

GRADUATE PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

HANDBOOK

REVISED 2023

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PREFACE

This Handbook is designed to assist the graduate students and faculty in the Graduate Program in French and Francophone Studies at the University of California, Davis. Its purpose is to clarify the policies and procedures regulating progression through the MA and PhD degrees; 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 and Francophone Studies. For a complete explanation of the various Graduate Studies regulations, the reader is referred to the Office of Graduate Studies web site <https://grad.ucdavis.edu/resources/graduate-student-resources>.

Although the information contained in the 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. Please see <https://grad.ucdavis.edu/programs/gfre> for the current degree requirements.

GENERAL INFORMATION

THE GRADUATE PROGRAM IN FRENCH AND FRANCOPHONE STUDIES AT UC DAVIS

The Graduate Program in French and Francophone Studies 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 program also offers a strong emphasis on past and recent developments in literary and critical theory that influence French and Francophone scholarship. Faculty interests such as comparative literature, critical theory, cultural studies, film studies, linguistics, and women's studies ensure that students are exposed to interdisciplinary approaches and are invited to integrate these perspectives into their programs of study.

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

ABOUT THE UNIVERSITY OF CALIFORNIA, DAVIS

Set in the heart of the Central Valley, between the Coast Range to the west and the towering Sierra Nevada to the east, 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 come 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 in all fields. Creative teaching and academic innovation are encouraged and rewarded, and the campus offers a \$45,000 Prize for Teaching and Scholarly Achievement, believed to be the largest award of its kind in the country. UC Davis undergraduate students persist and graduate at among the highest rates of all UC campuses.

UC Davis is one of ten campuses of the University of California, which was chartered as a land grant college in 1868 and now constitutes the preeminent system of public higher education in the world. Together, the ten campuses have an enrollment of some 238,700 students, 90 percent of them California residents. Some 150 laboratories, extension centers, and 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 29,500 undergraduates enrolled at UC Davis and over 8,000 graduate and professional students, for a total enrollment of about 37,500 students. The Davis campus has undergraduate colleges of Agricultural and Environmental Sciences, Biological 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 on the 3rd floor of the International Center, at the corner of Russell Blvd. and California Ave. The mission of SISS is to help promote the internationalization of the University of California, Davis. It serves the more than 6,000 international students, faculty, and researchers who come to UC Davis each year, as well as their accompanying family members.

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 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 and Engineering Library, the Carlson Health Sciences Library, the Blaisdell Medical Library in Sacramento, the Agricultural and Resource Economics Library, and the Law Library.

- Shields Library houses approximately 3.5 million of the Davis University Library's collection of over 5 million bound volumes.
- There are approximately 40,000 active current serials in the University Library.
- The Library is a member of the California Digital Library, the University of California's system-wide entity for cooperative electronic library service development.
- Shields Library has seating capacity for 3,391.

The Intercampus Bus service provides transportation between the UC Davis and UC Berkeley campuses and between the UC Davis and UC Davis Medical center campuses for university faculty, staff, and registered students. For more information, see <https://grad.ucdavis.edu/current-students/support-resources/graduate-student-resources#Transportation>.

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

THE GRADUATE STUDENT POPULATION

Students in the Graduate Program in French and Francophone Studies come from all over the United States 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 already completed some form of graduate education; still others have returned to academic study after a hiatus.

ADMISSION TO ALL GRADUATE PROGRAMS

The program 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 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 (if applicable); (c) Graduate Record Examination scores (recommended); (d) at least three professional and academic references; (e) oral and written samples of skills in the French language; and (f) a personal statement and personal history statement.

International students whose native language is not English should submit TOEFL scores. For more information, see <https://grad.ucdavis.edu/prospective-students/admissions-application/international-applicants>.

It is strongly recommended that applicants who have native fluency in English submit Graduate Record Examination (GRE) scores (verbal, analytical, and quantitative).

As an indication of French language proficiency, the program requires that you submit a recording of yourself speaking French. The tape should include: 1) a reading of a passage from Gustave Flaubert's *L'éducation sentimentale*; and 2) some extemporaneous remarks about the ways in which you see a graduate degree in French and Francophone Studies contributing to your career goals and general life plan. The passage from *L'éducation sentimentale* is available in the application materials and online at <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 and Francophone Studies as well as your academic/research interests. In the personal history statement, discuss how your 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 MA 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 Graduate Program 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 especially 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 expectations vary at different graduate and undergraduate schools. We grant admission when we expect that you will be successful in our program and when it seems that your interests and what we offer are suited to one another.

For information on admissions procedures, please consult the graduate program webpage: <http://frenchanditalian.ucdavis.edu/graduate-program-french>. We have a rolling admissions process but recommend that you complete your application as early as possible. 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 submit a complete dossier to us as soon as you can in order to be considered for the following fall quarter.

FINANCIAL AID

Various forms of financial aid are available to students in the Graduate Program in French and Francophone Studies. However, it is not possible to give financial aid to all deserving students because of limitations on funding. There are several kinds of funds: fellowships are provided through the Office of Graduate Studies and the Letters and Science Dean's Office; teaching assistantships are available through the French and Italian Department; loans and campus fee grants are available from the Office of Financial Aid. 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.

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 (FRE 1, 2, 3, 21, 22, 23). Teaching assistantships are often available in other departments and programs as well, including African American and African Studies, Film Studies, Humanities, and Women and Gender Studies. Applications for teaching assistantships in other programs are available through the specific programs. Vacancies are announced on the Student Employment Center web site: <https://ucdavis-csm.symplicity.com/>. In addition to salaries, the teaching assistantship provides a partial remission of in-state fees and covers most of the health insurance.

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 PhD qualifying examination
- 2 years (6 quarters) for dissertation support

Teaching assistants may not hold other jobs during the academic year without graduate advisor approval. They may not work more than 75% time under any circumstances.

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.

A GSR (Graduate Student Researcher) position is also usually available in French. The GSR is responsible for supporting the faculty supervisor for the lower-division language courses.

FELLOWSHIPS

The Office of Graduate Studies offers a number of fellowships for which graduate students in French and Francophone Studies may compete: first year fellowships, fellowships to support campus diversity, dissertation fellowships, research mentorships. Nominations are made by the Graduate Program Committee. Detailed information is included on the Office of Graduate Studies website: <http://gradstudies.ucdavis.edu/current-students/financial-support/internal-fellowships>.

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 summer sessions. The number of positions available depends on enrollment figures, which vary from year to year. 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, and teaching evaluations, among other criteria.

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.

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 website (<http://financialaid.ucdavis.edu/graduate/index.html>) contains detailed information about financial assistance programs.

ESTABLISHING CALIFORNIA RESIDENCE

Residents of California do not have to pay nonresident supplemental tuition. It is therefore to your advantage to 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.

Go online to complete a petition for reclassification during the quarter preceding the one for which you seek reclassification. Return the completed petition by the published deadline or contact the residence deputy at residence deputy@ucdavis.edu with any questions. See <http://registrar.ucdavis.edu/tuition/residence/>.

JOBS FOR GRADUATES

BACKGROUND

With a variety of professional development programs (see <https://grad.ucdavis.edu/professional-development>), UC Davis is a recognized leader in supporting students and alumni as they pursue a range of professional opportunities following graduate study.

Our graduate alumni have successfully found employment in tenure-track academic positions, as well as in secondary teaching, technology, the arts, and the public sector. We are committed to helping our students establish the scholarly profiles necessary to pursue traditional academic careers as well as helping them gain a range of experiences to draw on in the expanded job market for PhDs.

Students work closely with the Graduate Advisor and can obtain additional career support and programming through the Office of Graduate Studies (<https://grad.ucdavis.edu/>), GradPathways (<https://grad.ucdavis.edu/professional-development/gradpathways>), the Internship and Career Center (<https://iccweb.ucdavis.edu/graduates/index.htm>), and the Davis Humanities Institute (<http://dhi.ucdavis.edu>). Other resources include: the Versatile PhD (<https://grad.ucdavis.edu/professional-development/versatile-phd>) and the Mellon Public Scholars program (<http://publicscholars.ucdavis.edu/>).

Listings for academic positions and some other related jobs can be found online on the MLA Job Information List and in the *Chronicle of Higher Education*.

DEPARTMENTAL ACTIVITIES

Graduate students should participate in the activities sponsored by the Department of French and Italian, as these represent a crucial part of their professional training. Scholarly lectures and the awards reception are especially important.

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.

Toward the end of the spring quarter, faculty and students convene for an awards reception at which we honor both graduate and undergraduate students for special achievements.

THE FRENCH/FRANCOPHONE GRADUATE STUDENT ASSOCIATION (FGSA)

The French/Francophone Graduate Student Association (FGSA) 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 Advisor to voice student issues and concerns. The FGSA meets both formally and socially to discuss ideas and common concerns. It also helps facilitate scholarly community and social support, for example by organizing work-in-progress events and departmental colloquia.

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 sensitive or confidential nature.

Graduate student suggestions and advice are solicited informally by the Graduate Advisor and faculty members on a variety of issues. These comments are greatly valued and help to promote the department's collegial atmosphere. 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

Graduate students have access to the UC Davis *eduroam* wireless network as well as computers in labs across campus.

UC DAVIS PRINCIPLES OF COMMUNITY

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles.

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, 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 all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate 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 and Francophone Studies, 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 (SJA) handles matters concerning both academic and social conduct.

Plagiarism is one of the most common and serious forms of academic dishonesty. SJA provides detailed information on plagiarism and how to avoid it on their web site: <http://sja.ucdavis.edu>.

Students unfamiliar with the concept of plagiarism or academic dishonesty should consider consulting with the staff of SJA.

MA PROGRAM

The MA program in French and Francophone Studies is a two-year program that culminates in a comprehensive exam during the sixth quarter. Students must complete ten seminars as outlined below, as well as a language requirement before completing the comprehensive exam.

MA CHECKLIST

Coursework: Ten Graduate Seminars, chosen in consultation with the Graduate Advisor

Four Required Courses (14 units):

_____ French 200 (2 units)

_____ One seminar in French/Francophone Literature

_____ One seminar in French/Francophone Linguistics

_____ One seminar in French/Francophone Culture

7 Electives (28 units):

_____ (Elective)

_____ (Elective)

(Elective)

(Elective)

(Elective)

(Elective)

(Elective)

Foreign Language Requirement (fulfilled through exam or coursework)

Language(s) (other than French and English) _____

Date _____

Comprehensive Exam. Date of written exam

Date of oral exam

Committee Chair

Additional Committee Members (2) _____ and _____

MA LANGUAGE REQUIREMENT

Over and above the necessary advanced skills in French and English, MA students are required to show competence in at least one further significant literary language. The program 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, and provides an opportunity to gain further insight into the language-learning process. The language requirement may be satisfied in one of several ways:

- a) By passing reading examinations (with dictionary) in two of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Ancient Greek, or another approved language.
- b) 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-level 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.
- c) By passing an examination (without dictionary) corresponding to the level of a B+ grade in the last intermediate course in one of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Greek, or another approved language.

MA COMPREHENSIVE EXAMINATION

The comprehensive examination for the MA in French and Francophone Studies consists of both a written and an oral component. Students are expected to prepare for the examination by reading and studying the texts on the MA reading list, as well as materials covered in graduate seminars. The exam should be taken during the spring quarter of the second year of study.

The written exam is divided into two parts. The first part is an *explication de texte/commentaire composé* exercise in which the student is asked to analyze one or more literary texts from the MA reading list in detail with attention to both stylistic and linguistic features. The *explication/commentaire* must be written in French. The second part of the exam is a more general question that invites the student to write an expository essay in English on a topic in French and Francophone Studies, drawing examples from the books on the MA reading list. The written exam is a take-home, open-book exam and is taken on one day. Students have eight hours to complete the two essays.

The oral exam takes approximately 60-90 minutes and is held one or two weeks following completion of the written portion of the exam. Students are asked to discuss and defend their answers on the written exam and answer questions about books on the reading list. The oral exam is conducted in French and English, and at least three members of the faculty are to be present.

The Comprehensive Exam is graded on a Pass/No Pass/Fail basis. The exam committee's unanimous vote is required to pass a student on the exam. If a student receives a No Pass on the exam, the committee may recommend that the student be reexamined one more time, but only if the Graduate Advisor concurs with the committee. The second exam must take place within one quarter of the first exam. The format of the second exam is the same as that of the first exam. The

examination may not be repeated more than once. A student who does not pass on the second attempt is subject to disqualification.

MA READING LIST

Training in French and Francophone Studies requires a certain familiarity with a canon of important works. Recognizing that graduate students entering the program come from different backgrounds and have different strengths and weaknesses, we provide the following MA 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 an expansive, historically informed understanding of the field of French and Francophone Studies. If a reference work on literary history is required, we recommend Sarah Kay, Terence Cave, and Malcolm Bowie, *A Short History of French Literature* (Oxford: Oxford University Press, 2006). Substitutions are allowed at the discretion of the Graduate Chair.

Middle Ages

La vie de Saint Alexis

La chanson de Roland

Marie de France, *Les lais* (“Bisclavret,” “Lanval,” “Yonec,” “Laüstic”)

Chrétien de Troyes, one selected romance

Christine de Pizan, *La cité des dames*

Sixteenth Century

Marguerite de Navarre, *L’Heptaméron* (prologue and 1 complete day)

Rabelais, *Gargantua and Pantagruel* (Larousse abridged edition)

Montaigne, *Essais* (a selection including: “Au lecteur”; “De l’exercitation”; “De l’amitié”; “Des cannibales”; “Des coches”)

Seventeenth Century

Corneille, *Le Cid*

Molière, *Tartuffe*

Racine, *Phèdre*

Lafayette, *La Princesse de Clèves*

Eighteenth Century

Prévost, *Manon Lescaut*

de Graffigny, *Lettres d’une Péruvienne*

Laclos, *Les liaisons dangereuses*

Beaumarchais, *Le mariage de Figaro*

Diderot, *La religieuse*

Nineteenth Century

Claire de Duras, *Ourika*

Stendhal, *Le rouge et le noir*

Balzac, *Le père Goriot*

Baudelaire, *Les fleurs du mal* ; OR: Rimbaud, *Une saison en enfer*
Flaubert, *Madame Bovary*
Zola, *L'Assommoir* OR *Au bonheur des dames*
Rachilde, *Monsieur Vénus*

Since 1900

Proust, *Du côté de chez Swann*
Colette, *Chéri*
Genet, *Journal du voleur*
Césaire, *Cahier d'un retour au pays natal*
Beckett, *En attendant Godot* and *Fin de partie*
Duras, *Hiroshima mon amour* (text and film)
Bâ, Mariama, *Une si longue lettre*
Djebar, *L'amour, la fantasia*
Condé, *Le coeur à rire et à pleurer*
Ernaux, *La place* and *La honte*

Linguistics

Ayres-Bennett, W. 1996. *A History of the French Language through Texts*
Lodge, R. A. 1996. *French: From Dialect to Standard*

THE PHD PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

PROGRAM DESCRIPTION/MISSION STATEMENT

The Graduate Program strives to provide students with a strong base of knowledge in French and Francophone Studies, encompassing the areas of literature, culture, film, and linguistics. Students are encouraged to develop a firm foundation in both historical and critical studies, with a particular emphasis on interdisciplinary research. Faculty interests such as art history, comparative literature, critical theory, cultural linguistics, discourse analysis, film studies, philosophy, visual studies, and women's studies ensure that students are exposed to a broad array of interdisciplinary approaches. In addition to the formal training in their specific area of specialization, students also receive training in foreign language pedagogy and are closely supervised as they teach the lower-division language courses.

ADVISING AND MAJOR PROFESSORS

The role of the Graduate Advisor is to oversee the day-to-day operations of the Graduate Program, to provide advising support to first-year and continuing students, and to serve as a resource in the case of student concerns. Once students have been in the program for two to three quarters, they also choose a member of the graduate faculty in French 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 must be a member of the graduate faculty in French. He or she serves as the **dissertation director** and may or may not be the same person as the mentor. However, the dissertation director/major professor may not serve 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 Advisor, and the prospective new major professor in order to approve the student's decision. It is the responsibility of the graduate student to meet quarterly with the Graduate Advisor or major professor.

CHOOSING A MENTOR

Students are asked to choose, however tentatively, an area of research specialization during the second year of 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 for the qualifying examination, the doctoral dissertation, future research, and an eventual career.

REQUIRED COURSES

- Twelve graduate seminars, *minimum*, to be selected in concert with the Graduate Advisor and the student's mentor. Students are encouraged to take courses outside of the department that are relevant to their course of study and are chosen in consultation with their mentor and/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 and Francophone 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 research language. The department believes that it is in 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.

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

1. By passing reading examinations (with dictionary) in two of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Ancient Greek or another 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 a B+ grade in the last intermediate course in one of the following languages: Italian, Spanish, German, Russian, Arabic, Vietnamese, Latin, Greek, or another approved language.

DESIGNATED EMPHASES

The French and Francophone Studies Graduate Program 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 PhD. 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 units required of the DE may count toward the PhD in French and Francophone Studies. For further information concerning specific program requirements, please consult the director or graduate staff assistant of the DE.

Designated Emphases

- African American and African Studies
- Classics and Classical Receptions
- Critical Theory
- Environmental Humanities
- Feminist Theory and Research
- Human Rights
- Science and Technology Studies
- Second Language Acquisition (a Certificate in SLA is also available)
- Studies in Performance and Practice
- Study of Religion

EVALUATION

Upon the completion of every graduate seminar in French and Francophone Studies, 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 program strongly discourages incomplete ("I") grades. For this reason, departmental policy requires that incompletes 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 reconcile those incompletes.

Once a year, usually in the spring 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 for future success will be discussed by all concerned, with specific references to the summary paragraphs generated by the work in seminars. The consensus opinion will be communicated in writing by the Graduate Advisor to the student in the form of a progress report.

It must be stressed that this evaluation process is *advisory* and is intended to inform the graduate student early on in his/her career (and periodically thereafter) of his/her strengths and weaknesses—and, optimally, of ways in which such weaknesses may be remedied. The evaluation will serve as a reminder of any remaining unfulfilled degree requirements.

PROFESSIONAL DEVELOPMENT

In their first year as instructors, students are required to enroll in a teaching practicum to familiarize them with topics in foreign language pedagogy 390A (2 units) and 390B (2 units),

“Teaching of French in College.” In subsequent years, students are required to enroll in FRE 396 and attend weekly meetings of all language instructors to discuss curriculum, assessment, and other topics.

AREA REQUIREMENTS

A. RECOMMENDED COURSE OF STUDY

PhD students are required to enroll in the graduate proseminar (FRE 200, offered every year in the fall quarter) and are required to enroll in a minimum of twelve graduate seminars, including CRI 200A, “Approaches to Critical Theory.” In conjunction with the Graduate Advisor, and later with the mentor, students are to choose a course of study that will enable both a general knowledge of the field of French and Francophone Studies and specialization in one or more subfields. 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 French and Francophone Studies.

FRENCH AND FRANCOPHONE STUDIES PHD DEGREE CHECKLIST

Coursework:

Proseminar + Twelve Graduate Seminars (core courses and electives), chosen in consultation with the Graduate Advisor

Core Courses

- ☐ FRE 200 — Introduction to Graduate Study in French (2-unit course)
- ☐ CRI 200A — Approaches to Critical Theory
- ☐ _____ — One seminar in French/Francophone Literature
- ☐ _____ — One seminar in French/Francophone Linguistics

Electives, chosen in consultation with the Graduate Advisor and Major Professor:

- ☐ _____ — Elective
- ☐ _____ — Elective
- ☐ _____ — Elective
- ☐ _____ — Elective

☐ _____ — Elective

☐ _____ — Elective

☐ _____ — Elective

☐ _____ — Elective

☐ _____ — Elective

☐ **First-Year Exam.** Date _____

☐ **Foreign Language Requirement.** (fulfilled through exam or coursework)

Language(s) (other than French and English) _____

Date _____

☐ **Designated Emphasis Course Committee Requirements,** if applicable.

DE: _____ QE Rep: _____ Dissertation Rep: _____

☐ **Qualifying Exam.** Dates of written exams _____, _____

Date of oral exam _____

Committee Chair _____

Additional Committee Members (4) _____, _____, _____, and

☐ **Dissertation.** Date filed _____

Committee Chair (Major Professor): _____

Additional Committee Members (2): _____, _____

FIRST-YEAR EXAMINATION

During the spring quarter of the first year of study, PhD students are required to take a preliminary exam focused on analytical abilities. This one-hour oral 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 coursework for the PhD.

Committee: The first-year exam is administered by a committee of three faculty members, at least two of whom must be core members of the French and Francophone Studies faculty. One faculty member can be from an outside department. If the student would like to include two outside faculty members, the committee will be comprised of four faculty, two of whom must be core French and Francophone Studies faculty.

Format: The first-year exam is an hour-long oral exam generally scheduled during exam week of a PhD student's first spring quarter. There are two possible forms the exam can take. The student will choose one of the two in consultation with the graduate advisor.

Option 1) In consultation with faculty advisors, the student chooses a primary text related to research interests they have been developing; this will usually be a major literary text, but parameters are open to discussion. In addition to this text, the student chooses three secondary texts related in some way to the primary text; these can consist of (e.g.) a scholarly commentary directly discussing that work, an article on a topic closely connected with it (but not necessarily commenting on it directly), or a theoretical text dealing with questions relevant to it. Two hours in advance of the exam, the student will receive two questions based on the selected texts, asking for analysis and commentary on specific topics, and the student will take notes with the texts at hand. The oral exam will consist of a discussion of these questions based on the student's notes and other observations.

Option 2) The exam can focus on a seminar paper or project written during the student's first year and chosen by him or her as a piece of scholarship worthy of expansion. Two hours in advance of the exam, the student will receive two questions that ask him/her to revisit or reconsider his/her work. At least one of those questions will ask him/her to draw on the texts assigned in the proseminar (FRE 200) in the previous fall.

Preparation: Students should meet with the Graduate Advisor no later than week five of the spring quarter to discuss the exam committee (appointed by the Graduate Advisor, after consultation with the student) and for guidance selecting a format and, based on this selection, the primary and secondary texts (for option 1), or a seminar paper or project (for option 2). For option 2, the seminar paper need not be perfect in every way (they never are), but should be a good basis for discussing the student's developing interests, either in terms of topic or methodology.

Evaluation: 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, 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 disqualification.

QUALIFYING EXAMINATION

Once a student has passed the first-year examination and has completed required coursework, the language requirement, and all other requirements listed above, she/he is eligible to take the qualifying examination. Students enrolled in a Designated Emphasis 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 DEs.

NB. All incomplete grades must be removed before the candidate may take the qualifying examination. (See Regulations from Graduate Studies concerning "I" grades.)

The qualifying examination follows all of the rules and policies outlined by Graduate Council (Policy GC2005 – 02, rev. 06). See https://grad.ucdavis.edu/sites/default/files/upload/files/grad-council/qe_policy_approved_4-1-2011.pdf.

Committee: 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 Graduate Program in French and Francophone Studies. It will also include the designated major professor/dissertation director, who may not act as Exam Chair. Students enrolled in a DE 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.

STRUCTURE OF THE QUALIFYING EXAMINATION

The qualifying examination consists of two parts, one written and one oral.

The written exam consists of two eight-hour exams and two four-hour exams over three days and covers the student's reading lists (described below). The three exam days must occur within ten calendar days. On one day, students will be given two questions to answer, each within four hours. On the two remaining days, they will be given one question to answer, each within eight hours. Students should produce well-formulated and thoughtful essays, drawing on the works on their reading lists. The exam is take-home and open-book.

The oral examination will be scheduled no more than fourteen days following the day of the last written exam. The exam will be conducted in French and English, and will last a maximum of three hours. The exam will cover all four reading lists and will serve as supplement to the written examination. In addition, the student will be asked to discuss the dissertation prospectus.

Evaluation: Immediately after the oral examination, the committee members will briefly consult with each other and announce their decision of Pass, Not Pass, or Fail. Following the Graduate Council Policy, the decision should be unanimous.

In the case of a Pass, the student may file to advance to candidacy. See <https://grad.ucdavis.edu/current-students/forms-information>.

In the case of a Not Pass result, the Chair's report will specify whether the student is required to retake all or part of the examination, list any additional requirements, and state the exact timeline for completion of requirements to achieve a Pass. Only one retake of the qualifying examination is allowed.

In the case of a Fail, disqualification will be recommended.

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

READING LISTS FOR THE QE

The qualifying examination should provide an opportunity to reflect on coursework, pursue new lines of inquiry, and prepare for the research involved with the dissertation. The written examination is structured around four distinct subject areas chosen and defined by the candidate in close consultation with her/his major professor. In each subject area, the candidate will construct a reading list, tailored to her/his research interests. Lists should contain approximately 10-15 sources, knowledge of which should represent significant mastery of the field. The relation between these subject areas and the field of prospective specialization should not, however, be conceived too narrowly or mechanically. While the student's selection should certainly not be arbitrary, the program encourages him/her to be creative and flexible, keeping in mind that among the goals of a graduate education in the humanities, it is important to develop a broad historical perspective and well-informed critical impulses.

The purpose of the written examination portion of the qualifying examination is twofold: the examination provides both sound grounding in the field of French and Francophone Studies and an opportunity to gain an in-depth understanding of a well-defined set of subfields. 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 intellectual coverage. Ideally, the examination process will ground your postdoctoral research and give you the preparation to teach a broad range of classes. Thus, the process of studying for the qualifying exams should be as important as, if not more important than, the examination itself.

Candidates are required to provide a written justification of the choices made in each of the reading list areas. The justification 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. The lists and accompanying justifications must be approved by all committee members.

The qualifying examination consists of four discrete areas: Field of Specialization, Genre or Archive with a Critical Focus, Theory, and Research Problematic in French/Francophone Studies.

Area One: Field of Specialization: Candidates should focus on a field of specialization directly related to the dissertation. This is generally a literary historical period or particular topic, a field of linguistics/sociolinguistics, or a defined area in cultural studies. Students are advised to choose a focus that corresponds to the practices of a particular discipline and research area, being mindful of foundations and breadth. Area One should also provide the candidate with a solid grounding and competence in the social and cultural history of the proposed dissertation area.

Area Two: Genre or Archive with a Critical Focus: All candidates should choose a genre, archive, or corpus, possibly related to their eventual dissertation topic, with special emphasis on a particular problem or question. The focus may be conceived formally or thematically. Examples of a literary genre with a critical focus might include “the representation of violence in theatre,” “self-representation in narrative,” or “meter in poetry”; examples of a linguistic/sociolinguistic archive or corpus with a critical focus might be “the discursive structure of sexism,” “language identity at cultural peripheries,” or “metaphors and bilingualism”. In literary fields, the Area Two list is intended to be diachronic, but need not include all periods of French literature. In cultural and linguistic/sociolinguistic fields, Area Two may be diachronic or may look across distinct speech communities/cultures.

Area Three: Theory: All candidates are required to construct a reading list attending to the major works of theoretical scholarship in a defined area or field of literary, critical, linguistic or sociolinguistic, and/or cultural studies. This may also reflect areas specific to the dissertation.

Area Four: Research Problematic in French/Francophone Studies: Candidates should choose a theme (not already encompassed by the critical focus in Area Two and distinct from the field of specialization in Area One) to be explored across two or three historical, spatial, and/or cultural settings. For example, the theme of travel could be studied in the early modern period, roughly the sixteenth through eighteenth centuries; pragmatics of politeness could be investigated in three different cultural settings; or the construction of gender ideation could be traced across three distinct socio-economic spaces. These foci need not be continuous, but should cohere in a meaningful way that should be addressed in the written justification. Area Four serves to broaden a candidate’s intellectual and scholarly profile, while also assuring coverage of disciplinary foundations.

PROSPECTUS

The candidate is required to draw up a provisional outline in essay form of the planned dissertation. The outline should contain a brief justification of the project, a description of the critical context, a review of existing scholarship, a discussion of goals and methodology, and a provisional breakdown of chapters. It should be addressed to the five members of the committee for their approval. Preparation of the prospectus usually entails close consultation with the major professor, 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 no fewer than fourteen days before the written examination begins.

DISSERTATION

The PhD dissertation must be an original and substantial contribution to French and Francophone Studies. Upon passing the qualifying examination, the previously designated major professor assumes the role of dissertation director and takes 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. During the preparation of the dissertation, the committee members should meet regularly with the candidate to discuss progress and provide guidance. We recommend a meeting of the entire committee with the candidate to review a first chapter and offer advice on completion.

Doctoral students will have four calendar years after the date they pass their qualifying examination to submit their dissertation. The clock is "set" from the date of passing of the Qualifying Examination, not the time the student officially advances to candidacy through submission of the form to Graduate Studies. If a student has not submitted his/her dissertation to Graduate Studies within the allowed period, the student will receive a notice from Graduate Studies that s/he is placed on probation, and has one year from that date to submit the dissertation. If not submitted within one year, the student will no longer be allowed to enroll the following quarter and will be disqualified. Procedures on disqualification can be found in Graduate Council's Disqualification and Appeal policy (GS2005-01). 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.

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 dissertation director. Individual chapters or parts of the dissertation should be submitted to the dissertation readers only after they have been reviewed, corrected, and annotated by the dissertation director. 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. PhD Credit for Upper-Division Courses outside the Department

With the approval of the Graduate Advisor, a PhD student may be permitted to take upper-division undergraduate courses outside the department for credit towards the PhD, 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. PhD Students and “297/299” Courses

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

FRE 299 is Research and is 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 UC Davis.
- b) Prior to passing the qualifying examination, a candidate for the PhD 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 that has not recently been offered in a formal seminar.
- c) If a candidate has already proposed a PhD dissertation topic to the Graduate Program 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 PhD qualifying examination, s/he may take an unlimited number of courses in the 299 series.

In order to arrange an individual study/research course, students must get the approval of a faculty member and request a meeting with him/her to complete a variable unit course request form. The form outlines their topic of study and the grading criteria.

Note: It is a program 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. The exception to this would relate to graduate seminars held during the first quarter of the student’s residence as a teaching assistant.

EDUCATION ABROAD OPPORTUNITIES

All students in the PhD program are encouraged to participate in the exchange programs offered through the Education Abroad Program office. See <http://eac.ucdavis.edu/>.

Application Requirements

1. All students are eligible to participate in educational 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 coursework or research to be completed abroad must be submitted as part of the application.
3. A detailed plan of study for the time spent abroad must be submitted. It should include potential faculty contacts, seminars to be audited (at host institution and other institutions), and 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 abroad.

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 study abroad. In other words, the student must offer clear evidence that his/her research or plan of study cannot be conducted locally.
3. The selection committee will determine which student would clearly benefit the most from the time abroad.
4. The selection committee will determine which student is best prepared for study and research abroad.

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 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 mentors and major professors, understanding that faculty members are not always available when students find it convenient. Faculty members are engaged in teaching, research, committee work, advising, departmental administrative duties, and a variety of consulting activities. They must therefore 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 mentors and major professors.
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. Finally, engaging in informal, small-group conversations with faculty and fellow students goes a long way in furthering the learning process.

Students should feel assured that the faculty of the Graduate Program in French and Francophone Studies will make every effort to facilitate the learning process. We recognize the crucial role that graduate students play in the intellectual wellbeing 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 nonacademic 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, while 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 reentry.
3. Students have the right to evaluate each faculty member at the end of each course.
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 AND FRANCOPHONE STUDIES

Jeff Fort (PhD, UC Berkeley) his research and teaching interests include twentieth century prose, with a special interest in the relation between fiction and autobiography; critical theory, including modern German philosophy from Kant to Heidegger; twentieth century French thought; aesthetics and aesthetic theory; postwar French film; translation. He published a book with Fordham University Press entitled *The Imperative to Write: Destitutions of the Sublime in Kafka, Blanchot, and Beckett* (2014). More recently he has

published articles on Agnès Varda, Roland Barthes, Maurice Blanchot and Jean-Luc Nancy. He has translated a number of literary and philosophical works such as Maurice Blanchot, *Aminadab*; Jean Genet, *The Declared Enemy*; Jean-Luc Nancy, *The Ground of the Image* and *Banality of Heidegger*; Philippe Lacoue-Labarthe, *Heidegger and the Politics of Poetry*; Jacques Roubaud, *The Loop*, and Jacques Derrida, *Copy, Archive, Signature: A Conversation on Photography*. His current research project has the working title *Effacements: Blanchot, the Deathly Image, and the Cinema of Disfiguration*.

Claire Goldstein (PhD, University of Pennsylvania) specializes in early modern French literature and material culture. She is the author of *Vaux and Versailles: The Appropriations, Erasures, and Accidents that Made Modern France*. Her second book, *In the Sun King's Cosmos: Comets and the Cultural Imagination of Seventeenth-Century France*, forthcoming from Northwestern University Press, is an examination of the culture of spectacle and observation in Louis XIV's France.

Noah Guynn (PhD, Yale University) specializes in medieval and early modern French literature, theater, and culture. His book *Allegory and Sexual Ethics in the High Middle Ages* was published in The New Middle Ages Series at Palgrave Macmillan in 2007. His second book, *Pure Filth: Politics and Religion in Early French Farce*, was published by University of Pennsylvania Press in 2019. Guynn's teaching interests extend from the Middle Ages through the twentieth century, and he regularly offers courses on topics such as Old French language and literature; comedy and laughter; and gender, performance, and power.

Eric Russell (PhD, University of Texas, Austin) Professor Russell specializes in language in society, especially surrounding sexuality and gender. His work has appeared in *Gender and Language*, the *Journal of Language & Sexuality*, *Language Science*, and the *Journal of French Language Studies*, as well as several edited volumes. Currently, Dr. Russell is working on a book-length project, tentatively entitled *the Linguistic Ecology of Homophobia*, in which he explores the linguistic structures emerging from populist reactions to changes in family law and policy (same-sex marriage, adoption, IVF, gender inclusion) in Europe, with particular focus on cases in France, Italy, and Belgium. His next project theorizes the enlanguaging of male identity, examining transgressive masculinities in the *Mezzogiorno* (Neopolitan transgender men, Sicilian *arrusi*, and Calabrian *'ndrini*).

Julia Simon (PhD, UC San Diego) specializes in 18th-century French literature and culture with special emphasis on the relevance of Enlightenment social, political, moral, and aesthetic theory today. She also works in music, specifically on the cultural history of the blues. She is the author of *Debt and Redemption: The Call for Justice in the Blues*, *The*

Inconvenient Lonnie Johnson: Blues, Race, Identity, Time in the Blues; Rousseau Among the Moderns: Music, Aesthetics, Politics; Beyond Contractual Morality: Ethics, Law, and Literature in Eighteenth-Century France and Mass Enlightenment: Critical Studies in Rousseau and Diderot. She is currently writing a book on John Lee Hooker Jr., son of famous blues artist John Lee Hooker.

Tobias Warner (PhD, UC Berkeley) specializes in francophone African literature. His first book, *The Tongue-Tied Imagination: Decolonizing Literary Modernity in Senegal*, was published by Fordham University Press in 2019. His work has appeared in *PMLA* and *Research in African Literatures*. Research and teaching interests include the postcolonial literature and theory, world literature and problematics of comparison, and the intersection of colonialism and literary education.

A list of **Affiliated faculty** is available online: <http://frenchanditalian.ucdavis.edu/affiliated-faculty>.

NAVIGATING UC DAVIS

You will find links to policies, forms, and resources for graduate students on the Graduate Studies website: <https://grad.ucdavis.edu/resources/graduate-student-resources>

The Life Balance and Wellness section on the Graduate Studies website provides information about local and university resources including:

- Housing
- Childcare
- Student Support
- Transportation
- Arts
- Local Services, etc.

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 (<https://registrar.ucdavis.edu/registration/register/index.cfm>). 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://catalog.ucdavis.edu/programs.html> 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 <https://registrar.ucdavis.edu/tuition/residence/students-new/establishing.cfm>. 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 3100 Dutton Hall. To order a transcript, please visit Dutton Hall or order online at the following website: <https://registrar.ucdavis.edu/records/transcripts/order.cfm>. For diploma information and mailing requests, please visit: <https://registrar.ucdavis.edu/records/diploma.cfm>.

STUDENT HEALTH AND COUNSELING SERVICES

The Student Health and 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

To obtain an ID Card, please visit an ID Card event or use the AggieCard Photo upload tool: <http://registrar.ucdavis.edu/records/aggiecard.cfm>. The AggieCard Office is located at 253 Memorial Union. Currently registered UCD students automatically have library privileges with no activation needed. For more information on library privileges, see the UC Davis Library website: <https://www.library.ucdavis.edu/service/accessing-books-articles-media/>

TRANSPORTATION

For information about registering your bike, obtaining a parking pass and more, please visit taps.ucdavis.edu.

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 fax (530) 752-8630

Graduate Program Office (German, Study of Religion, and Spanish)

210 Sproul Hall

University of California, Davis

One Shields Ave.

Davis, CA 95616

(530) 752-2239 fax (530) 752-8630

Graduate Program Office (French and Comparative Literature)

207 Sproul Hall

University of California, Davis

One Shields Ave.

Davis, CA 95616

(530) 752-2115 fax (530) 752-8630

Academic Technology Services

ats@ucdavis.edu

<http://ats.ucdavis.edu/>

Office of Graduate Studies*
250 Mrak Hall
One Shields Ave.
Davis, CA 95616
(530) 752-0650 fax (530) 752-6222

<https://grad.ucdavis.edu/resources/graduate-student-resources>

Dissertation Filing contact: Holly Hatfield Rogai

*Always contact your home department staff (Grad Coordinator) first!

Graduate Student Association (GSA)
253 South Silo
Davis, CA 95616
(530) 752-6108 fax: (530) 752-5158
General Info: gsa@ucdavis.edu

Housing Resources for Graduate Students
<http://housing.ucdavis.edu/prospective/graduate-professional-housing.asp>
(530) 752-2033
studenthousing@ucdavis.edu

Services for International Students and Scholars
SISS – International Center
One Shields Avenue
463 California Avenue, Ste. 3140
Davis, CA 95616, U.S.A.
(530) 752-0864, fax: 530-752-5822
General Info: siss@ucdavis.edu
<http://siss.ucdavis.edu/>

Graduate Financial Aid Office
Phone lines are open 9:00am-4:00pm, Monday through Friday
(530) 752-9246 fax (530) 752-1587
<http://financialaid.ucdavis.edu/graduate/index.html>

The Modern Language Association of America (MLA)
85 Broad Street, suite 500
New York, NY 10004-2434
(646) 576-5000
<https://www.mla.org/>

The American Council on the Teaching of Foreign Languages (ACTFL)
1001 N. Fairfax Street
Alexandria, VA 22314
(703) 894-2900 fax (703) 894-2905
<https://www.actfl.org/>

AU SECOURS!

The Graduate Program Coordinators and staff 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: 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 Graduate Program 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 1, 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 twelve awards will be given in each period.

Awards are distributed as reimbursements. Reimbursement is contingent upon submission of original receipts and a completed AggieTravel Report.

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/>

