

Department of French

Yale University

GRADUATE PROGRAM GUIDELINES

This document is a supplement to the Graduate School of Arts and Sciences rules governing doctoral programs: <http://gsas.yale.edu/academics/programs-policies>

Updated May 2015

N.B. This rules document includes important revisions, published on February 6, 2015.

The changes pertain to:

- financial support for travel to conferences
- language requirements
- requirements for the MA
- oral exams
- study abroad

**DEPARTMENT OF FRENCH
YALE UNIVERSITY
RULES AND REGULATIONS FOR GRADUATE STUDIES IN FRENCH**

(Updated February 2015)

Fulfilling the requirements for a Ph. D in French is a complex process, requiring collaboration between students and their professors. During the years of their work toward the degree, students should actively monitor their own progress and prepare for upcoming requirements and deadlines. The document that follows is intended to help students do this; it should be read at least once a year and whenever a new stage in the program is approaching.

It is recommended that students develop and maintain working relations with a number of professors. This becomes particularly important at the dissertation stage, when isolation within one's own work becomes more likely. At least three professors should be acquainted with a student's work at all stages of its development and through all the phases of the Ph.D. program.

Students should also:

- petition for non-terminal degrees (M.A. and M. Phil.) as soon as they are eligible (see requirements)
- be prepared for various deadlines within and outside the Department, including those for the European exchanges (see appendix) and other applications.

THE DISSERTATION AND THE PROFESSION

Students, particularly those in the last three years of the program, should strive to maintain a proper balance between work on their prime task--the dissertation--and the development of professional skills. The dissertation is the centerpiece of the PhD. It defines a scholar's identity as he or she enters the profession. The completion of an outstanding dissertation is a consuming and demanding task; distractions must be kept within strict limits. The Department strongly urges students to consult with their advisor before making any ancillary commitments during their dissertation years, and to maintain a dialogue on the best uses of their time. The dissertation should be mostly completed by the time the student enters the job market, normally in the fall of the sixth year.

The Department also recognizes the demands of professionalization in contemporary academia and works to help students prepare for a full range of activities. Students and their professors should engage in regular dialogue about professional development, in order to enhance each student's potential contributions. Opportunities for publishing articles should be carefully examined.

The Department actively supports student participation in conferences, in two ways. Every two years, normally, the graduate students in French organize a colloquium at Yale with backing from the Department and other sources. Students are responsible for all aspects--intellectual and practical--of the conference. Recent topics have included "La volonté de paraître: The Cult and Cultivation of Appearances in French and Francophone Literature and Culture" (2007); "Besoin de Désirer: Appetite between Wants and Needs" (2009); and "Literature and Ethics" (2012). In

Spring 2014, students organized a colloquium on “Bad Literature.” Students also invite distinguished lecturers in years when they are not preparing a conference.

The Department also encourages graduate student participation in conferences outside of Yale. Each student should participate in a conference at least once during his/her graduate career. In order to support conference participation, the Department offers each graduate student \$1000 (to be used for transportation, hotel, and meals only) during the course of his/her time at Yale. The funds can be used for one or two conferences, up to the maximum of \$1000. In order to secure funding, students must submit to the DGS, for approval, no later than one month before the conference:

- a petition requesting funds, explaining the purpose and relevance of participation in the conference
- a budget
- a copy of the letter of acceptance
- an abstract of the paper

The policy stated above takes effect on July 1, 2015. Previous commitments for conference attendance will be supported, and efforts will be made to see that an equitable transition to the new policy takes place.

Support for travel to conferences (up to \$750) is also available from the Graduate Student Assembly:

<http://gsa.yale.edu/conference-travel-fellowship>

In addition, students who are on the job market and are traveling to the MLA Convention for interviews are entitled, one time only, to financial support for transportation, hotel, and meals. When the MLA is in the Northeast, the maximum is \$500, when elsewhere \$750.

The Yale Graduate School offers a wide array of professional training, from basic writing tutoring to all aspects of pedagogy. See the following resources:

- The McDougal Center: <http://gsas.yale.edu/life-yale/mcdougal-graduate-student-center>
- The Yale Teaching Center: <http://teaching.yale.edu/>
- The Writing Center: <http://gsas.yale.edu/academic-professional-development/yale-center-teaching-learning/graduate-writing-center>

M.A. Degree

The degree of Master of Arts in French will be conferred upon request to students enrolled in the Ph.D. program after a minimum of one year of study in residence. In order to qualify for this degree, the student must have completed eight graduate courses toward the Ph.D., six of which must be in French, and one language requirement. Two grades of Honors in French graduate courses are required.

M. Phil. Degree

The French Department offers the Master of Philosophy degree, in accordance with the rules as set up by the graduate school (see Bulletin), to students who have completed the course and language requirements (with four grades of Honors, of which at least two must be in French

graduate courses) and passed their oral qualifying examination. Students are not eligible for the Master of Philosophy degree until after one academic year of resident graduate study at Yale.

Ph. D. Degree in French

There are six requirements for the Ph.D. in French: I) Courses, II) Language requirements, III) Oral qualifying examination, IV) Teaching, V) Admission to Candidacy, and VI) Dissertation

I. Courses

Required Courses

Normally sixteen term courses must be taken during the first two years of graduate study. These must include: Introduction to Old French (610) or its equivalent, and two graduate-level semester courses outside the French Department. French 610 emphasizes the acquisition of a reading knowledge of Old French texts. No one can be exempted from taking French 610 or its equivalent except by passing an examination similar in nature and scope to the final examination in the course.

The sixteen required courses may include: one semester course in a foreign language, taken to fulfill one of the department's language requirements. They may also include as many as four graduate-level semester courses outside the French Department.

At the time of course selection it is strongly recommended that students consult with the DGS (who must sign their programs) and with their faculty advisers.

Special Courses

French 970a, 970b. Under the guidance of a member of the graduate faculty a student may, once a year, study independently a subject of the student's choice. Students should obtain the consent both of the proposed instructor and the Director of Graduate Studies at the beginning of the semester during which they plan to take French 970. No faculty member will direct more than one such special course in a given term. This arrangement is designed to give greater flexibility to the program of studies and to prepare students for the sort of independent research required by the dissertation.

Grades

At the end of the second year of study a student who does not have a grade of Honors in four graduate term courses, at least two of which must be in the French Department, will not be allowed to register for a fifth term.

Deadlines and Extensions

Students are expected to observe the deadlines for their final assignments. In order to ensure equitable evaluation of all students in any given course, extensions of time for completing the work of the course are not given except in extraordinary circumstances. If an instructor finds it appropriate to grant an extension and the Director of Graduate Studies approves, the instructor

reports a temporary grade of Incomplete (I), which may be converted to one of the usual grades by February 27 for the fall term courses and August 29 for spring term courses. If the course is completed, the "I" will be slashed and the letter grade entered, with the date noted; otherwise the Incomplete remains as the permanent grade N.B. Although final grades are due by the date prescribed in the Graduate Catalogue, students must adhere to deadlines for submission of their work that are established by their professors, allowing adequate time for appraisal of their work before grades are due. Grades for spring degree candidates are due the second week of May.

Acceleration

A reduction in the number of courses required by the Department may be granted in recognition of graduate course work completed elsewhere. Credit is often granted in recognition of a M.A. in French but it is not automatic; it depends on the nature of the previous work, the student's standing at Yale, and the graduate faculty's assessment of student's general level of preparation. Candidates for acceleration will be asked to petition the Department for acceleration in their third term, after a full year of classes, of which seven courses must be taken in the Department. Credit for previous work is granted by vote of the Graduate Faculty.

Advisers

Each entering graduate student is assigned a faculty adviser, according to their mutual areas of particular interest. The rapport with the faculty adviser is usually a very informal one, depending to a considerable extent on the student's own initiative. No faculty member is assigned more than two or three advisees from among students in their first two years. Upon better acquaintance with the department a student may change advisers, with the consent of the new adviser; the dissertation director eventually replaces the adviser.

The adviser consults with the student about choice of courses, but the Director of Graduate Studies has final authority in approving each student's schedule.

II. Language Requirements

Proficiency in two languages (in addition to English and French) is required for the PhD. Proficiency is defined as the successful completion of one year of study at the college level or reading proficiency at the graduate level.

Students may choose any languages that they believe will be relevant to their future research. The DGS must approve the choices. Latin is strongly recommended for all students of French and Francophone literatures; it is indispensable for scholars in all periods before 1800. Arabic is strongly recommended for those planning to work on the Maghreb, as is Creole for Caribbeanists and a Sub-Saharan African language for those planning to work in that field. The other Romance languages and German of course remain vitally important.

The department's course on Old French is required for all. Old French does not count as one of the two additional languages.

Timing: One language requirement must be fulfilled no later than the beginning of the third semester and in order to qualify for the MA. In exceptional circumstances, the DGS may grant extensions of up to one year beyond the third semester. The second language requirement must be fulfilled before the prospectus can be approved.

Students can fulfill a language requirement in the following ways:

- a transcript from undergraduate or summer study, showing two semesters or equivalent with grades of B or better (work must have been completed no more than 3 years earlier). The DGS may require detailed information about the coursework.
- passing a reading/translation exam administered by a language department at Yale (Spanish, German, etc.)
- passing, with a grade of B or HP or better, a language-for-reading course given at Yale at the graduate level (e.g. German for Reading)
- passing, with a grade of B or HP or better, a seminar at Yale conducted in the target language (undergraduate courses included)
- in Creole and other languages as appropriate: passing an oral proficiency test administered by the Yale Center for Language Study
- in Latin, passing a reading/translation exam in the French department; or two summer sessions at Yale or another summer program (at Yale: total of 10 weeks, equal to one full year), with grades of B or better
- the DGS, at his/her discretion, may accept other evidence of language competence, such as (but not limited to) completion of secondary education at a school that principally uses the target language.

Second-Year Evaluation Procedure

During the summer following the student's first year of study, the appointed adviser, or the DGS, will be responsible for collecting and summarizing all reports concerning the student from the instructors who taught the student during the fall term, as well as all possible information from the student's spring-term instructors. Before registration for the third semester each student will be informed of the department's general evaluation of his or her progress. The adviser or the DGS may, if necessary, suggest that the student see a given professor.

Before the final date of registration for the fifth term, or as soon thereafter as the record of required courses is complete, the department will examine whether, in the judgment of his/her instructors and advisers, each student has shown evidence of the ability to proceed toward the successful completion of all the requirements for the Ph.D., the next step for qualification being the Oral Examination. By this point students must have obtained four grades of Honors in graduate courses, of which at least two must be in French department courses.

III. Oral Qualifying Examination

Purpose

The purpose of this exercise is to test students' ability to conduct preliminary research in carefully selected areas of interest and to communicate them clearly and coherently to a group of interested scholars. The exam emphasizes dialogue and open discussion, as well as the ability to present material in a pedagogical manner (especially in the textual analysis section). An important aspect of the exam is the student's ability to define a topic, engage a group of people, arouse their interest in his/her research, and present and defend a viewpoint. These are the qualities required of a successful teacher.

General information

The oral qualifying examination, designed to demonstrate students' mastery of the French language, their command of selective topics in the literature, and their ability to present and discuss literary texts and issues, will take place during the third year of residence.

Students should begin to formulate topics at the end of the third semester. The Pre-Orals normally take place at the end of the fourth semester, and the Oral Examination at least three months after the Pre-Orals, and **before Spring Break of the Third Year** (the sixth semester). For students who receive acceleration credits, this schedule will be negotiated on an individual basis with the DGS.

Conducted in French, the examination takes place in one two-hour session and consists of:

- Five topics (20 minutes each), including one related to the student's dissertation research. No notes are allowed for this portion of the exam.
- A textual analysis of a poem or prose passage (15 minute presentation plus 5 minutes of questions). Notes are permitted for this section only; but the student may not read aloud from a prepared text.

Students have a major say in elaborating and developing the areas of interest which eventually become the topics of their Oral Examination. It is up to each student to shape the exam in a manner compatible with her/his special skills and preferences. The very formulation of and approaches to the topics is as much part of the exam as the choice of a subject is for a paper. Students must circumscribe a coherent area of inquiry, be that historical, generic, theoretical, intertextual. They may wish to focus on a writer, a school, a movement, a comparison with another literature, an interdisciplinary approach, a transhistorical issue. They are expected to articulate their topics rigorously and coherently, to defend their validity, and to demonstrate the relevance of their approach to the texts at hand. Often students find it necessary to read more texts than eventually make it onto their reading lists in order to formulate the topics.

The exam is conceived so as to allow for the plurality built into literary studies today and, more specifically, into our department. Students should be aware that they will be addressing faculty members who may have various interests, approaches, and intellectual styles, and that part of the exercise consists of testing their ability to communicate their findings to people who may not share their approaches and perspectives. Therefore there can be no strict, recipe-like guidelines.

Unnecessary but all too real anxiety can be avoided by not trying to anticipate the exact expectations of an examining committee.

Plurality does not mean arbitrariness, however. Whatever approach students choose, they are expected to come to the exam informed about both the specifics of the texts discussed and their historical and/or theoretical contexts and prepared to support their point with relevant examples. At the same time, a topic is neither a dissertation prospectus nor a mini-dissertation. Students are not so much expected to have a "thesis" of their own about each of their chosen topics as they are expected to offer informed insights into the possible historical, conceptual, and/or larger theoretical implications of the subjects they treat. Even the question related to the dissertation is meant to circumscribe a general area of interest and/or corpus of texts rather than to isolate an original idea or develop an argument about it. Students need not know precisely what their dissertation topic will be, only the general field it will cover (e.g., Renaissance lyric poetry or Nineteenth-Century Romantic historicism).

General procedures

The first step is for the students to prepare a summary of their graduate work to help identify both strengths and lacunae. This written summary must be presented at the Pre-Orals. It can take two forms: either a list of courses taken at Yale and other graduate institutions or a copy of the student's latest Yale transcript. Next, the student should prepare a list of areas of interest that might be developed into orals topics (generally at least five of them). Then the student should meet with the DGS, present the course list (or transcript) and proposed topics, and discuss his/her background, interests and topics, as well as procedures and timing. The DGS will seek to insure that the topics more or less fill in the gaps left by the student's past course selection. The student selects the examining committee (normally, four or five members, one of whom may come from another department; the Chair of the committee must be a tenured professor of French). Upon selection of the committee, the student may either contact the examiners her/himself or request that the DGS do it. The topics are not approved until the pre-Orals meeting.

The Pre-Orals meeting is to take place at least three months before the Oral examination. The purpose of this meeting is to approve the students' topics and help them clarify the details of the topics, to enrich their bibliographies, and to bring an additional viewpoint on each topic. Most importantly, the Pre-Orals provide a forum in which students and examiners can appraise and comment on the general configuration of the exam. Students should not wait until they have read everything on their bibliographies before scheduling the Pre-Orals. At least a day before this meeting the students are expected to provide each examiner with a tentative list of their topics and a provisional bibliography. At the meeting the students will briefly present what they intend to achieve with each topic. A brief discussion follows these mini-expositions. Remember that this is not an examination.

Students should meet often with their examiners to report on their progress and discuss their findings. These discussions are not intended as "rehearsals" of the exam; they are an occasion to sharpen the student's perception of their topics and to suggest ideas, comparisons, bibliographical references, limitations, connections, etc.

The bibliographies for all five topics should be presented together in one document, along with a cover page; they should include complete references and indicate which professor is in charge of each question. Since the complete bibliography will go on file in the Department and remain available for other students to consult, it should be reviewed carefully for mistakes.

One week before the day of the exam, the student must send a complete bibliography--including all topics--as one document, to all members of the board. Each examiner should respond with approval of the bibliographies at that point, after which no further changes are permitted.

Textual interpretation section: The student will receive the poem or passage for the textual interpretation 24 hours before the exam. This section of the exam lasts 20 minutes (15 minute presentation plus 5 minutes of questions) and is essentially an exercise in pedagogy. The student may choose whether to take this section at the beginning or the end of the exam. There is no prescribed methodology for this exercise. The goal is to show how the student would present a text to a class of advanced undergraduates. The student should explain the text in a coherent manner and make its significance come alive. While the student may choose to discuss such formal elements as rhyme and metrics (in the case of poetry), he/she is not expected to deliver a formal *explication de texte* in the French manner. The student should provide a convincing interpretation of the poem or passage as a whole. **Students may rely on notes for this section, but may not read the presentation.**

The rest of the exam consists of five topics agreed upon between the student and the examiners. The student is examined on each topic for 20 minutes **without the aid of notes or texts.** The student has the option to begin the discussion of each topic with a brief (approximately two-minute) statement. At the conclusion of the exam and after deliberation of the committee, the result is announced and the Chair of the committee gives the student an oral evaluation of his/her performance.

In the event of an unsatisfactory performance on the exam, the committee will decide if all or part of the exam can be retaken. If the committee determines that the student's performance does not merit a second exam, the student will be withdrawn from the program at the end of the term.

Within two weeks after the exam, the Chair of the committee will present to the student a detailed written report countersigned by the other members of the committee. The student is strongly encouraged to discuss her/his exam individually with the members of the examining committee after reading the report.

IV. Teaching

Teaching is considered an integral part of the preparation for the Ph.D. All students are expected to teach during two of their six years of graduate study, as part of their training as future teachers and scholars. At least one year of teaching is a requirement for the Ph.D. Before being allowed to teach students must take the teacher preparation program offered by the department. Students meeting the requirements specified in the departmental teaching certification will receive a formal certificate attesting to their attainment in language teaching

Student teaching normally takes place during the third and fourth years of graduate study, and normally consists of one class of first or second-year French. (Students may not teach in their first two years of study.) If the opportunity arises for a student to teach in another department (e.g., as a section leader in a large lecture course in History or History of Art) and if such teaching

can be justified by compelling academic considerations (e.g., advancement of a student's research through the experience of teaching in a field directly related to his or her dissertation topic), a student may, with the written permission of the DGS, substitute one such course for one term of teaching within the department. Students may not teach more than one class per term, or more than two classes per year.

At the discretion of professors teaching undergraduate literature courses, graduate students may occasionally be selected to act as teaching assistants. This opportunity will be available only in the final year of teaching and only after the graduate student has completed at least two semesters of language teaching at Yale. Irrespective of enrollments in the literature course, a graduate student may be selected to act as an apprentice to the professor: attending all sessions of the course, doing all the reading, contributing to and facilitating class discussions, and occasionally leading the class or lecturing on a given topic, as may seem appropriate to the professor. The teaching assistant will not be solely responsible for grading or for clerical work for the course. This opportunity may be taken only once and only for one semester (either fall or spring), and it replaces the graduate student's language teaching for that semester.

Training:

The pedagogical training and mentoring of graduate students is a top priority in the Yale French Department. Intensive pre-service training is provided to all graduate instructors by members of our staff of language teaching professionals. Course chairs advise and supervise the graduate student instructors throughout their period of service. At regularly-held course meetings, practical applications of various methodologies (current as well as traditional) are presented and discussed in relation to the level and content of the particular course. Additional training support and pedagogical resources are also available. These include pedagogy workshops, an excellent library of teaching materials and the experience of the entire faculty. Classroom observation followed by one-on-one debriefing with the course chair and/or the language program director ensure that teachers get regular and reliable feedback. At the end of the semester, each instructor receives a written evaluation of his/her performance from the course chair.

In addition, The Center for Language Study at Yale offers a Certificate of Second-Language Acquisition, which the French Department recommends (but does not require) for its PhD students. Complete information about the Certificate can be found at <http://cls.yale.edu/certificate-second-language-acquisition>

Courses:

There are five different types of teaching opportunities available to graduate students in French. All graduate students are required to teach at least one year of language before possibly moving on to other options, listed below, which are all contingent on the availability of courses, professors, and in some cases competitions.

1. Language courses, beginning with Yale's own "Capretz Method," *French in Action*.
2. Teaching assistantship in a lecture course such as Professor Kaplan and Professor Samuels's course on the modern French novel in translation.
3. Teaching assistantship in a professor's seminar (a special program). This is a unique opportunity to teach side by side with an experienced professor and to share in leading the class.

4. The Associates in Teaching Program, conducted by the Graduate School. This offers the chance for graduate students to design a syllabus and team teach a course in an equal partnership with a professor. It is a competitive program. See: <http://teaching.yale.edu/associates-teaching>

5. Design and teach your own College Seminar: a competitive program. See <http://yalecollege.yale.edu/faculty-staff/faculty/residential-college-seminar-program/application-information-procedures>

N.B. 2, 3, 4, and 5 are one semester only.

V. Admission to Candidacy

When students have completed all pre-dissertation requirements, including the prospectus, they are “admitted to candidacy” by formal vote of the graduate faculty of the Department of French. Admission to candidacy must take place well before the end of the seventh term of study. (The Graduate School will allow no student who has not been formally admitted to candidacy to register for an eighth term of study.)

VI. Dissertation

The requirements for the Ph.D. degree culminate in the writing of the dissertation, a piece of independent research through which the candidate establishes a claim to expertise in the field of literary studies. Once accepted by Yale University, the thesis is made available to the public through microfilm. The department's standards of judgment stress scholarly rigor as well as originality and methodological innovation. The department does not prescribe any single approach or format: it is willing to consider such alternative presentations as a series of essays united by subject or methodology, or a sustained treatment of a single author, work, or problem, etc. Similarly, the scope of the dissertation is not narrowly defined but may encompass such areas as music, art, philosophy, or other literatures.

Directors, Prospectus, and Readers

After passing the oral examination candidates must choose a dissertation director or directors. Any member of the Graduate Faculty, senior or junior may serve as a director. Students may wish to work with two co-directors, so as to gain additional perspectives on their project. At least one director must be a member of the Graduate Faculty in French. After adequate consultation with the director(s) the student must submit a formal prospectus to the DGS. Directives for the format of the prospectus are available in Room 311, 82-90 Wall Street. Early in the process of preparing the prospectus, the student should consult with the relevant librarian or librarians at Yale, who should be able to offer substantial help and guidance about research paths and methods.

The normal time to complete the prospectus is in the second half of the sixth semester, soon after completion of the oral exam. Students should do everything possible to adhere to this time frame, even though it is permitted to continue work on the prospectus in the seventh semester. According to Graduate School rules, the prospectus must be completed and approved within the term

following the oral examination and at least six months before the dissertation is submitted. (See above, Section V, for deadlines)

The dissertation prospectus should be approximately 10 pages, not including the bibliography.

Ad hoc prospectus committee. Once the advisor(s) and the student have agreed on a complete draft of the prospectus, the student should submit copies of the draft to an ad hoc prospectus committee. This committee is to be composed of the dissertation director(s) and at least two other professors, who can come from inside or outside the department. This committee is brought together for the sole purpose of refining and improving the prospectus; it is not a permanent dissertation committee, nor will any of its members necessarily serve as official readers once the dissertation is completed and submitted. The ad hoc committee meeting begins with a brief oral presentation by the student. The committee may suggest changes and improvements in the dissertation prospectus.

The committee meeting must take place before the last graduate faculty meeting of the semester and allowing time for revisions before that meeting. At the faculty meeting, there is a vote whether to accept the prospectus and admit the student to candidacy.

Completed dissertations are read and evaluated by three readers to be designated by the DGS in consultation with the candidate. While the director remains primarily responsible for the advising of dissertations, students should feel free to consult other faculty in the course of their writing. If two directors co-direct a dissertation, one of these may also serve as a reader.

It is essential that candidates keep in touch regularly with their director(s), reporting on plans and submitting work as it progresses, chapter by chapter, in order to allow for continuous direction. Candidates should also feel free to consult with their readers and other faculty members within or outside the department. Before typing, a completed first draft of the entire thesis, including bibliography, must be submitted for approval to the director(s). If, during the writing of the dissertation the project undergoes substantial modification the student is encouraged to submit a revised or a new prospectus for approval.

The dissertation is usually written in English. It may also be written in French, with special permission from the DGS and the dissertation director(s). There is no prescribed length for the dissertation. Two hundred and fifty pages is average, but dissertations can be shorter or longer, within reason, according to the demands of the subject.

The normal time to completion of the PhD at Yale is six years. However, as a courtesy, the department normally reviews dissertations that are submitted after the student's period of registration, up to a maximum of ten years after the student's admission to candidacy. After the student's period of registration has ended, the department will not assign a new director, nor approve a new prospectus.

Procedures for Submitting the Dissertation

All candidates for the Ph.D. must submit their dissertations directly to the Registrar of the Graduate School in accordance with the Registrar's timetable and requirements. Candidates should request a copy of the Graduate School's instructions on physical requirements for dissertations and should consult the Graduate School catalogue for submission dates.

In addition, *French Department Ph.D. candidates should inform the DGS of their intention to submit a dissertation at least one month in advance of the Graduate School deadline.* The DGS will assign three readers to review the dissertation for the Department and the Graduate School; readers are chosen according to availability and area of expertise. Candidates are invited to suggest possible readers for their dissertation. The dissertation adviser normally does not serve as one of the readers.

Each of the readers of the dissertation prepares an official report. The report includes six rubrics: Command of the literature of the subject; Originality; Insight and judgment; Clearness; Style; and Mastery of the method used in research. They are rated, as is the dissertation as a whole, Distinguished, Very Good, Good, Fair, or Unacceptable. Recommendations to the candidate concerning eventual publication are also included in the report.

After the Graduate Faculty of the Department has voted on the dissertation, the candidate will be informed of the vote and provided with a copy of the readers' reports. The Degree Committee of the Graduate School then meets to vote on final approval of the dissertation and the degree. After the meeting of the Degree Committee, the students are informed by the Dean of the Graduate School whether or not they will be awarded the Ph.D.

Supplement on Exchange Programs and Research Abroad

The Department strongly encourages graduate students to spend a year abroad while they are working on their dissertations, normally in their fifth year of study. The purposes of this time abroad may include archival research, contacts with writers, scholars, and other intellectuals, language training, and general familiarization with the culture.

The principal program to support research abroad is a longstanding exchange with the Ecole Normale Supérieure, Paris, detailed below. But it is possible for students to study elsewhere with departmental support, if available. Students who are working on literatures from French-speaking countries other than France should seriously explore possibilities for research in their geographical area of interest.

Only students who will have passed their oral examinations by the following fall are eligible for study abroad. Chief among the criteria according to which the students are selected are the following:

- current status (including seniority, completion of prospectus, etc.)
- need for improvement in French
- the degree to which a student's work is judged likely to benefit from a year abroad
- past academic performance at Yale.

All students, whether intending to study in Paris or elsewhere, should apply for funding both from outside sources and from the department.

Interested students should prepare to apply in the fall of the year preceding their year abroad, or earlier, depending on grant application deadlines.

Students must petition the department for research abroad (and request department funding) in writing.

Paris

The basis of Yale's exchange with the French system is the Ecole Normale Supérieure, which sends instructors to Yale each year and welcomes four of our students as *pensionnaires étrangers*. The ENS provides each of our students the following: a room--free of charge--at the Rue d'Ulm location; the privileges associated with student status (entry to courses, seminars, libraries, etc.); and access to inexpensive meals in the ENS restaurants. The ENS does not, however, provide any stipend.

Living expenses (which, because of the free room, need not cover rent) must therefore come from other sources: a UDF, an outside fellowship or a departmental fellowship (if available). See below on funding.

Research outside France

Students whose dissertation is concerned with a geographical area outside of France should explore possibilities for research and travel in their area of interest. Such students should consult with their advisor well in advance and seek to prepare contacts in the place or places that are relevant. Ideally, a student would spend a full academic year in the country of interest, but if

funds do not permit this, a shorter stay can be supported. Institutional affiliation, for example with a local university, should be sought.

Since a departmental fellowship might not be sufficient to support a full academic year outside of the ENS exchange (where rent is free), students using departmental fellowships for study outside of France may, if necessary, limit their time abroad to one semester, and, if openings are available, teach at Yale in the other semester.

Funding

Departmental Fellowships for Research Abroad

Students offered a position in the Department's exchange with Ecole Normale Supérieure should all apply for outside funding (see below). If outside funding is not secured, students may have a choice between:

- 1. using their UDF, which provides the full Yale stipend. Students returning to Yale after using their UDF in Paris will be supported by teaching during what will normally be their sixth, final, job-market year**
- 2. applying for departmental funds--if available--, according to a timetable established by the DGS. The amount of the departmental fellowship varies from year to year, depending on the availability of funds and the value of the dollar.**

Students applying for departmental funds for research outside of the ENS exchange must submit a petition, a budget and a timeline.

Outside Sources of Funding

Students should inform themselves well in advance about fellowships which support dissertation research. The following section names only a few of the most obvious sources. Further information is typically available from the DGS, from the Graduate School Fellowship Office (<http://gsas.yale.edu/funding-aid/fellowships/gsas-other-fellowships>), and on the department's bulletin boards.

- The Lurcy Traveling Fellowship is administered by the MacMillan Center. It provides support for a year in France. All those participating in the ENS exchange should apply for this fellowship. Contact the MacMillan Center for details (<http://www.yale.edu/macmillan/graduate.htm>).
- The Bourses Chateaubriand: This French Government Fellowship is awarded by a committee working for the French Embassy, for research in France. Candidates apply independently, directly to the French Embassy in New York (<http://www.chateaubriand-fellowship.org/>).
- The MacMillan International Dissertation Grant:
<http://www.yale.edu/macmillan/graduate.htm>

- Fox Fellowships: <http://foxfellowship.yale.edu/>
- Fulbright Fellowships for doctoral research. Students should be aware that the deadlines for Fulbright Fellowships tend to be far earlier than for other fellowships, typically in early September of the year before travel.
- Bourses Marandon: Candidates must be U.S. citizens, be affiliated with an American college or university, become members of the SPFFA (Société des Professeurs Français et Francophones d'Amérique) at the time of their application and have a sufficient command of spoken and written French to pursue their proposed studies and/or research. Detailed information at <http://spffa-us.org/Bourses.html>
- Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition offers Graduate Research Fellowships: <http://www.yale.edu/glc/index.htm>
- Clara Levillain Prize: The European Studies Council at the Whitney and Betty MacMillan Center for International and Area Studies at Yale administers this prize. Grants are available to students beginning research on a project with a strong and direct connection with French language or culture. Summer award. <http://studentgrants.yale.edu/welcome.asp>

NB The following fellowships typically have November deadlines.

- The Council on Library and Information Resources (CLIR) offers Mellon Fellowships for Dissertation Research in Original Sources: <http://www.clir.org/fellowships/mellon>
- The Social Science Research Council (SSRC) offers a Mellon International Dissertation Research Fellowship (IDRF): <http://www.ssrc.org/fellowships/idrf-fellowship/>