.

FACULTY IN THE GRADUATE PROGRAM IN FRENCH

Jeff Fort (Ph.D., University of California, Berkeley) specializes in twentieth century prose, with a special interest in autobiographical narrative; critical
theory, including modern German philosophy from Kant to Heidegger and its French reception; twentieth century French thought; aesthetics and aesthetic theory. He has translated a number of works by authors such as Maurice Blanchot, Aminadabi; Jean Genet, The Declared Enemy; Jean-Luc Nancy, The Ground of the Image; and most recently Philippe Lacoue-Labarthe, Heidegger and the Politics of Poetry. He is currently working on a study of literary space and the "imperative to write" in Blanchot, Kafka and Beckett.

Noah Guynn (Ph.D., Yale University) is a specialist in medieval literature, philosophy, and theology; gay and lesbian studies; and historical and contemporary critical theory. He has published a number of articles on twelfth- and thirteenth-century romance, and is currently completing a book entitled Allegory and Sexual Ethics in the High Middle Ages.

Eric Russell Webb (Ph.D., University of Texas, Austin) specializes in phonology and phonetics, focusing on the role of biomechanics in the grammaticalization of sound structure. He is especially interested in the evolution of language, the emergence of Creoles and the interface between related grammars, e.g. Romance, dialect, register. He has published works in Linguistica Atlantica, the Morphology and Phonology of Creoles, the Canadian Journal of Netherlandic Studies and the Journal of Language and Linguistics, among others.

Julia Simon (Ph.D., UC San Diego) specializes in 18th-century French literature and culture, particularly the work of the PHILOSOPHES, with special emphasis on the relevance of Enlightenment social, political, moral, and aesthetic theory today. She is the author of Beyond Contractual Morality: Ethics, Law, and Literature in Eighteenth-Century France and Mass Enlightenment: Critical Studies in Rousseau and Diderot and is currently working on a project concerning eighteenth-century music theory.

Affiliated faculty:

Moradewun Adejunmobi (Ph.D., University of Ibadan, Botswana) is the author of J.J. Rabearivelo, Literature and Lingua Franca and the forthcoming book,
Vernacukar Palaver: Imaginations of the Local and Non-Natives in West Africa.

**NAVIGATING UC DAVIS**

**COMPUTING ACCOUNTS**

To get a UC Davis computing account (email address) or change your passphrase, please visit https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi.

**REGISTERING FOR COURSES**

You can view the full class schedule and registration guide on the Office of the Registrar's website (http://registrar.ucdavis.edu/csrg/). In the guide you'll find instructions for enrolling online, deadlines, and course offerings. If you're looking for extended course descriptions for classes, you should visit the website for the department that is offering the course or the General Catalog: http://registrar.ucdavis.edu/UCDWebCatalog/. For information on required courses, please consult the degree requirements.

**CALIFORNIA RESIDENCY**

For information on obtaining California Residency for tuition purposes, please visit the Office of the Registrar’s website at http://registrar.ucdavis.edu/html/slr.html. International students who enter the U.S. with a student visa are ineligible to establish California residency for tuition purposes.

**ORDERING TRANSCRIPTS AND DIPLOMAS**

Transcripts and diplomas can be obtained through the Office of the Registrar in 12 Mrak Hall. To order a transcript, please visit Mrak Hall or order online at the following website: http://registrar.ucdavis.edu/html/transcripts.html. For diploma information and mailing requests, please visit: http://registrar.ucdavis.edu/html/diplomas.html.
STUDENT HEALTH AND COUNSELING SERVICES

The new Student Health & Wellness Center is located on La Rue Road between Hutchison Drive and Orchard Road, across the street from the Activities and Recreation Center (ARC) and next to the Colleges at La Rue. Information on the Students Health and Wellness Center can be found at http://shcs.ucdavis.edu/. This website also contains information on the Student Health Insurance Plan (SHIP), including coverage information and the procedure for waiving out of SHIP.

ID CARDS AND LIBRARY PRIVILEGES


FOR MORE INFORMATION…

For more information on navigating UC Davis, please see the Graduate Student Guide created by the Office of Graduate Studies: http://gradstudies.ucdavis.edu/students/handbook/index.html. For any information not available in the guide, please see the Graduate Program Coordinator, Mandy Bachman, in 216 Sproul.

USEFUL ADDRESSES AND TELEPHONE NUMBERS

University of California, Davis Campus Operator (530) 752-1011

Department of French and Italian (Undergraduate office)
213 Sproul Hall
University of California, Davis
One Shields Ave.
Davis, CA 95616
(530) 752-1219

Graduate Program Office (Comparative Literature, French, German, Spanish)
216 Sproul Hall
University of California, Davis
One Shields Ave.
Davis, CA 95616
(530) 752-5799

Classroom Technology Services
cts@ucdavis.edu
http://cts.ucdavis.edu/

Office of Graduate Studies*
250 Mrak Hall
One Shields Ave.
Davis, CA 95616
(530) 752-0650
fax (530) 752-6222
Dissertation Filing contact: Jean Telford
*Always contact your home department staff (Grad Coordinator) first!

Graduate Student Association (GSA)
253 South Silo
Davis, CA 95616
Ph: (530) 752-6108 / Fax: (530) 752-5158
General Info:  gsa@ucdavis.edu
Office Hours: 8:00 am – 5:00 pm, M–F

Housing
Community Housing Listing Service
21 South Hall
752–1990

Residence Halls
ON-CAMPUS HOUSING

If you are single, married, or a student with a minor child, you are eligible to live in Orchard and Solano Park apartments. These apartments are University-operated one- and two-bedroom unfurnished units. Vacancies are filled from chronological waiting lists and students with children are given first priority to move into vacant apartments. For more information or to request an application, please call (530) 752-2033, email studenthousing@ucdavis.edu, or visit our Web site at www.housing.ucdavis.edu.

Additional on-campus, privately-owned and managed housing is available. Russell Park offers one-, two-, and three-bedroom unfurnished apartments. The complex includes a child-care facility for student families. The Atriums offers studio and two-bedroom unfurnished units for single graduate
students. Contact the Russell Park Office for further information on either Russell Park or The Atriums.

La Rue Park Children's House and Russell Park Child Development Center provide child care to student families.

**OFF–CAMPUS HOUSING**

The city of Davis has a population of about 65,622. UC Davis has approximately 24,500 undergraduates and an additional 7,500 graduate students. Only about 5,000 students live in the dormitories or other on-campus housing, so there's quite a rush for housing in the community. The Community Housing Listing Service has rental listings in a variety of categories. There is no charge for using the service and it is available to everyone. There are many listings in the local newspaper, *The Davis Enterprise*, and in the campus paper, The California Aggie. Visit the Housing Office web site for more information about finding a place to live in Davis. ([http://www.housing.ucdavis.edu/](http://www.housing.ucdavis.edu/))

Services for International Students and Scholars
University House, University of California at Davis, Davis, CA 95616, U.S.A.
Telephone: 530–752–0864, Fax: 530–752–5822, siss@ucdavis.edu

Graduate Financial Aid Office
Phone lines are open 9:00am–4:00pm, Monday through Friday
(530) 752–9246
FAX: (530) 752–7339

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AU SECOURS!

The graduate program coordinator and staff in the French and Italian Department Office are extremely knowledgeable and resourceful people who
have a great deal of information at their disposal. Students who need information of various kinds should feel free to consult them.
APPENDIX A: FRENCH GRADUATE STUDENT TRAVEL FUNDING GUIDELINES

Students interested in submitting work to professional conferences are strongly advised to have their proposals reviewed by at least one faculty member prior to submission. In order to be eligible for departmental support, all abstracts must be reviewed by a least one faculty member.

Students who have had their proposals accepted for presentation at a professional conference should address a letter of application for travel funds to the graduate advisor for review by the admissions and fellowships committee. Criteria for judgment of proposals will include:

1. the stage of the student’s career and the potential impact of the conference experience on the student’s professional development;
2. the quality/prestige of the conference;
3. the quality of the paper to be presented;
4. the potential for significant contacts to be made in the field; and
5. the relevance of the conference paper to the student’s dissertation.

In addition to the cover letter, the student must submit a copy of the abstract (and paper, if available), acceptance letter/email from the conference organizer, and an itemized budget of projected travel expenses.

If a request is approved, a travel stipend will be paid through Student Accounting for domestic students and through payroll for international students. The last date to process travel stipends is May 1st, therefore, any funding requests received before April 15, will be processed for that academic year. Any requests received after that date cannot be funded that academic year.

Students are encouraged to apply to these other travel funding resources as well.
Graduate Studies Travel Awards are available to graduate students at or near the completion of their studies who have not previously received this award and who are presenting a research paper (acceptance of paper may be pending at time of application). Students must be in good academic standing and are required to hold and maintain a minimum GPA of 3.0. Applicants must be registered graduate students. Students on PELP (Planned Educational Leave Program) are not eligible for this award. Students on Filing Fee status may apply. You may receive only one Graduate Studies travel award.

Students should visit the Grad Studies website for award periods, application deadlines, and procedures.  
http://gradstudies.ucdavis.edu/ssupport/internal_travel.html

GSA travel awards are available to GSA members at the time of the application deadline. Students are automatically GSA members if they are a regularly enrolled graduate student (e.g., not on filing fee), enrolled in the Graduate School of Management, or enrolled in the Teaching Credential program.

Awards range from $50-$500 and are based on the relative ranking of applicants based on established selection guidelines. The number of awards will be based on the number of applicants and the merits of their applications. A minimum of 12 awards will be given in each period.

Awards are distributed as reimbursements. Reimbursement is contingent upon submission of original receipts and a completed Travel Expense Voucher.

GSA Travel Awards are granted twice per year. Late applications will not be considered.
Students should check the GSA website for award periods, deadlines, and selection guidelines.  http://gsa.ucdavis.edu/

Women & Gender Studies also offer travel awards for appropriate conferences.  Students should check for announcements at the WGS website: http://wms.ucdavis.edu/wgssite/index.html