HANDBOOK FOR GRADUATE STUDENTS
2025–2026 EDITION

DEPARTMENT OF
COMPARATIVE LITERATURE

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I. Introduction

1. General Information

Areas of Interest and Structure of the Department

Our department is dedicated to studying literature from a global perspective. Our faculty include scholars who specialize in African, Asian, European, Inter-American, and Middle Eastern literatures across a broad range of historical periods. In addition to maintaining a strong commitment to the history of the discipline—with its focus on textual analysis, translation, and critical theory—we continue to explore the many possibilities of comparative study. Our recent course offerings and research feature new work in performance theory, diaspora studies, postcolonial, Marxist, and feminist theory, theories of gender and sexuality, material textual analysis, visual studies, translation theory, and the study of global cultural networks.

The Department of Comparative Literature is administered by a Department Head and a number of faculty committees. The Director of Graduate Studies is the faculty member with primary responsibility for the graduate program. Other departmental information is available on the web page: complit.la.psu.edu.

You can find a "Who Does What" list of key faculty and staff members and their contact information in Section V.1 of this handbook.

The Graduate Committee is elected yearly by the faculty, with its chair appointed by the Head of the Comparative Literature Department. A student representative serves on the committee when it considers curricular and program matters. A list of the Comparative Literature graduate faculty (many of whom hold joint appointments with one or more other departments) is included in this handbook.

Students in the Department also have access to additional courses and faculty members within other departments across the University. For example, a student pursuing a M.A. or Ph.D. in Comparative Literature may take courses in the Department of English, the Department of Women's, Gender, and Sexuality Studies, or any of several world-language departments, and may work closely with faculty in a range of departments outside of Comparative Literature.

The journal *Comparative Literature Studies* is published by Penn State University Press and edited by our faculty. The editorial office of *CLS* is located in 443 Burrowes Building. Comparative Literature faculty members also serve as editorial collective members for another journal produced at Penn State: *Verge: Studies in Global Asias*. Graduate students are encouraged to take advantage of the journals' relationship with our department to learn how a scholarly journal operates and to participate in the editorial process.

A Brief History of Comparative Literature at Penn State

The first courses in Comparative Literature were offered by the Department of English Literature at Penn State in the late 1920s, and proved to be among the most popular courses

offered by that department. Three of these courses (CMLIT/ENGL 184, 185, and 189) continue to be part of the Comparative Literature curriculum and are cross-listed between English and Comparative Literature.

A graduate program in Comparative Literature came into existence around mid-century. Penn State's first doctoral degree (Ph.D.) in Comparative Literature was awarded to Robert A. Charles in 1952; the first master of arts degree (M.A.) in Comparative Literature was awarded to James Hodge in 1960.

On the undergraduate level, the first course specifically designated as Comparative Literature—CMLIT 001, then known as Great Writers of Western Literature I—was established in the late 1940s. It was not until 1965 that an undergraduate major was developed. The first bachelor of arts degree (B.A.) in Comparative Literature was granted to Lillian Mercedes-Perez in 1970. A five-year B.A./M.A. degree was instituted in 2000. The first recipient was Shona Paterson in 2007.

Philip Allison Shelley, professor of German and comparative literature and then-head of the Department of German, served as the director of the graduate program in comparative literature starting in the 1950s, and later directed the undergraduate program until 1970. Robert F. Lima, Jr., professor of Spanish and comparative literature, served as director until 1975. Associate Dean Arthur O. Lewis, professor of English, became director in 1975. Caroline D. Eckhardt, professor of English and comparative literature, succeeded Dean Lewis in 1977 and, when Comparative Literature was designated a department in 1986, she became its first Department Head, serving until 2014. Eric Hayot, professor of comparative literature and Asian studies, served as Head from 2014–2015; he was succeeded by Robert R. Edwards, professor of English and comparative literature, from 2015–2019. Charlotte Eubanks, professor of comparative literature and Japanese, served as Head from 2020–2024. The current department head is Rosemary Jolly, professor of comparative literature. (rjj14@psu.edu).

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2. Being Part of the Intellectual Life of the Department

The Department of Comparative Literature brings together faculty and students with a diverse array of academic specializations relating to the study of literature in a comparative context. The interests and areas of expertise in the Department embrace a multitude of languages, cultures, time periods, disciplines, and media, creating rich possibilities for collaborative projects as well as a stimulating intellectual space for encountering new ideas, methodologies, and theoretical frameworks to enhance and support individual scholarship. Through the weekly Comparative Literature Luncheon and in a variety of more informal settings, members of the Department benefit from a wealth of opportunities to engage actively with each other's work and with the larger debates in the field.

Graduate students have opportunities to serve as representatives to the Graduate Committee, as members of the Graduate Professional Funding Committee, as leaders in the organization

for Graduates in International Languages and Literatures (GILL), as Research Assistants associated with our departmental journals, and as assistants at the Marathon Read event, among other possibilities. Graduate students may also organize coffee hours for visiting speakers, arrange for specialized reading groups and conversation hours, or help to organize conferences and on-campus workshops.

This is an exciting place to be. We encourage you to become an active part of the intellectual life of our department!

The Comparative Literature Luncheon

The Comparative Literature Luncheon is a weekly lecture series that meets from 12:15 p.m. to 1:30 p.m. on most Mondays during the fall and spring semesters. Visiting speakers, as well as Penn State colleagues, present scholarship on a wide range of literary and cultural topics. Students are strongly encouraged to attend these luncheon meetings as a way of increasing the range of their experience in the field, as well as becoming acquainted with other department members and university colleagues. Information about each week's luncheon is circulated in advance via e-mail; it is also available on the departmental website (complit.la.psu.edu) and on social media.

GILL: Graduates in International Languages and Literatures

The Graduates in International Languages and Literatures (GILL) organization in the Department of Comparative Literature concerns itself with affairs of the graduate students as a group. Composed entirely of graduate students, GILL operates through the efforts of everyone who is interested. Every graduate student becomes a member upon entering the Department and all are encouraged to participate actively. Graduate students provide leadership on a volunteer basis. New and returning students may choose to provide services such as organizing social activities. One member serves as student representative to the faculty's Graduate Committee. Feel free to ask any returning graduate student for additional information about GILL. The GILL representatives are determined in the fall semester.

Keeping Informed

Nothing here or elsewhere in this handbook is intended to contradict the University Graduate Degree Programs Bulletin, which students are advised to consult. Many details about our M.A. and Ph.D. programs can be found in this handbook, along with course descriptions, faculty listings, and other particulars. If you do not find the information that you need here, please get in touch with the Department and someone will answer your inquiry. All matters not covered by the Graduate School's regulations are subject to periodic revision by the Department itself.

It is the responsibility of students to keep up to date with information circulated by e-mail or in their mailboxes, and to stay in touch with their advisers and with the graduate program's staff assistant.

3. Graduate Advising for All Degree Students

For faculty members in Comparative Literature, students' intellectual and professional development is a primary concern, and the Department is committed to facilitating the timely progression of each student through the degree program. To this end, student progress is reviewed at the beginning of each fall and spring semester. Students provide an updated C.V. and a list of courses taught, with SRTEs (student evaluations for courses taught) submitted each spring for review. They also provide an updated progress sheet at the start of each term and meet individually with the Director of Graduate Studies. For all students taking coursework, progress is checked against program requirements and timetables, and adviser input sought where discrepancies arise. In all cases, at the end of each academic year and after meeting with the student, the Director of Graduate Studies composes a "progress memo" to each student (with a copy to their adviser) that outlines how far they have come and what remains to be done.

Expected Progress Timetables

For purposes of departmental advising and funding, the timetables below state the expectations for progress toward the completion of each degree. If you have questions, please contact the Director of Graduate Studies.

M.A.: 2 years post-B.A.
Semesters 1–4: Coursework.
Semester 4 or the following summer: Submit M.A. Paper and graduate.

M.A./ Ph.D.: 5–6 years post-B.A.
Semesters 1–6: Coursework.
Semester 3: Qualifying examination.
Semester 4: M.A. Paper. Receive M.A. this spring or summer.
Semester 4 or 5: Comps list approved by committee.
Semester 6: Comprehensive Exam. Approval of dissertation proposal.
Semesters 7–10: Complete the dissertation and graduate.

Ph.D.: 5 years post-M.A.
Semesters 1–4: Coursework.
Semester 3: Qualifying examination.
Semester 4: Comps list approved by committee.
Semester 5 or 6: Comprehensive Exam. Approval of dissertation proposal.
Semesters 7–10: Complete the dissertation and graduate.

Formal Review of Student Progress

Advising is crucial to the success of each student. Upon arrival, new students are first advised by the Director of Graduate Studies. They then work with the Director of Graduate Studies to seek out an academic adviser, who is usually a specialist in their area(s) of focus. Students should have a Director of Graduate Studies-approved academic adviser in place by the end of

the first year. Once a student has their academic adviser in place, they should inform the Graduate Program Staff Assistant. A good time to finalize these arrangements is toward the end of the spring semester, once students have had an opportunity to take coursework with several faculty members and to meet others. Students should plan to meet with their adviser on a regular basis to discuss their program of study, including for course selection and research plans.

Students should contact the Director of Graduate Studies for matters related to progress toward the degree, exams, assistantship assignments, and funding. Contact the Department's current Placement Officers about the job placement process. Learning how to secure funding, teach well, and publish scholarly work are all a crucial part of a graduate student's education, and we are here to help.

Recommended Roadmap to Competitiveness for Academic Placement

The majority of students are admitted into the M.A./Ph.D. and Ph.D. programs in Comparative Literature at Penn State with five years of guaranteed funding. Students planning to apply for tenure-track research-intensive and liberal arts jobs at the end of these five years should consider the following to be necessary elements of a competitive profile:

- ✓ A strong teaching record, showing that you have successfully taught basic language and/or composition classes, survey courses, and courses related to your specialty, in person and on the web. Extra certificates in pedagogy on topics such as Diversity, Equity and Inclusion and Teaching with Digital Technology, offered by the Schreyer Institute for Teaching Excellence, can be advantageous.

- ✓ Coursework that gives you expertise in comparative methods, theory, and literature and other cultural productions within and beyond your specialty

- ✓ A clear research agenda, anchored in two–three key languages and at least one primary literature, with attention to specific media, genres, periods, theoretical areas, and/or methodologies.

- ✓ A complete draft of a high-quality dissertation, with a defense date ideally scheduled in the fall of your final year of funding (typically, Year 5), so that you can graduate in time to be eligible for jobs and postdocs starting the following August.

- ✓ A good record of presentations at a range of major conferences (MLA, ACLA, AAS, MESA, etc. – 3 or 4 is good), and at least some conference papers that have turned into article submissions.

- ✓ Evidence of an emerging publication record, such as articles in high-quality journals: at least one article in print, others somewhere in the pipeline (forthcoming, revise and resubmit status, or under review).

- ✓ A record of applications to grants and fellowships, especially external (library grants, archival travel grants, FLAS, AAUW, Fulbright, etc.), but also internal (Crawford, STAR, etc.). Please note that there are incentives from the School of Graduate Studies for applying for external awards; and that external awards are the only awards that can, should they be targeted to do so and increase your funded time to graduation without an additional year funding application to the Department. The Fulbright Fellowship is an example.

- ✓ Signs that you're engaging in your scholarly communities, including an indication of service within our Department or at the University level, and some participation in the broader scholarly field: institutional affiliations, professional associations, honors or other recognitions, etc.

- ✓ Strong letters of recommendation from your committee members.

In an increasingly tight academic job market, even a stellar profile may not be enough to get you your dream job. You can help your case by working with faculty members to apply for internal and, especially, external grants to try to secure funding for an additional sixth year, especially if you're pursuing a dual-title degree or a doctoral minor, or if intensive language study or extended time abroad is part of your plan. We also encourage you to think capaciously about what a satisfying and successful post-graduate-school life might look like for you. Other than a tenure-track job at a top academic institution, what other opportunities are out there that would make use of your skills, fulfill you professionally and personally, and earn you a living wage? The Department of Comparative Literature has been working actively for several years now to think about how best to prepare students for diverse careers, including outside of academia; if you're interested in pursuing those possibilities, let us know!

Year 1

Curricular

- Meet with the Director of Graduate Studies to identify potential advisers/committee members and take their courses, if available. As advised by the Director of Graduate Studies, establish relationship with academic adviser by end of Year 1, ideally early in spring term.
- Focus on any language needs and take language training courses (100-400 levels) as necessary. Take graduate level courses (500 levels) in language departments as well as in CMLIT.
- Take CMLIT 501 in the fall and CMLIT 502 or 503 (whichever is offered) in the spring. (If teaching, take the pedagogy course CMLIT 511 in the fall, as well.)
    - *Spring–Summer:* **Prepare for Qualifying Exam to be taken in fall of year 2.** In consultation with your adviser, suggest faculty members for your committee, work on plan of study, select sample seminar papers, and create your list of texts that have shaped and inspired you as a scholar.

    - *Summer*: Use the summer prior to Year 2 for research and/or language

learning at Penn State or abroad. Plan for this in the fall of Year 1. Ask the Director of Graduate Studies about summer opportunities.

Teaching

- Unless you are on teaching release, begin building a teaching record in both CMLIT and other departments related to your career aims, including basic language teaching experience or rhetoric/composition teaching experience. NB: Your assignments (TA, GA, RA) will take into account student goals and Department needs.
- Talk with the Director of Graduate Studies to identify departments for possible teaching exchanges.
- If teaching, begin working on a credential such as the Teaching with Technology certificate, the Graduate School Teaching Certificate, or the World Campus Online Learning Course series.

Research

- Complete the online component of Scholarship and Research Integrity (SARI) training. This is a short (a couple of hours) online course on research integrity that is REQUIRED for all graduate students at Penn State and must be passed before the end of September of Year 1. (The discussion component of SARI training will be included in CMLIT 501.)
- Begin thinking about comparative research topics. Identify areas of focus and start reading toward them.
- Identify grants for study and research abroad in your field. Attend grants workshops. Draft a grant/fellowship timeline and submit it to the Director of Graduate Studies. Remember that applications are often due almost a year ahead of the grant period.
    - Consider possible affiliations with Penn State centers and/or external centers and institutes, and plan those applications.
    - If your research will require access to libraries, archives, or locations elsewhere, look into grants for visiting them.
    - Explore establishing and cultivating contacts with research faculty and colleagues at other institutions (inviting speakers, planning conference panels, etc.) to pave the way for later collaborations.

Professional

- Identify and read major journals in your field.
- Become a member of the MLA and the ACLA. Make a plan for presenting at conferences in your areas of interest, and for attending on-campus presentations in your fields.

Year 2

Curricular

- Continue to take courses with and maintain close contact with your adviser and committee members. Also take additional courses that will help train you as a comparatist.
- Focus on any language needs and take language training courses as necessary. Take grad level courses in languages. You'll want to aim to have your two main research languages solidified, and be significantly advanced in your third, so that you can use your languages as you pursue research.
- Complete the CMLIT 501, 502, and 503 sequence, and CMLIT 511, the departmental pedagogy course.
    - *Fall:* **Qualifying Exam.** Talk to the Director of Graduate Studies about applying for a Summer Writing Fellowship for next year.
    - *Spring and Summer*: **M.A. Paper** (if applicable).
    - *Spring and Summer of Year 2, into Fall of Year 3:* **Comps planning.** In early spring, consult with the Director of Graduate Studies, your adviser, and your committee members. Ideally, you should prepare (in consultation with your adviser) Comprehensive Exam reading lists for approval by your committee by the end of the spring so that you can begin reading over the summer. (Otherwise, you'll need to finalize the list and get Director of Graduate Studies sign-off at the start of the fall term of Year 3, leaving you less time to read.)
    - *Summer*: Use the summer for language learning at Penn State or abroad, if necessary. Otherwise, use the summer for a special opportunity such as attending an off-campus institute elsewhere, research, and writing. Read for your Comprehensive Exam and begin planning the dissertation Prospectus.

Teaching

- Begin or continue building a teaching record in both CMLIT and areas relevant to your career goals.
- Complete as much as possible of a Teaching Certificate and/or the World Campus learning series.
- If you haven't begun this in CMLIT 511, start compiling a teaching portfolio, with syllabi, course materials, SRTEs (student evaluations), and observations of your teaching.

Research

- Begin narrowing your comparative research topic/area for your dissertation.
- With your adviser's help, identify your strongest seminar paper and begin working to turn it into an article. **This can double as your M.A. Paper**. Have a revised draft, now in article format for a particular journal, and submit it to a good journal, with your adviser's approval, by the end of the summer after Year 2. The Summer Writing Fellowship can provide funding and structure toward this goal; talk to the Director of Graduate Studies in the fall about applying.

- Continue applying to grants for study and research abroad in your field. Remember that applications are often due almost a year ahead of the grant period.
    - Continue to develop affiliations with centers or libraries (Folger, Newberry) and plan those applications.
    - If your research will require access to archives or research in other parts of the United States or abroad, develop a timetable for applying for funding (internal or external) to visit them.

Professional

- Identify and read major journals in your field.
    - Implement your Year 1 plan for conference participation. Plan to attend the MLA, the ACLA, or a major conference in your field (AAS, ASA, LASA, MAA, MESA, NWSA, etc.), preferably to give a paper. Deadlines for submitting a proposal to give a paper are often six–nine months ahead. Start revising this conference presentation into a journal article submission (this may be the same article project as mentioned under Research).

Year 3

Curricular

- **Final year for coursework.** (After this year, you will only audit up to one course a semester, either in CMLIT, a related field, or as part of a continuing language sequence.) Continue to take courses with and maintain close contact with your adviser and committee members. Also take other courses that will help train you as a comparatist. [Students with minors, dual-title Ph.D.s, and outstanding language requirements should aim to finish course requirements in spring.]
- Focus on any language needs and take language training courses as necessary. Take graduate level courses in languages. Language requirements for the Ph.D. should be complete by end of spring term. [It is possible to complete requirements in the same term in which you take your Comprehensive Exam.]
    - *Fall–Spring:* **Comprehensive Exam.** Committee established last spring and comps reading list approved by Director of Graduate Studies last spring or at the start of the fall semester in Year 3.
    - *Fall*: Read for comps. Work on a draft of your dissertation Prospectus. Turn in first draft of Prospectus to adviser by October and submit first revision to adviser and committee by December. Expect two more revisions before the oral defense of the Prospectus.
    - *Spring*: Written exam and conversation with committee in the first month of the spring term. Oral defense of Prospectus in the third month.
    - *Summer*: Dissertation research. Consider using the summer for possible research abroad.
- Plan for dissertation release semesters. In consultation with your adviser, inform the Director of Graduate Studies of your preferred semester for the release.
    - (Remember that Department needs must coordinate with student needs.)

Apply for institutional affiliation with the Humanities Institute,

CHI, Center for Global Studies or other Penn State centers to run concurrent with releases.

Teaching

- Continue building a teaching record in both CMLIT and areas related to your career plans.
- Continue to compile a teaching portfolio and/or complete a teaching certificate.

Research

- Submit a second article, preferably one that is squarely in your field of specialization in a widely recognized journal.
- Continue applying to external grants for research abroad in your field. Remember that applications are often due almost a year ahead. Early in the fall, apply for a Year 4 Fulbright, AAUW fellowship, FLAS, or other large grants. NB: Often the Graduate School will incentivize your applications for external funds, even if unsuccessful! (Apply for internal grants to support research and get teaching release time, especially if your research will require access to archives or time abroad (RGSO, HI, CHI, Crawford…etc.).

Professional

- If the article you submitted was returned for revision, or wasn't accepted, continue to revise and submit it again, as recommended by your adviser and committee.
- Attend the MLA, the ACLA, or a major conference in your field to give a paper. As always, think about how to turn this presentation into an article submission.
- Consider documentable, time-feasible opportunities for service engagement (serve as the representative to the Graduate Committee, a participant in the Mentoring for the Future initiative, an officer with GILL, a judge at the Graduate Research Exhibition, or externally as a member of the ACLA board; help organize an event or a reading group; etc.)

A brief interlude…

Note that Year 3 is crunch time!

Finishing coursework
Completing language requirements
Comps Teaching
Working on publications
Presenting at conferences
Grant applications
Dissertation prep
Service engagement
And so on…

If at all possible, you will want to work closely with faculty to apply for multiple external and internal grants, with the idea of getting yourself an "extra" Year 3.

Should you not manage that, you'll still be OK, but it'll be intense. Having that extra year would give you some breathing room.

Year 4

Curricular

- *Fall:* All coursework should be completed. The focus is now entirely on the dissertation and on preparing for the job market. Plan to have most initial research complete and at least two chapters drafted by the end of the spring term. Plan to draft two more chapters over the summer.
- Expect to audit one seminar a semester in CMLIT.

Teaching

- Continue building a teaching record in both CMLIT and areas related to your career aims. Make your teaching profile legible: organize syllabi and readings so as to highlight your range and your core areas of expertise. Identify any gaps in your teaching record. (Assignments will take into account student goals and Department needs. Be sure to talk with the Director of Graduate Studies, and your committee members, about your range of teaching experience and the sorts of teaching that would most help you on the job market.)

Research

- Continue submitting articles for publication. Revise earlier submission(s) if needed. Plan to go on the job market with at least two articles published or accepted in recognized journals.
- Apply for summer opportunities (residencies, time at research libraries, etc.). Many applications are due in the early spring.
- If not done already: ***apply for internal grants and fellowships***.
- Consider possible affiliations with on-campus or off-campus centers and plan those applications.
- Consider postdoctoral fellowships and dissertation writing awards. Speak with your committee about predocs, postdocs, and awards in your field(s).

Professional

- Get actively engaged in the job market process. Read about the experience, prepare versions of your C.V., draft teaching and research statements, and check in with the Department's current Placement Officers. Attend the Department's placement workshops starting in late spring.
- Read major journals in your field.

- Attend the MLA, ACLA, or a major conference in your field to give a paper. In February or March, submit to give a paper at next January's MLA, as it can be helpful

to be on the MLA program during a year when you're on the job market.

- Continue perusing job ads in the Chronicle of Higher Education and the MLA JIL. Look at the job ads and start tracking how your C.V. qualifies you for these. Enunciate your research profile in these terms.
- Consider documentable, time-feasible opportunities for service engagement (such as hosting an event, organizing a reading group, serving on GILL or as the graduate representative to the Graduate Committee, external service, etc., as in Year 3).

Year 5

Curricular

- Expect to have a full draft of the dissertation complete (***and most of it already seen by your full committee***) around the beginning of August, with distribution of the defense-copy to your committee early in September and defense scheduled for some time in October. Remember that the job market is very time consuming.
- Expect to audit one seminar a semester in CMLIT.

Teaching

- Consider taking teaching releases, if not done already.
- Continue building a teaching record in both CMLIT and departments relevant to your job search. (Assignments will take into account student goals and Department needs. Talk with the Director of Graduate Studies early in the fall about what teaching experiences would most augment your current portfolio.)

Research

- Continue building a publication record, perhaps submitting a part of the dissertation to a journal. Revise earlier article submission(s) if needed. Plan to go on the job market with at least two articles in print (or forthcoming) with recognized journals.
- Plan to apply for dissertation awards.
- Make a plan for applying for postdoctoral fellowships, and implement it.
- In early fall, alert the Department Head, Director of Graduate Studies and your adviser if you will apply for additional year funding. If in a dual-title Ph.D., make sure the Director of Graduate Studies in that program also knows your plans as well. Additional funding is not guaranteed but may be available on a competitive basis. Talk to the Director of Graduate Studies in August about the application process.

Professional

- Focus is on the job market. An established defense date for early fall is the aim. If that is not possible, you will still want to have ***completed*** the dissertation by the fall deadlines in most job ads, so that you can defend in December or January. That's what will help you be most competitive on the job market. You want to graduate in either December or May, so that you are eligible to begin your post-doctoral career with the start of next year's fall semester.
- Job market profile: High quality dissertation with defense date set, strong

teaching record, high quality articles (1 is minimal, 2 is better, 3 is awesome), signs of your conference papers progressing to article submissions, strong recommendation letters, institutional affiliations/grants/fellowships/honors (especially external), some academic service, and some evidence of funding applications.

- Read major journals in your field.
- Plan on attending the MLA (January) for the job market. Otherwise limit your conference travel, given the time pressures of the job market.
- In case the job-hunt rolls over for another year, in February or March submit to give a paper at next January's MLA.
- Continue perusing job ads in the Chronicle of Higher Education and the MLA JIL and working with the Department's placement team.

A Guide to Discussing the Graduate Student Colleague/Faculty Dissertation Chair (or Co-Chairs) Working Relationship – An Annual "Check-In" on Process

The Graduate School's statement on Guidelines and Best Practices recommends that "annual meetings with the student and the full doctoral committee to review the student's progress are strongly encouraged." In the spirit of this recommendation, the Comparative Literature Department requests that graduate students meet with their Committee Chair/s at least once a year to discuss the advising process, using this guide to address key issues pertinent to the Chair(s)-Graduate Student relationship. Please ensure that this discussion takes place a) when the committee is first formed and b) each Spring thereafter before the graduate student's annual assessment by the Director of Graduate Studies.

This guide is intended to ensure that graduate students and professorial colleagues, in their role as committee chair/s, have in mind some principles and practices of how to work together. Mutual respect and professionalism on both sides are the fabric of success. Such working relations have a wide variety of practices. The intention of this document is not to delimit that variety, but to ensure that certain key topics are discussed and agreed upon at the beginning of the relationship, to set expectations on both sides; and to enable an annual review of the practices by both parties, making changes when necessary.

Once a faculty member or members has/have agreed to chair a Ph.D. dissertation, the graduate student colleague and faculty member(s) should promptly thereafter discuss the following issues. For Co-Chairs, we recommend a meeting of all three persons simultaneously. (While this section is written as if there were one Chair for convenience, the approach applies as well to dual Chairs by two CMLIT faculty members or by a CMLIT faculty member and an external Chair.)

1) What will be the broad-strokes agenda for when writing is due and when it needs to be reviewed by?
   a. What materials does the partnership agree should be seen by the Chair?
   b. How much time does the Chair require to read these different items?
   c. When will all committee members be asked to review writing? (Bear in mind that it is

difficult for committee members to review an entire draft of a dissertation and have substantial input if the defense deadline is looming. There are cases in which reading a draft for the first time in its entirety could be a route to a successful review, but in the main this is not the case.) Will the Chair read all the chapters before they go to other committee members? Will other committee members have an early say in areas of their specialty? How will the review process as a whole work?

2) What is the range of employment the student seeks and how can the Chair assist in advising them to attain that goal? This is a discussion to ensure that the graduate student's broader goals are stated, and the Chair has a picture of those goals. The Chair is by no means alone in providing such professional advice. There are of course the Placement Team, teaching mentors, the Director of Graduate Studies, and others who play key roles alongside Chairs in professional development.
   a. How does the Chair wish to be informed – to provide advice to the student colleague – which conferences the student is considering attending; what grants they are planning to apply for, internal and external?
   b. What extra-curricular training (such as extra training in technology for teaching or Diversity, Equity, Inclusion, and Belonging, or an internship) may be useful to the graduate colleague?

3) How much notice will the Chair normally need for letters of recommendation for awards and job recommendations? What information should the student provide in each case to assist the Chair, e.g., criteria for award, student C.V., job descriptions, name and address to which letters are to be sent, etc.?

4) We are all human and all prone to unexpected challenges in our lives that can affect our work. If there is a break in work due to illness or any other such exigency on either side – an exigency that affects the working pace to which you have both agreed – how will the two/three of you communicate this to one another and arrange for a change of timetable or some other, suitable solution?

5) If the student's research interests change such that they need a different chair and/or committee member(s) to successfully complete the dissertation process, how will this be handled professionally? If a Chair finds themselves unable to continue in that role for any reason, the same question applies. In both cases, the advice of the Director of Graduate Studies and/or the Department Head may prove useful.

6) Are there any other issues that may be relevant that need to be discussed by the two/three of you for a successful professional relationship? This could include anything from how you each wish to be addressed by the other – including preferred pronouns – to whether the Chair has separate graduate student office hours or combined undergraduate/graduate ones; and what kinds of issues are appropriate for Zoom/virtual conversations and what kinds are best for in-person discussion.

7) If there is an oral discussion or defense to be scheduled this year—as part of the regular

Comprehensive Exam or Dissertation process—will it be held fully in- person, fully remote, or hybrid (with some individuals participating in person while others participate remotely)? Students and Chairs should appeal to the Director of Graduate Studies in the event that they are unable to reach an agreement on the preferred mode for the discussion/defense.

By signing this document, we agree that we have discussed these issues.

Chair or Co-Chairs: _____

Graduate Student: _____

Date: _____

II. Degree Programs

1. The Integrated B.A./M.A. Program in Comparative Literature

Areas of Interest and Structure of the Department

The Department of Comparative Literature offers an integrated B.A./M.A. program that is designed to allow academically superior baccalaureate students to obtain both the B.A. and the M.A. degrees in Comparative Literature within five years of study. Students should consult with the Director of Undergraduate Studies and the Director of Graduate Studies early in their time at Penn State, ideally in their second undergraduate year, but no later than the fall of their third undergraduate year. The first two years of undergraduate coursework include the University General Education and Liberal Arts requirements in addition to language and literature study in the major. In addition, students in the B.A./M.A. program should begin to undertake work in a third language, attaining (at least) the ability to translate a paragraph of literature with the help of a dictionary. The fourth year includes graduate-level work in methodology and the student's selection of literatures, which replaces comparable 400-level senior year courses. The fifth and final year of the program typically consists of graduate work in Comparative Literature courses as well as the chosen literatures. However, **it is *not* recommended that the fifth year be comprised only of graduate courses. You will need to be enrolled full time, from the undergraduate point of view, which means that you will need to register for twelve credits. Full time graduate enrollment is typically 9 credits. It is suggested that you save a few of your lower division Gen Ed classes for the fifth year**.

You may double-count a total of nine 400-/500-level credits between the B.A. and the M.A. programs. (Students in the Schreyer Honors College may double-count 12 credits.) The program culminates with an M.A. Paper.

By encouraging greater depth and focus in the course of study beginning in the third undergraduate year, this program helps students more clearly define their area of interest

and expertise in the otherwise vast field of international literatures, preparing them to pursue doctoral degrees and other professional goals after leaving Penn State.

Admission to the B.A./M.A. Program

The number of openings in the integrated B.A./M.A. program is limited. To be admitted, students must be recommended by faculty and must meet the below criteria. Applicants to the integrated program:

1. Must be enrolled in the Comparative Literature B.A. program
2. Must have completed 60 credits of the undergraduate degree program. (*It is strongly suggested that students apply to the program prior to completing 100 credits.*)
3. Should have a minimum overall grade-point average of 3.2 (on a 4.0 scale) in undergraduate coursework and a minimum grade-point average of 3.5 in all coursework completed for the major.
4. Must present a departmentally approved plan of study during the application process.
5. Must be recommended by the chairs of the Comparative Literature Department's Undergraduate and Graduate Committees.

Outline of the B.A./M.A. Program

For the CMLIT B.A.:

Required core courses (12 credits):

- CMLIT 010 World Literatures
- CMLIT 100 Reading Across Cultures
- CMLIT 501 Comparative Method in Literary Studies (taken instead of CMLIT 400Y)
- CMLIT 4XX (any 400-level CMLIT course)

Note: 12 credits of the below must be at the 400 level. (6 credits of the 400-500 level courses may double-count with the M.A. program)

World language (6 credits):

- Two courses in the same language (other than English) beyond the 003 level.
- Supporting courses (18 credits):
- A minimum of 6 credits must be in CMLIT courses.
- Up to 12 credits may be taken in English or in the department of the world language used to fulfill the world language requirement. These must be literature courses.
- With departmental approval, up to 12 credits may be applied from a study abroad program.

Supporting courses (18 credits):

- A minimum of 6 credits must be in CMLIT courses.
- Up to 12 credits may be taken in English or in the department of the world language used to fulfill the world language requirement. These must be **literature** courses.

- With departmental approval, up to 12 credits may be applied from a study abroad program.

TOTAL: 36 credits

For the CMLIT M.A.:

Comparative literature courses:

- CMLIT 501 (**double-counts with B.A.; substitutes for CMLIT 400Y**)

A total of 6 credits in the two categories below may double-count with the B.A. (one 400- level course and one 500-level course).

- CMLIT 502 or 503
- CMLIT 4XX or 5XX
- CMLIT 4XX or 5XX
- CMLIT 4XX or 5XX

Literature courses:

- Non-Anglophone literature course 4XX or 5XX
- Non-Anglophone literature course 4XX or 5XX
- Literature 4XX/5XX
- Literature 4XX/5XX
- Literature 4XX/5XX
- Literature 4XX/5XX

TOTAL: 33 credits

- Overall, 9 credits total may double-count with the B.A. (12 credits for students in the Schreyer Honors College).
- 18 or more credits must be at the 500 level or above.

Additional requirements:

- Proficiency in two languages, plus limited reading ability in a third language; see M.A. language statements below (one of these languages may be English; it is assumed that English proficiency is assessed through coursework, including CMLIT 501).
- M.A. Paper

2. The M.A. Program

In past years, students pursuing an M.A. in Comparative Literature have concentrated on literatures in Arabic, Chinese, English, French, German, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and Turkish. Work in the medieval or classical literatures of these languages (for example, Old English) is also often available. Students whose primary interest centers on a literature in a language not among these must inform the Director of

Graduate Studies so that an evaluation can be made of the program's ability to accommodate the student's interests.

It is expected that students will continue working in the languages that they present in their admissions documents. A decision to change languages, especially if the new language must be learned from the beginning level, must receive advance approval from the Director of Graduate Studies.

Admission to the M.A. Program

This program is designed for students to complete an M.A. in two years, post B.A. This program may also be suitable for students who have an M.A. in a related field, but who will benefit from M.A. coursework in Comparative Literature. Students holding or completing a B.A. in Comparative Literature or a related field may apply to be admitted directly into the M.A. program.

Progress through the M.A. Program

The M.A. program consists of coursework, a demonstration of language proficiency, and an M.A. Paper (in that order). See the check sheet later in this handbook.

Coursework: The M.A. requirements include at least 33 credits of coursework, including

1. 3 credits of CMLIT 501, 3 credits of CMLIT 502, 3 credits of CMLIT 503;
2. 6 further credits in Comparative Literature courses;
3. 18 credits in Comparative Literature and/or other literatures (at least 6 credits of these must be in non-Anglophone literatures);
4. Proficiency in two languages besides English (one at the level that permits thorough literary analysis of texts, the other at the level of reading proficiency); and
5. A M.A. Paper. In these literature courses, whether or not the literature is read and/or taught in the original language, students with relevant language capabilities are expected and required to use them. All courses counting toward these requirements are to be at the 400 or 500 level. Courses below the 400 level may be necessary for basic language training, but do not carry graduate credit. At least 18 credits of M.A. coursework must be at the 500 level. Most courses carry three credits each. Many students choose to take more than the 33-credit minimum.

Language Proficiency: Students must demonstrate advanced proficiency in the two languages in which literary study is undertaken (one may be English). Whether it is chosen as a literary field or not, English is one assumed language of competence.

There are several ways in which advanced proficiency may be demonstrated:

1. Completion of one or more literature courses (requiring reading of texts in the original language) at the 400 or 500 level.
2. Native-speaker status.
3. Teaching experience in the language, including all components (reading, writing, speaking, listening).
4. An undergraduate major or a master's degree in the language.
5. Attestation of competence by a faculty member in the appropriate area.

Reading competence may be demonstrated by any of the above, and in addition by:

1. Completion, with a grade "B" (or higher), of a second-semester graduate reading course.
2. Completion, with a grade "B" (or higher), of the third semester of an undergraduate language sequence.
3. Passing a departmental translation test where available.

M.A. Paper: Students submit an M.A. paper, which is normally a revision and extension of a seminar paper, written in the form of a scholarly article as if it were going to be submitted to a particular journal. A handout with more information on the M.A. Paper is available from the Graduate Program Staff Assistant, or from the Director of Graduate Studies. All M.A. students should obtain this handout no later than the start of their third semester.

Concurrent Degree Option

Students are occasionally interested in pursuing two M.A. degrees simultaneously—one in Comparative Literature, because of the breadth and range that it offers; and another in English or a world language, because of the specialization and language expertise involved. Penn State offers a structure called "Concurrent Degrees" to accommodate such plans. Students have used this structure to earn M.A. degrees in Comparative Literature and in Spanish, for example, or in Comparative Literature and in German. Some overlap or "double-counting" between the two degree programs is permitted. If you are interested in this option, ask the Director of Graduate Studies for more information. You may also consult this document from the Graduate School.

3. The M.A./Ph.D. Program

Admission to the M.A./Ph.D. Program

This program is designed for students to complete both an M.A. and a Ph.D. in five years, post B.A. This program may also be suitable for students who have an M.A. in a related field, but who will benefit from M.A. coursework in Comparative Literature. Students in the M.A./Ph.D. program do not need to apply separately for the Ph.D. upon completion of the M.A.; assuming sufficient academic progress, they are admitted directly into the doctoral program.

Progress through the M.A./Ph.D. Program

The M.A./Ph.D. program consists of coursework (totaling 51 required credits), a Qualifying Examination, a demonstration of language proficiency, a Comprehensive Examination, and a dissertation—in that order.

It is expected that students will continue working in the languages that they present in their admissions documents. A decision to change languages, especially if the new language must be learned from the beginning level, must receive advance approval from the Director of Graduate Studies.

M.A. Coursework: The first two years of courses should be planned to fulfill the M.A. coursework requirements, and will also count toward the Ph.D.

The M.A. requirements include 33 credits of coursework, including:

1. 3 credits of CMLIT 501, 3 credits of CMLIT 502, 3 credits of CMLIT 503, and 3 credits of CMLIT 511;
2. 6 further credits in Comparative Literature courses;
3. 18 credits in Comparative Literature and/or other literatures (at least 6 credits of these must be in non-Anglophone literatures);
4. Proficiency in two languages besides English (one at the level that permits thorough literary analysis of texts, the other at the level of reading proficiency; and
5. A M.A. Paper.

In these literature courses, whether or not the literature is read and/or taught in the original language, students with relevant language capabilities are expected and required to use them. All courses counting toward these requirements are to be at the 400 or 500 level. Courses below the 400 level may be necessary for language training purposes, but do not carry graduate credit. **At least 18 credits must be at the 500 level.** Most courses carry three credits each. Many students choose to take more than the 33-credit minimum.

M.A. Paper: Like other doctoral students, students in the M.A./Ph.D. program take the Qualifying Exam and the Comprehensive Exam (see below); they also prepare an M.A. Paper in accordance with the guidelines specified for the M.A. degree. This paper is normally a revision and extension of a seminar paper, written in the form of a scholarly article as if it were going to be submitted to a particular journal. A handout with more information on the M.A. is available from the Graduate Program Staff Assistant, or from the Director of Graduate Studies. All M.A. students should obtain this handout no later than the start of their third semester and should complete the M.A. Paper by the end of their fourth semester.

Ph.D. coursework: Ph.D. course work (15 credits) is in addition to the 36 credits used to satisfy M.A. requirements. Doctoral level work requires proficiency in three languages, one of which may be English. During the third year, students take 9 additional credits in Comparative Literature. In addition, the student selects a further 6 credits, with emphasis on the student's primary literature. The expectation is that all, or nearly all, courses in the Ph.D. program will be at the 500-level. Students are expected to take all CMLIT seminars offered in their area of specialization. Coursework should reflect all three of the student's selected languages. A "literature" for these purposes includes works written in the language anywhere in the world (e. g. "French" includes Francophone literature from the earliest times to the present, and from any geographical location). Students should organize their coursework around an identifiable unifying principle, such as a genre, period, or theme, or a specific, well-defined problem involving literature and another discipline, or literary theory and criticism.

Most students take course work beyond the aggregate 51-credit requirement described here. Literature courses taken in language programs (French, German, Arabic, etc.) may be read and/or taught in the original language. Whatever the case, in order for doctoral credits to accrue, students with relevant language capabilities are expected and required to use them.

A doctoral minor in another field usually requires 15 additional credits beyond the 51. Under

certain circumstances, with approval of the Director of Graduate Studies, those M.A./Ph.D. students electing to take a doctoral minor may not necessarily be required to take all 15 credits (beyond the 51) to complete the minor (i.e., some "double-counting" may be allowed).

4. The Ph.D. Program

Admission to the Ph.D. Program

This program is designed for students already holding an M.A. to complete within 5 years. (Students in the M.A. program in Comparative Literature at Penn State may apply to the Ph.D. program in the fall of their second year in the M.A. They will be evaluated on a competitive basis with other applicants in that year's pool. Students in the M.A./Ph.D. program do not need to apply separately; assuming sufficient academic progress, they are admitted directly into the doctoral program.) Admission to the Ph.D. program does not, in itself, confer official "candidacy for the degree" (see "Qualifying Examination and Plan of Study," below).

Progress through the Ph.D. Program

The Ph.D. program consists of course work (a total of 36 required credits), a qualifying examination, a demonstration of language proficiency (in three languages), a comprehensive examination, and a dissertation—in that order. (The exams and dissertation procedures are described fully in sections below).

It is expected that students will continue working in the languages that they present in their admissions documents. A decision to change languages, especially if the new language must be learned from the beginning level, must receive advance approval from the Director of Graduate Studies.

Coursework: Ph.D. course work is in addition to courses used to satisfy M.A. requirements.

1. 15 credits in Comparative Literature are required, including: CMLIT 501 (3 credits), 502 (3 credits), and 503 (3 credits), and 511 (Pedagogy, 3 credits); if these courses have been taken in the student's master's program, other Comparative Literature courses are substituted. Students are also expected to take all CMLIT seminars offered in their area of specialization.
2. An additional 21 credits are required, including coursework (at the 400 or 500 level) in the three languages that the student selects, with emphasis on the student's primary literature. A "literature" for these purposes includes works written in the language anywhere in the world (e. g. "French" includes Francophone literature from the earliest times to the present, and from any geographical location). Students should organize their coursework around an identifiable unifying principle, such as a genre, period, or theme, or a specific, well-defined problem involving literature and another discipline, or literary theory and criticism. The expectation is that all, or nearly all, courses in the Ph.D. program will be at the 500-level.

Most students take course work beyond the 36-credit minimum described here. Unless there exists some compelling reason to do otherwise (an issue the Graduate Committee will decide

upon on a case-by-case basis), in all literature courses taken in language programs (French, German, etc.) that will be counted for doctoral credit, the literature should be read (and may also be taught, wholly or partially) in the original language. Whatever the case, students with relevant language capabilities are expected and required to use them.

Are you interested in more than one academic field? At the Ph.D. level, it is very unusual to acquire more than one doctorate. Instead, doctoral students who wish to acquire credentials in more than one field usually take the Ph.D. in one area, and a dual-title Ph.D. program, a M.A. in another field, or a graduate ***minor*** (sometimes two minors) to represent their additional expertise. See below for more detail.

Doctoral Minors

Any department offering a Ph.D. may also grant a minor, although they are not obliged to do so. A formal doctoral minor typically requires 15 credits of approved coursework. A representative of the minor (from a participating department other than the student's home department) must be included on the student's doctoral committee. Students interested in minors should notify the Director of Graduate Studies and their adviser, to discuss the feasibility of fitting in the minor, and then approach the department of the minor field in order to ascertain specific course requirements. Under certain circumstances, with approval of the Director of Graduate Studies, some students electing to take a doctoral minor may not necessarily be required to take all 15 credits to complete the minor (i.e., some "double-counting" may be allowed).

1. **Doctoral Minor in Literary Theory, Criticism, and Aesthetics.** Students in Comparative Literature and in other disciplines may choose to take a minor in literary theory, criticism, and aesthetics, which is administered jointly by the Philosophy department and the Comparative Literature department.

   The minor strengthens the training of students in literature and in related fields by providing a coherent philosophical and theoretical basis for their advanced work. It also provides an interdisciplinary context for their doctoral program. A core of 6 credits exposes students to literary theory and criticism (through either CMLIT 502 or 503) and to aesthetics or interpretation theory (through either PHIL 409 or 516).

   Students admitted to the minor will develop a course of study suited to their special interests. The student and the two advisers (one from Philosophy, the other from Comparative Literature) will plan the implementation of the minor in consultation with the student's doctoral adviser in their major field. For further information, including a list of coursework and advisers for this doctoral minor, see the details provided at bulletins.psu.edu/graduate/programs/minors.

2. **Other Minors.** In addition to the minor in criticism, theory, and aesthetics, other minors may be useful, including the minors in English, Spanish, French, and Latin American Studies. Minors may also be taken in fields such as geography, history, anthropology, philosophy, theatre, or marketing. When a minor is undertaken, a representative of the minor field is included on the student's doctoral committee, and some aspect or methodology of the

minor subject must be present in the dissertation.

Dual Title Ph.D. Programs

The “Dual-Title” doctoral degree is an interdisciplinary degree pattern that enables graduate students to acquire credentials in two fields. Dual-title degrees are offered in Comparative Literature and African Studies, in Comparative Literature and African Studies, in Comparative Literature and Visual Studies, and in Comparative Literature and Women’s Studies. Others may be available in the future. Students are admitted first to their primary department (in our case, Comparative Literature) and then to the second field. Doctoral students in this type of degree take coursework in both programs and have representatives of both programs on their committees. They may also have teaching opportunities in both programs. As with the degree programs mentioned above, it is expected that students will continue working in the languages that they present in their admissions documents. A decision to change languages, especially if the new language must be learned from the beginning level, must receive advance approval from the Comparative Literature Director of Graduate Studies.

Ph.D. in Comparative Literature and African Studies

Comparative Literature doctoral students who have research and educational interests in African Studies may apply to the dual-title doctoral degree program in African Studies. The goal of the program is to enable doctoral students from Comparative Literature to complement their knowledge and skills in their primary discipline with in-depth knowledge of prevailing theories on and approaches to thematic, regional, or national issues pertaining to the literatures, cultures, and peoples of Africa.

For more information on the Comparative Literature and African Studies dual-title degree requirements, students should consult their advisers and see the African Studies entry in the Graduate Bulletin.

Ph.D. in Comparative Literature and Asian Studies

Graduate students with research and pedagogical interests in Asian Studies may apply to the dual-title doctoral degree program in Asian Studies. The goal of the program is to enable graduate students from Comparative Literature to acquire the knowledge and skills of their major area of specialization in Comparative Literature while at the same time gaining in-depth knowledge of prevailing theories on and approaches to thematic, regional, or national issues pertaining to the literatures, cultures, and peoples of Asia.

For more information on the Comparative Literature and Asian Studies dual-title degree requirements, students should consult their advisers and see the Asian Studies entry in the Graduate Bulletin.

Ph.D. in Comparative Literature and Visual Studies

Comparative Literature graduate students who have research and pedagogical interests in global visual culture may apply to the dual-title doctoral program in Visual Studies. The program aims to (a) provide students with the conceptual and methodological tools they will use to interpret literature, visual texts, and their history in global contexts; (b) help them develop

a comprehensive understanding of literary and visual systems, processes, and networks across languages, cultures, and media; and (c) guide them in using their specialized knowledge and skills to produce research of publishable quality. The program prepares graduates for college and university teaching, and careers in other related fields.

For more information on the Comparative Literature and Visual Studies dual-title degree requirements, students should consult their advisers and see the Visual Studies entry in the Graduate Bulletin.

Ph.D. in Comparative Literature and Women's Studies

Comparative Literature graduate students who have research and educational interests in women's, gender, and sexuality studies may apply to the dual-title doctoral program in Women's Studies. The program creates a formal structure for training graduate students to describe, analyze, and evaluate the practices, phenomena, and policies that both issue from and structure the experiences and possibilities of women, as well as training for students to analyze how gender and sexuality intersect with literary production in multiple societies. This training cultivates breadth by pushing students to think across disciplines, geographic regions, geopolitical boundaries, domains of practice, aesthetic fields, literary genres, and historical eras. It also balances this breadth with rigor: it combines systematic training in comparative literary research, including working with primary sources in languages other than English, with a thorough grounding in the techniques and intellectual resources of state-of-the-art scholarship on women, gender, and sexuality.

For more information on the Comparative Literature and Women's Studies dual-title degree requirements, students should consult their advisers and see the Women's Studies entry in the Graduate Bulletin.

III. Key Elements of the Degree Programs

1. Coursework

The CMLIT Graduate Core

Students in the graduate program are normally expected to complete the 501, 502, 503, and 511 sequence of core courses by the end of their second year. Together, these courses introduce graduate students to a variety of field-specific practices. These include critical methods of reading and writing, professionalization, conference preparation, and scholarly publishing; an introduction to classical and contemporary theory and criticism; and the theory and praxis of teaching at the collegiate level.

CMLIT 501 introduces students to professional expectations in the field, and emphasizes practices such as close reading poetry and prose, ethical research, and research opportunities such as libraries and archives. Students learn how to navigate different academic genres, including grant applications, abstracts, conference papers, and seminar papers. Typically divided into three complementary sub-units, the course gives students an overview of the

expectations of contemporary scholarship.

CMLIT 502 introduces students to classical theory prior to the Enlightenment. It provides an opportunity to discuss foundational texts and major trends of literary criticism. CMLIT 503 continues with this introduction to theory, picking up after the Enlightenment. It explores more contemporary theoretical issues, ranging from race, gender, and class, to language systems, postcolonial theory, and so forth. The course also invites students to consider the place that Comparative Literature occupies in the construction of criticism and theory. After the completion of this seminar sequence, students should be able to position their work in a way that contributes to contemporary issues and debates.

In CMLIT 511, students explore both an array of theories or position-statements about the teaching of literature and languages, and a sampling of current practices. Course meetings also offer a space for students who are already teaching as a Teaching Assistant (TA or teaching to share and exchange experiences and challenges that they encounter in the classroom, which allows them to give and receive guided peer support. Overall, the course is intended to strengthen students' abilities and confidence as teachers, and to thoroughly prepare them for the teaching expectations of the academic job market. [The Department expects any student who will have TA, Research Assistant (RA), or Graduate Assistant (GA) duties to take the pedagogy course. Students with external funding and who will not be teaching as part of their training may petition the Director of Graduate Studies to waive the pedagogy course.]

Language Requirement

Master's degree work requires graduate-level study in at least two languages. **Doctoral work** requires graduate-level study in at least three languages. One of these languages may be English. Some students find that their areas of interest will require the acquisition of additional languages during their graduate program. However, it is expected that students will continue in the languages that they present in their admissions documents (transcripts), and/or in their M.A. work. A decision to change languages, especially if the new language must be learned from the beginning level, must receive approval in advance from the adviser and the Director of Graduate Studies.

Please note that the list below describes the minimum requirements. Ultimately, language proficiency is to be determined by the Director of Graduate Studies in consultation with the student's adviser. The criterion is whether the proposed thesis can be written with the choice and level of languages commanded by the graduate candidate. This means that there needs to be a match between linguistic proficiency and the thesis proposed. That is to say, not any three languages will do.

Proficiency can be met in three ways:

1. Native speaker

2. Graduate course in which the medium of instruction is the language to be proven
3. A proficiency examination in the language to be proven

Students need to demonstrate competence in English adequate for graduate study, as required by the Graduate School. They demonstrate their competence by completing the written and oral assignments of CMLIT 501.

Graduate-Level Courses and Seminars

For a list of Comparative Literature courses see the University Graduate Bulletin. For further details about a particular course, see the course description on LionPath, or ask the Department office for a copy of a recent syllabus. Not all courses are offered every year. In advance of each semester, specific scheduling information is made available via email, in flyers, on the departmental web site, and on LionPath, the University's scheduling website.

Courses at the 400 level are usually open to junior and senior undergraduates and to graduate students; courses at the 500 and 600 levels are normally open to graduate students only. By Graduate School regulations, course work for the master's degree must include at least 18 credits at the 500–600 levels. There is no Graduate School regulation about the balance among 400, 500, and 600-level credits for doctoral students, but doctoral course work tends to be taken mostly at the 500 level.

Courses in Related Areas

Graduate students in Comparative Literature can and should also take courses offered by other academic units. Your choices will be governed by the languages you can use, by consultation with your adviser and the Director of Graduate Studies, and by various other requirements stipulated by your specific degree program (whether master's or doctoral, doctoral minor, dual-title, etc.). If you would like information about specific courses offered by departments other than Comparative Literature, check LionPath descriptions or ask in those departmental offices.

To give just one example, a student interested in modern literature might choose among (in addition to the courses in the Comparative Literature curriculum itself) courses on the American novel, American short story, American poetry, American drama, modern British fiction, poetry, and drama, and modern British and American criticism (offered by the Department of English); contemporary French and Francophone literature, French literature and film, contemporary France, masters of twentieth-century French literature, modern French poetry, and French literary criticism (offered by the Department of French and Francophone Studies); recent German literature, early twentieth-century German literature, seminar in modern German literature, and German literary criticism (offered by the Department of Germanic and Slavic Languages and Literatures); contemporary Spanish American novel, masterpieces of Spanish American literature, contemporary novel in Spain, contemporary drama in Spain, contemporary Spanish poetry, modernism, the Spanish- American essay, twentieth-century Spanish American poetry, Spanish American drama, short story, literary criticism, twentieth-century Italian literature, or Brazilian literature in translation (offered by the Department of Spanish, Italian, and Portuguese), as well as appropriate courses offered by the

Departments of History, Philosophy, Art History, Theatre, etc.

Guidelines for Independent Studies Requests

Whenever possible, coursework should be accomplished by means of regularly scheduled seminars. However, in some cases, outlined below, students may request an Independent Studies course with a specific instructor. Approval by the Director of Graduate Studies and the proposed instructor is required.

Independent Studies courses are limited to the following four principal purposes:

1. **To substitute for a regular 3-credit course.** The student must show that the requested Independent Studies course is essential to their field preparation as determined by their adviser and the Director of Graduate Studies and that the materials to be covered clearly ***go beyond what is available***—within the student's coursework timetable—(a) within regular offerings in the Department; (b) within other departments at Penn State; (c) in planned special topics offerings (such as a 597); (d) in a 400-level course even with the syllabus enhancements described as in option #3 below; or (e) via feasible study abroad or online offerings such as the BTAA Course Share program. In this case, the Independent Study expectations would be similar to those for a standard graduate course, including a formal written syllabus, weekly meetings, regular written assignments, and a final project (such as a seminar paper, conference talk, annotated bibliography, or equivalent). These "true" Independent Studies courses would ***need to be proposed by the interested student preferably a year ahead of time, to facilitate planning, but no later than the beginning of the prior semester***, with paperwork completed by all relevant parties before that semester's end including formal written approval from the Director of Graduate Studies, the proposed instructor, and the head of the faculty instructor's home department(s). Multiple students may be grouped together if feasible, with the syllabus adjusted to serve their varying needs as appropriate. Faculty members should normally supervise no more than one "true" Independent Studies course per semester.

2. **To allow a graduate student to work closely with a faculty member in order to produce a major written document or research outcome, such as an article for publication, book-length translation, or equivalent.** Credits for this option would vary between 1 and 3 depending on the scope of the work to be completed. In this case, no formal syllabus would be needed, and the primary objective of the course would be for the student to make substantial progress toward the proposed project, facilitated by weekly or biweekly meetings with the faculty adviser. ***Graduate students interested in this option would be required to submit paperwork during the prior semester,*** including a description of the project to be completed, the final product envisioned, and a plan of work for the 15 weeks' duration of the Independent Study, signed by the faculty instructor. This is the expected format for the Summer Writing Fellowship, which requires a 3-credit spring Independent Studies course. It should ***not*** be used for purposes such as preparing for the Qualifying Exam, the Comprehensive Exam, or the Prospectus.

   To allow a graduate student to "bump up" a 400-level undergraduate course to

graduate level. Please register the class as an independent study using the independent study form. Please request this from the graduate assistant in 438 Burrowes. The credit count will match the 400-level course and you will list the professor of the 400 course as the instructor. Once the form is complete, please return it to the graduate assistant. As part of making this a 500-level course, the work for which would involve extra readings (in primary texts, in secondary texts, or in the original language of composition) and/or different assessment mechanisms (for example, a seminar paper in place of undergraduate-level exams, conference paper preparation in place of undergraduate-level course presentations, and so forth). In most cases, the student would prepare for and attend all or most of the undergraduate class meetings and would meet three–four times per semester with the faculty instructor to discuss the graduate-level components of the course. The student should register for the 400-level course as usual and request a 1-credit 500-level Independent Studies course, supervised by the instructor of the 400-level course, the work for which would involve extra readings (in primary texts, in secondary texts, or in the original language of composition) and/or different assessment mechanisms (for example, a seminar paper in place of undergraduate-level exams, conference paper preparation in place of undergraduate-level course presentations, and so forth). In most cases, the student would prepare for and attend all or most of the undergraduate class meetings and would meet three–four times per semester with the faculty instructor to discuss the graduate-level components of the course.

3. **To prepare for the Comprehensive Exam and prospectus.** In the past, students have often requested an Independent Studies course, to be taken during the semester prior to taking their Comprehensive Exam, in lieu of a third graduate course. Students must have their Exam reading list approved before registering for the Independent Studies course, and will be expected to meet at least once with each member of their exam committee during the semester while taking the course to ensure steady progress toward mastery of reading list materials and forming the prospectus. ***In addition to reading for the exams, students are expected to work through several drafts of the prospectus during this Independent Studies semester.*** Students will be allowed to register for this course only once.

   Note: Other regular meetings between graduate students and faculty members—such as an ongoing conversation around a set of critical readings or texts relevant to the student's research, advising related to a student's program planning or preparation for the Comprehensive Exam or dissertation, certain language practice work, etc.—should be arranged between the student and faculty member as needed and do not typically constitute credited coursework for either party.

Policies about Credits and Registration

CMLIT 596 versus CMLIT 600

As explained immediately above (in the "Guidelines for Independent Studies Requests" section), in the semester that CMLIT doctoral students are reading for and taking **the field exam** part of comps, they can register for 3 credits of CMLIT 596. This is a supervised 'reading for comps' experience and is graded. The course content for the independent study consists of the DGS-approved comps reading lists; supervision generally entails occasional meetings with the supervising faculty member to discuss things like effective note-taking, preparation for the comps field exam, and so forth. As explained immediately below (in the section on "Full-Time Enrollment Status"), in the semester that CMLIT doctoral students are taking the **prospectus defense** part of the comprehensive exam, they can register for 3-9 credits of CMLIT 600, which is an empty place-holder. All CMLIT 600 does is enable a student to maintain enrolled status. To enroll, all other degree requirements (aside from the prospectus defense) must have been met before (or during) the prospectus exam semester. The following semester the student needs to be ABD. In the event that the student plans to take **the field exam and the prospectus defense in the same semester**, they should register for CMLIT 596, not CMLIT 600.

Full-Time Enrollment Status

Most of our courses carry 3 credits. A few carry 1 credit or variable credit (for instance, 1–3 credits). If you have any questions about your number of credits, or about whether you are (or must be) registered for full-time status, consult the Department's Graduate Program Administrative Assistant. In addition, you may need to contact the Graduate Enrollment Services Office in Kern Building if you are a U.S. citizen, or the International Students Office in Boucke Building if you are an international student.

Definitions of full-time status. Students who are registered for 9–12 **graduate** credits per semester are considered to be full-time. (Note that lower-level language courses, though they may be necessary for the degree, do not count for graduate credit.)

Full-time students often hold what is called a "half-time" graduate assistantship, with duties requiring about 20 hours a week (this is our most common assistantship type). Students on half-time graduate assistantships are required to be registered for between 9 and 12 credits each semester. Audited courses are not included in the minimum of 9 credits for full-time status but are counted toward the maximum of 12. Students who need to enroll in more than 12 credits in a semester should request a waiver (in writing) from the Director of Graduate Studies. Registration for 9–12 credits, along with the assistantship duties, is considered to constitute full-time status for students on half-time assistantships. Students on other kinds of assistantships should consult the ***Graduate Degree Programs Bulletin*** or the Graduate Enrollment Services Office to determine their credit load.

International students must maintain full-time registration if that is required by their visas. It is the Department's understanding that the same 9–12 credit load applies if these students are on assistantships (9–15 credits if they are not on assistantships). Because the visas of international students may depend upon their full-time status, it is always best to verify with the International Students Office in case of doubt, and it is essential to do so if you will not be carrying at least 9 credits that will count toward your degree (CMLIT 602 does not count toward

the degree, for instance). The International Students Office asks that you check in advance, or at the very beginning of the semester, so that there will be time to adjust your registration if necessary.

Funded students who will be in residence, unless they have received an exception from the Director of Graduate Studies, should sign up for a CMLIT graduate course each semester. For students who are all but dissertation (ABD), this should be a 3-credit audit (not a repeat of 501, 502, 503, or their 1-credit versions); for students who are not yet ABD, it can be a course for credit or for audit. The expectations for auditing should be checked with the instructor. As always, students should check with their advisers about the courses they plan to take.

Doctoral students nearing the end of their degree programs—those who have passed their Comprehensive Exam and are writing their dissertations—sometimes register for CMLIT 601, non-credit dissertation research, which will maintain a student's full-time status. This kind of registration may be undertaken only after the Comprehensive Exam has been passed.

The Graduate School requires that registrations be maintained, either part-time or full- time, for fall and spring semesters from the time students take their Comprehensive Exam up to, and including, the semester in which the final oral exam (the dissertation defense) is passed. Registration is required during the term in which the final oral exam is held, even if this is during a summer session. CMLIT 600 is used for students taking their Comprehensive Exams that semester. The number of credits being assigned will be determined by the student's current status, which will be evaluated by the Director of Graduate Studies. This requirement of being registered also applies to the period during which a student is preparing for the Comprehensive Exam. For those on assistantships, registration for non-credit CMLIT 601 satisfies the continuous and full-time registration requirements after the Comprehensive Exam has been passed.

The two most common situations in which students must maintain full-time status (students holding assistantships and students holding international visas) have been mentioned above. However, there may be other situations in which full-time status must be maintained. For example, if you have a bank loan or hold a fellowship or grant, be sure to read the fine print. You may be expected to carry a certain number of credits, or to complete your degree in a certain number of years, to satisfy the terms of your funding or repayment contract.

Residence Requirement

The Graduate School requires that, during some twelve-month period between admission and completion of the Ph.D., students be registered for two semesters of full-time study (9 credits per semester) on campus. This is called the residence requirement. Summer sessions do not count for this purpose. For students who are not U.S. citizens, it is important that you plan your defense for the same semester that you are graduating. Once you have defended, ISSA will change your visa status, which can impact your ability to remain in the United States.

Continuous Enrollment Post-Comprehensive Exam

The Graduate School also requires that students remain enrolled (though not necessarily full-

time) between passing the Comprehensive Exam and the defense of the dissertation (see "Dissertation—Registration Requirements for Doctoral Students" below).

Post-Comprehensive Exam Coursework

After the comprehensive exam, Ph.D. students on graduate assistantships enroll in CMLIT 601, which gives full-time status and the right to take up to 3 credits of coursework ***for audit*** each semester. (For more information, see the section on "Post-Comprehensive Exam Engagement Plan and ABD Audit Policy" in this Handbook.) This registration is covered by one fee, associated with ABD status. Funded ABD's who are on campus are strongly encouraged to audit a CMLIT seminar each semester. It is the responsibility of advisees to consult with their advisers before registering for seminars. Students wishing to take up to 3 additional credits of coursework ***for credit*** with the 601 registrations may do so by paying an additional fee. Enrolling for 3 credits, as audit or credit, is the maximum a student may take along with CMLIT 601 without special approval by the Graduate School. Students not needing full-time status may have other enrollment patterns.

2. The M.A. Paper

Purpose of the M.A. Paper

Given the importance of learning to write for publication, the paper is to be presented in the format of a journal article. Identify a specific, appropriate, peer-reviewed academic journal in your field and prepare the paper as an article for that journal. This means the paper should be as suitable to this journal as you can make it.

- The paper should follow the journal's format, its expectations for length, its subject-matter, and its tone or level or nature of discourse and documentation.
- The paper should be accompanied by a cover letter or formal e-mail message, just as you would prepare the letter if you were actually sending the paper to this journal, unless papers are submitted to this journal through a website without such a letter. The paper should also include an abstract of no more than 300 words, as well as a list of 4 to 6 keywords. The paper should have been carefully proofread in every respect.

You should hand in the paper to your evaluator along with a copy of:

- The journal's "instructions to contributors" or "information for authors" (the journal's guidelines for submissions).
- A sample article from the journal—an article that helps to make the case that this is a good choice of outlet for your own paper.

The journal should be among the peer-reviewed journals listed in the ***MLA Directory of Periodicals*** (***DOP***, now included as part of the online *MLA International Bibliography*: see the video here; this resource can be used to find appropriate journals where your work would be likely to have an impact). Include, with your submission, a copy of the journal's entry in the ***DOP***.

A first step in the process of writing the M.A. Paper is to identify a department faculty member familiar with the subject area that your paper will address, and secure their agreement to act as your evaluator. The process envisions first and final drafts of the paper, giving you the chance

to incorporate changes mandated by your evaluator. Be sure to inform the Graduate Program Staff Assistant and/or Director of Graduate Studies when you have submitted your drafts. Rough drafts are due four–six weeks into the semester, final drafts four–five weeks before the semester ends. Missing deadlines may cause your graduation to be delayed.

The paper will be read by your evaluator, who will then write a brief "reader's report" similar to those which journal editors ask journal referees to supply. This report will be returned to the Department for the student's file. A final corrected copy of the paper must be turned into the Department.

As the outcome of this process, the student may submit this article, in this form, to this journal—or not. The Department recognizes that not all M.A. students will have a paper of appropriate expertise for publication in a strong journal by this time (after 3 semesters' graduate coursework). However, by this time all M.A. students should be able to show that they can write a good comparative paper, that they can analyze journals in order to identify appropriate places to publish, and that they can present their work in a professional and polished manner.

3. The Qualifying Exam

Purpose of the Qualifying Exam

The purpose of the Qualifying Exam is to determine whether the student should continue to work toward the Ph.D., and if so, to plan the doctoral program. It must be taken early in the Ph.D. program, so that this decision can be made before either the Department or the student has made an extensive commitment. Students generally take the exam in their third semester (ideally in the second half of September), in consultation with the Director of Graduate Studies and their advisers.

Key Steps and Scheduling the Qualifying Exam

1. Establishing the Committee: The **Director of Graduate Studies and the student** work together, during semesters 1 and 2, to identify the student's Qualifying Exam committee members. (This committee is not necessarily the same as the doctoral committee, though the two will always share members. Ask the Graduate Program Staff Assistant for a checklist to be used in forming the committee.) Before the end of the second semester, the **student** should obtain this form from the Graduate Program Staff Assistant, get all signatures, and return the form to the **Graduate Program Staff Assistant**, who will file it with the Graduate School.
2. Assembling the Dossier: The **student**, in consultation with their **committee chair**, will assemble the dossier for the exam. See below for details.
3. Initiating Exam Scheduling: Within the first few weeks of semester 3, the student must obtain written confirmation from their adviser (typically the Qualifying Exam committee chair, or co-chairs) that they are ready for the exam to be scheduled. If there have been any changes to the committee's membership, the **student** must obtain a new committee formation form from the Graduate Program Staff Assistant, get all the signatures, and return the form to the assistant, who will file it with the Graduate School.
4. Finalizing the reading list: At least one month prior to the oral exam (see below).

5. Scheduling the Exam: *The responsibility of scheduling the exam rests with the chair(s) of the committee in consultation with the Director of Graduate Studies*. In July or early August before semester 3, the **committee chair(s)** should promptly contact all committee members to identify a time and date for the oral part of the exam, which lasts sixty–ninety minutes. The Qualifying Exam should be scheduled for the second half of September. Once a common time is settled upon, and with at least three weeks lead time, the **committee chair(s)** will notify the **Graduate Program Staff Assistant** who will reserve a room. (With less lead time, it will become the chair's responsibility to find a location for the exam.)
6. Circulating the Dossier: Two weeks prior to the date of the oral exam, the **student** must submit the full dossier to the Director of Graduate Studies, to all members of their qualifying committee, and to the Graduate Program Staff Assistant.
7. Recording the Result: The **committee chair(s)** should obtain the exam signature form from the Graduate Program Staff Assistant before the oral exam. The **examination committee** may record a decision of pass, fail with the recommendation that that the candidate be permitted to retake the examination, or fail without such a recommendation. The committee chair(s) return(s) the form to the **Graduate Program Staff Assistant**, who will file it with the Graduate School. In the event of a fail, the **committee chair(s)** will submit a short written report, along with the signature form.

Contents of the Qualifying Exam Dossier

The examination is based on a dossier provided by the student and an oral examination. Two weeks prior to their exam date students submit to the Director of Graduate Studies and to their exam committee a dossier that includes:

1. Their three strongest papers written in the course of their graduate seminars (with no changes made from what they originally turned in). At least one paper should demonstrate textual analysis in a language other than English and at least two of the papers must be written in English. The papers should come from courses with at least two, preferably three, different professors. Papers may be of different lengths. Students should be prepared to speak about the strengths and weaknesses of these papers in the exam.
2. A list of thirty texts (articles/books/films, etc.) that they have read/watched and that they consider significant to their preparation as a scholar. These may or may not have been read at Penn State and should include a balance of theory and primary texts written in at least two languages. Students should be prepared to speak about the relevance of these texts for their development as a scholar during the exam. The list must be approved by the Qualifying Exam committee chair no less than one month prior to the exam.
3. A Plan of Study. This statement should be six–eight pages long plus a bibliography. The statement should correspond to the following outline:
    a. Indicate the courses you have taken and intend to take.
    b. Explain the way in which your courses constitute a valid doctoral program in Comparative Literature.
    c. Identify the languages you will use and indicate how they correlate with your intended specializations.

d. Situate your program within the resources—faculty, library, etc.— offered here, or explain how you will include a study abroad experience, work transferred from another institution, independent research, etc., to expand on the resources available. Also identify the external sources of funding to which you have already applied, and to which you anticipate applying. (You should meet with the Grants Mentor, in addition to your committee chair, to identify several external sources here.)
e. Indicate the general direction you foresee for your intellectual and professional development, specifying the types of disciplines, and even jobs, for which you are preparing yourself with this plan and focus. Give enough information that your professional direction is clear.
f. Identify the proposed members of your doctoral committee—the committee that will guide you in the next phases of your program, completion of your coursework, the Comprehensive Exam, and the dissertation.
g. On a provisional basis, outline a potential research project for your dissertation work, using the format for the dissertation Prospectus (described below) but limiting yourself to two or three paragraphs (plus a two-page bibliography.)

Samples of previous Plan of Study statements are available in the graduate program office.

Language Proficiency: Students must demonstrate ***advanced proficiency*** in the three languages in which literary study is undertaken (one may be English). Demonstration of competence is the same as for M.A. students (see the M.A. section on "Language Requirement" above).

Graduate Minors: Students have the option, with the approval of their adviser and the Director of Graduate Studies, of completing a 15-credit doctoral minor as part of their Plan of Study. Send your request, with your adviser's supporting memo, to the Director of Graduate Studies.

Doctoral Committee: Each student works with an individually appointed doctoral committee comprised of members of the graduate faculty. The composition of the committee, the nucleus of which is usually the same group of faculty that has administered the Qualifying Exam, is subject to the approval of the Director of Graduate Studies and to the regulations of the Graduate School, which officially appoints these individual committees for each doctoral student. At least four Penn State members are needed. The major field (CMLIT) must be represented by at least two graduate faculty members of the department. The committee must also include a faculty member whose field of interest is different from that of the candidate (but who may be in CMLIT), and a faculty member whose home department is outside CMLIT (these last two may or may not be the same person). The doctoral minor or dual-title degree program (if any) must have representation on the committee. (See the Director of Graduate Studies for details.) A CMLIT faculty member must be chair or co-chair.

For more information, see "Graduate Student Committee Procedures" at. This committee meets as a group with the student periodically.

4. The Comprehensive Exam

Overview of the Comprehensive Exam

The Comprehensive Exam has two parts: 1) a written exam based on **three** reading lists and a discussion of the written exam with the doctoral committee, and 2) an oral exam based on the dissertation Prospectus.

Students on the Ph.D.-only track take the exam in or before their sixth semester. Students on the M.A./Ph.D. track will normally take it in their sixth semester.

The first part of the exam measures the student's mastery of their field(s) of study. It serves two purposes: (1) to prepare the student as a prospective teacher in their field(s) of study, and (2) to develop the necessary historical, literary, theoretical, and critical knowledge and thinking skills necessary for the completion of the dissertation Prospectus and, ultimately, the dissertation. The second part of the exam is dedicated to discussing the dissertation Prospectus, which should already be underway (e.g., having gone through several drafts, in consultation with the committee chair and also potentially committee members) by the time the student sits for the written exams.

As noted above, each student has an individual doctoral committee. (Ask the Graduate Program Staff Assistant for a checklist on the formation of the committee and the exam process.) The candidate's doctoral committee prepares, conducts, and evaluates both parts of the Comprehensive Exam. The exam based on the reading list will take place in the first half of the designated semester; the exam based on the dissertation Prospectus will take place approximately 4-6 weeks later. Most faculty travel during the summer, or are working intensively on their own research, and are typically not available for exams during the summer months.

The Reading Lists for the Written Exam:

In consultation with their committee, the student suggests works for **three** reading lists. Each of the three lists is to be approved by the chair of the doctoral committee and by any other members of the committee having expertise in the area. Each list should include twenty-five to thirty-five book-length titles. The final lists must be approved by the Director of Graduate Studies.

The first two reading lists demonstrate a broad mastery of the student's field. These first two lists should, on the whole, comprise primary texts of poetry, fiction, drama, etc.; there should be no overlapping titles between lists. Our intention is for the student to prepare two broadly international and comparative lists of works, mastery of which serves as proof that the student knows the important works of the field and could be hired by an academic unit to teach its main texts. Actual job listings (such as appear on the annual Modern Language Association's ***Job Information List***) should be taken as indicative of the general organizational rubrics for the two lists, which may be designed under the headings of "primary literature," "period," and/or "genre" or "medium." The **first two** reading lists should thus incorporate two of the three categories below, or a combination of all three categories:

Primary Literature List: The reading list should reflect the recognized texts and traditions of the literature in question, along with newer or less canonical works where appropriate. By primary literature, we include works written in a language, broadly defined (e.g., "French" means Francophone literature from the earliest times to the present, and from Quebec to Niger, as well as from France itself). Individual lists can reflect students' academic interests (e.g. one student using "Spanish" might emphasize peninsular, another Latin American works), but all lists should include a full historical and geographical range.

Period List: Our intention is that the student prepare a broadly international list of works that define and characterize a literary period, whether defined by century (e.g., "the long eighteenth century") or otherwise (e.g., "Early Modern," "Contemporary," etc.). This reading list should serve as proof that the student has mastered the works that most fully embody or represent a particular period. This list should include several texts written in each of the three main languages (or more) of the student's expertise.

Genre or **Medium List**: The reading list should reflect the recognized main texts and traditions of the medium or genre in question. This list should include several texts written (or performed or recorded…) in each of the three main languages of the student's expertise.

Examples:

- A student aiming for a job teaching Twentieth-Century French Literature might propose a ***Primary Literature: Francophone*** list and a ***Period: Twentieth Century*** list.
- A student aiming for a job teaching Contemporary World Theatre might be best served by a ***Period: Contemporary World Literature*** and a ***Genre: Theatre*** list.
- A student aiming for a job teaching Latin American Film might be best served by a ***Primary Literature: Spanish*** and a ***Medium: Film*** list.
- A student aiming for a job teaching Japanese Area Studies might be best served by a ***Primary Literature: Japanese*** list complemented by a ***Period: Pre-Modern Asia*** list, a ***Genre: Novel*** list, or a ***Medium: Film*** list.
- A student aiming for a job teaching Arabic Literature might be best served by a ***Primary Literature: Arabic*** list, complemented by a ***Genre: Poetry*** list or a ***Period: Postcolonial*** list. And so forth.

The third reading list is more tightly focused around the proposed dissertation topic.

Prospectus List: This reading list should bring together the major theoretical

and secondary critical texts that the student seeks to engage in the dissertation.

Whereas the first two lists should consist mostly of primary texts, the third list should feature seminal works of theory or criticism in the student's field(s) of specialization.

Departmental policy requires that: (1) the number of texts for each list range from 25 to 35 book-length titles, and (2) there be no repetition of titles between the lists. Authors, however, may be repeated.

Each reading list should begin with a paragraph explaining the rationale for, and interconnections between, works listed, as well as indicating the themes and questions embodied in each list.

The Exam Process

The formal exam process consists of two parts: (1) a set of THREE written essays, each based on one of the three reading lists, followed by an oral discussion, and (2) the dissertation Prospectus and oral examination.

All oral components of the Comprehensive Exam may be held fully in-person, fully remote, or hybrid with some individuals participating in-person while others participate remotely. Student preference for delivery mode should be strongly considered, but the student and adviser must agree on the mode. If the student and adviser cannot agree on the mode, the Director of Graduate Studies will make the final decision. Either the student or adviser can appeal the decision of the Director of Graduate Studies to the Associate Dean of the Liberal Arts Research and Graduate Studies Office (RGSO).

Part One: Field Mastery

a. Written Exam

The written examination will consist of THREE written essays, one on each list. The members of the student's committee prepare sets of questions on each list. Students will have a choice of exam format: in **format A)**, the exam questions will be given in three, twenty-four hour installments over the course of a single week. This exam format presumes that students have access to books and research materials. Exams are not normally given on the weekend. In **format B)**, the exam questions will be given ***in situ*** over the course of a one-week period, in timed periods of three hours each. The student will write the exam on a university computer, in an available office to be scheduled by the Graduate Program Staff Assistant; students using format B will have access to notes and other portable research materials. Recently, the most common format has been **B**. In the event that students and faculty cannot work out a mutually acceptable alternative format, the examination will revert to take-home written format A. ***The final form of all Ph.D. examinations, including the reading list and the format, will be determined no less than one month prior to the date of the examination.***

Students are expected to observe the highest standards of academic integrity, and they should

not receive any advance notice of the content of their questions. It is expected that they will consult sources, and all of these should be cited properly. Students should coordinate the dates of their written exams with the Graduate Program Staff Assistant and with their adviser. Typically, the questions are sent via email to the Graduate Program Staff Assistant one week before the exam; the exam is subsequently administered to the student on the day of the exam.

The chair of the doctoral committee coordinates the preparation of the examination with the other committee members. Questions for each portion are usually prepared by at least two members of the committee. If only one member of the committee has expertise in a given area, the chairperson may, with advance notification to the candidate, seek an outside faculty member. (Alternatively, just one member may supply all questions for that area).

Prior to scheduling the exam, the committee chair should confirm that the student is making progress toward the Prospectus, as described above.

b. One-hour discussion

A one-hour discussion of the written exam will be scheduled for approximately two weeks after the completion of the written responses. Topics for discussion include the specific content of the student's responses, the content of these responses in relation to the more general framing of the lists, and/or the connections between these responses and the student's intended dissertation topic. The student's full committee reads the whole examination and, following the discussion, evaluates it as superior, above average, average, below average, or fail. After the discussion, the chairperson polls the entire committee to arrive at a judgment and informs the student of the decision. Students who fail this portion of the Comprehensive Exam are permitted one retake. Students whose work is judged to be superior by their committee are awarded distinction.

Part Two: The Dissertation Prospectus and Oral Defense

The choice and definition of a dissertation topic is an extremely challenging undertaking. It is expected that the student will show drafts of the Prospectus to their dissertation committee and other faculty members well before their exam, usually during the semester preceding it. The student will submit the final version of the Prospectus to the committee and the Director of Graduate Studies at least two weeks before the oral exam.

The Prospectus provides a preliminary description of the proposed dissertation. It should explain what issues the dissertation will explore, discuss why this topic and area merit such exploration, and include a provisional chapter outline. The Prospectus and chapter plan should be written as elegantly as possible and should be precise about the topic, methods, and exigency of the project.

The exact format for the dissertation Prospectus is up to the student and their committee to determine, but a successful Prospectus should include the following elements:

1. Identify, in a short paragraph, the ***question*** you propose to answer or the ***problem*** you will solve with your dissertation.

2. State in one paragraph the ***project*** you plan to undertake to provide those answers.

3. **Background:** What is the broader context for the research question? What is the significance of this topic? What has been done so far by others, including applicable theoretical approaches, and how will your project improve, extend, or controvert this existing scholarship? (two–three pages)

4. **Approach and Methodology:** How will you go about the research? What are the methods, theories, and materials that will be central to your project? What languages will you use, and are you prepared to do so? What kinds of archival, library, field, or classroom research will you need to do? What kind of research authorizations or clearances will you need to obtain? What problems do you anticipate? Students taking a minor should explain the relevance of that field to the project. (two–three pages)

5. **Outcome:** What do you expect the outcome of your project to be? Who will be interested in the results of your research? Identify journals and academic presses that might be good venues for this work. Explain how this project correlates with your ***career plan***. (one–two pages)

6. **Chapter Outline:** Provide an outline of the chapters, including page lengths. It is suggested that dissertations not exceed 250-300 pages.

7. **Bibliography:** List relevant books and articles (the bibliography should thoroughly cover all relevant primary and secondary sources).

90-minute Oral Dissertation Proposal Defense

The oral exam allows the committee to meet with the candidate to discuss the project and its implementation. Students work with the Graduate Program Staff Assistant to schedule a 90-minute oral exam with their dissertation committee. The examination committee may report a decision of pass, fail with the recommendation that the candidate be permitted to rewrite the Prospectus, or fail without such recommendation.

Once the student passes both sections of the Comprehensive Exam, they are in ABD (All But Dissertation) status.

Key Steps and Scheduling the Comprehensive Exam

Outline of Major Steps in the Comprehensive Exam Process

Semester 3: With the approval of the Director of Graduate Studies, student forms doctoral committee.

⬇

Semester 4: Student works with committee chair and all members to draft three reading lists.

⬇

Semester 4–5: Student submits three reading lists to the Director of Graduate Studies for

approval. Once approved, student begins preparing for the Comprehensive Exam and drafting the Prospectus in consultation with the dissertation committee chair and other committee members.

⬇

Semester 5: Student works with Graduate Program Staff Assistant to schedule the three exams (written exams and follow-up orals).

⬇

Semester 5 or 6: Student completes the written exams, either late in the fifth or (with Director of Graduate Studies approval) early in the sixth semester.

⬇

Two Weeks Later: One-hour discussion of the written exams with student and full committee.

⬇

Before End of Comps Semester: Student submits final draft of Prospectus to committee.

⬇

Two Weeks Later: Ninety-minute defense of Prospectus with student and full committee.

Scheduling the Comprehensive Exam

1. Confirming Committee Membership: The **Director of Graduate Studies, the student, and the current committee chair** work together, *during semester 3 or 4*, on any updates or changes to the student's committee membership. The Graduate Program Staff Assistant can provide a checklist on the formation of the committee and the exam process. If there are any changes to the committee after the time of candidacy, the **student** should obtain a new committee formation form from the Graduate Program Staff Assistant, get all signatures, and return the form to the **Graduate Program Staff Assistant**, who will file it with the Graduate School.

2. Determining the Reading Lists for the Comprehensive Exam: *During semesters 3 and 4*, the **student** suggests works for the three reading lists, in consultation with their **full committee**. Each of the three lists is to be approved by the **chair(s) of the doctoral committee** in consultation with all committee members. The final lists must be approved by the **Director of Graduate Studies**.

3. Organizing the Written Exam: ***The responsibility of scheduling the exam rests with the chair(s) of the committee in consultation with the Director of Graduate Studies.***
    a. Time and location of writing: At the beginning of the semester (whether 5 or 6) in which the student is to take the Qualifying Exam, the **committee chair(s)** should consult with the **student** to determine the dates and times of the exam (when the student will compose the written responses to the exam questions). Other committee members do not need to be present. If a room and/or laptop will need to be reserved, and with at least three weeks' lead time, the **committee chair(s)** will notify the **Graduate Program Staff Assistant** who will reserve a room and laptop. (With less lead time, it will become the chair's responsibility to find a location for the exam.)

b. Exam questions: At the beginning of the semester (whether 5 or 6) in which the student is to take the exam, the **committee chair(s)** should consult with all **committee members** to solicit questions for the field exams. The **chair** is responsible for assembling the final draft of the questions and for sending those to the **Graduate Program Staff Assistant** one week in advance of the first exam writing session. The **Graduate Program Staff Assistant** will deliver the relevant questions to the student on the day of each exam. The **student** will email their responses to the **Graduate Program Staff Assistant** and to the **chair** upon completion of each exam portion. (For more information on the duration and spacing of the exams, see above.)

c. Circulating student responses: The **chair** will circulate the student's written responses to the full committee as soon as the student turns in the final written response.

4. Scheduling the Oral Discussion of the Qualifying Exam: ***The responsibility of scheduling the exam rests with the chair(s) of the committee in consultation with the Director of Graduate Studies.*** At the beginning of the semester (whether 5 or 6) in which the student is to take the field exams, the **committee chair(s)** should contact all committee members, identifying a time and date for the hour-long oral defense of the exam responses. (The discussion should be scheduled approximately two weeks after the student's written exam sessions.) Once a common time is settled upon, and with at least three weeks' lead time, the **committee chair(s)** will notify the **Graduate Program Staff Assistant** who will reserve a room. (With less lead time, it will become the chair's responsibility to find a location for the exam.) There is no paperwork to file after this portion of the exam. The student's **full committee** reads the whole examination and, following the discussion, evaluates it as superior, above average, average, below average, or fail.

5. Scheduling the Oral Defense of the Prospectus: ***The responsibility of scheduling the defense rests with the chair(s) of the committee in consultation with the Director of Graduate Studies.*** As soon as the student has passed the Qualifying Exam, the **chair(s)** should contact all committee members to identify a time and date for the 90-minute oral defense of the Prospectus. This should be scheduled for four–six weeks after the discussion of the exams. The Prospectus defense should—barring extraordinary circumstances—normally be completed before the end of the semester. (That is, summer defenses will be quite rare.)

6. Circulating the Prospectus: At least two weeks before the scheduled defense, the **student** will submit the final version of the Prospectus to the full committee and the Director of Graduate Studies.

7. Recording the Result: The **committee chair(s)** should obtain the exam signature form from the Graduate Program Staff Assistant before the oral defense. The **examination committee** may record a decision of pass, fail with the recommendation that that the

candidate be permitted to retake the examination, or fail without such a recommendation. The committee chair(s) return(s) the form to the **Graduate Program Staff Assistant**, who will file it with the Graduate School.

Post-Comprehensive Exam Engagement Plan and "All But Dissertation" (ABD) Audit Policy

There are several benefits to continued engagement in the seminar setting for ABD students. Auditing is a good mechanism for ABD students to remain connected to our department's intellectual community. In addition, auditing a course can help students avoid post-comps "drift," allows students to continue gaining breadth of knowledge that may be useful not only for research but also for job-market competitiveness and for teaching later on, and enables peer interchange between cohorts. For all of these reasons, the Graduate Committee ***strongly encourages***—but does not require—ABD students to audit one 3- credit course each semester, if the student is in residence at University Park and if auditing the course makes sense for that student's overall development as a scholar and teacher. Generally, the course being audited should be in our department, but sometimes auditing a seminar in a related department may be appropriate. Students should consult with their advisers and mentors about their changing roles in seminars and should confirm with the seminar instructor what exactly is required of auditors (regular attendance?, doing the readings?, preparing presentations?, etc.).

At the very least, each ABD student will need to develop a plan for the year, in consultation with their committee and the Director of Graduate Studies, which answers the question: "What do you plan to do, now that you are ABD, in order to remain intellectually engaged with our departmental academic community?" The Graduate Committee recommends that voluntary audits be part of this answer, whenever feasible.

Aside from auditing a course, there are other positive models of professional engagement, including assistance (not just attendance) at the CMLIT Luncheons, recruiting events, job talks, and the like. Another tack would be to take on a leadership role in a service position, such as major responsibilities for the Marathon Read, working as the grad rep to the Graduate Committee, or serving and spearheading major projects with GILL. Attendance in activities such as those just mentioned is expected of all graduate students and does not in itself constitute a post-comps engagement plan.

Whether with an ABD audit or an alternate plan, each ABD student will need to compose an annual post-comprehensive exam engagement plan. The plan should be emailed to the Director of Graduate Studies for approval, with a cc to the student's dissertation committee chair by the start of the fall semester. This will allow the time needed to register for an audit if a proposed alternate plan is not approved.

5. The Dissertation

Overview of the Dissertation Process

The ***Dissertation Prospectus*** is prepared as part of the Comprehensive Examination and submitted as explained above. If the student passes the exam, a copy of the Prospectus is forwarded to the Director of Graduate Studies for approval. If revisions are needed, the committee will give a date for handing in a revised version of the Prospectus (no later than three months after the oral defense) for final approval. The dissertation must be genuinely comparative (i.e., it must compare works, authors, genres), and must examine works written in at least two different languages. (The dissertation itself is written in English.) Its subject normally grows out of related but less ambitious projects undertaken in courses. For the possibility of basing a dissertation on a translation project, see "Dissertations Based on Translations" at the end of this section.

The dissertation committee must meet with the candidate periodically to assess progress. In conversation with the student, the faculty member who chairs the dissertation committee should decide upon, and articulate to the student and all members, a plan to keep the other members of that committee apprised of the progress of the work. For example, the work may be circulated to the whole committee chapter by chapter, or the chairperson may convene the committee for additional discussions with the student. It is important for the student to keep all committee members informed according to whatever plan has been worked out.

The Graduate School establishes specifications for the format of the dissertation. All dissertations must conform exactly to these specifications. Early in the development of the dissertation project, students should consult the Graduate School's *Thesis Guide*. Students should also inform themselves via the Thesis Office (115 Kern Building) regarding requirements, deadlines, and fees of the Graduate School.

Dissertations are to be written in English. Students may need to arrange for editorial help; if so, this is their own responsibility. The dissertation must be a complete draft with continuous pagination, and also be in good condition editorially as well as substantively, when it is presented to the committee for the final oral examination. Correct attribution of sources is especially important. Students should follow the Department's check sheet (see below) in preparing this draft.

The final oral examination ("defense") concentrates on, but is not necessarily limited to, the dissertation's subject. It is conducted by the candidate's dissertation committee. A complete draft of the dissertation must be made available to the committee at least two weeks before the scheduled defense. Immediately following the defense, the doctoral committee meets to discuss the quality of the written and oral components of the dissertation, to make the decision of pass or fail, and to determine the revisions, if any, to be undertaken before they will approve the dissertation. Dissertations judged by the committee to be of superior quality are awarded departmental distinction. The student and the dissertation chairperson should plan a calendar of progress that will allow adequate time for the final draft to be read within the Department and revised, if necessary, before it is due at the Graduate School. In some cases (for example,

if a member of the committee is out of town), it may be necessary to allow more time.

The final oral examination may be held fully in-person, fully remote, or hybrid with some individuals participating in-person while others participate remotely. Student preference for delivery mode should be strongly considered, but the student and adviser must agree on the mode. If the student and adviser cannot agree on the mode, the Director of Graduate Studies will make the final decision. Either the student or adviser can appeal the decision of the Director of Graduate Studies to the Associate Dean of the Liberal Arts Research and Graduate Studies Office (RGSO).

When all committee members have signed off on the revised dissertation, a copy is submitted to the Department Head for review. A check sheet for departmental review of the dissertation must be completed and turned in when you submit your copy to the Department Head for the departmental review (see the check sheet included in this handbook). It is important to refer to this departmental form early, as it gives instructions for preparing and submitting the dissertation.

Students should check the graduate calendar, updated every year, for specific deadlines pertaining to scheduling the defense and submitting the dissertation. In general, the deadline for defending is in the second or third month of the semester, and the deadline for submitting the dissertation is six weeks after the defense deadline (with the exception of summer, during which students often only have three weeks after the defense deadline to submit the dissertation). It is the student's responsibility to be aware of the current deadlines and to plan accordingly. You should not expect the staff to rush to make up for your lack of planning. Delays in timing, or problems in substance or format, may mean delays in the University's granting of the graduate degree.

For the Graduate School's purposes, Penn State dissertations are submitted electronically. For information on electronic submission, see http://www.gradschool.psu.edu/current-students/etd/ or contact a staff member in the Thesis Office (115 Kern Building; 814-865-5448).

Dissertation Registration Requirements for Doctoral Students: The Graduate School requires that students register for the fall and spring semesters each year between the Comprehensive Examination and the acceptance of the dissertation by the doctoral committee. Students may register for non-credit dissertation research (CMLIT 601) during this time. CMLIT 601 registration includes eligibility to audit three credits, as explained above. Similarly, doctoral students who are not on campus for a period of time, but who remain active in their degree programs (e.g., doctoral students undertaking study or research abroad), must maintain their registration by enrolling in CMLIT 596, 599, 603, 610, or 600, depending on the situation. ***Students not on assistantships or fellowships that include tuition will be responsible for all registration fees and tuition.***

Dissertations Based on Translations: A dissertation based on an original translation project consists of a lengthy introduction along with the student's translation of a literary text. The introduction must provide a genuinely critical approach to a significant and substantial text. A substantial portion (approximately thirty to fifty percent) of the completed project must be

analytical and comparative in nature, offering an analysis of the literary text (or representative texts) in relation to such comparative issues as theory and criticism, period and movement, genre and form, theme, influence, and reception or literary relations.

The language of the translation (in the case of an English original) or of the original text (in the case of a text in a foreign language) must reflect the languages represented by the CMLIT faculty. At least two members of the dissertation committee must have language skills in the proposed foreign language. Native or near-native fluency in the target language is a prerequisite for the student.

The student must first talk with their adviser about the project, and then with the Director of Graduate Studies. The third step is to submit a brief proposal to the Graduate Committee for approval. All proposals will be evaluated on an individual basis. If the project seems feasible, the student will then be asked to prepare the regular dissertation Prospectus as part of the Comprehensive Exam. If the text to be translated is under copyright (or other intellectual property restriction) at the time of approval of the proposal, before submitting the Prospectus as part of the Comprehensive Exam it is the student's responsibility to have obtained the appropriate permission to translate the work, or a significant portion of the work, in their dissertation (which may itself be copyrighted).

Check Sheet for Preparing the Dissertation and Departmental Review

Please read this check sheet as soon as you have passed the Comprehensive Exam (or earlier), and refer to it frequently as you work on your dissertation. The check sheet is intended to be a useful guide to you throughout the process and to save you significant time as you approach graduation. The copy of your dissertation that you distribute to your committee for the doctoral defense should conform to guidelines 1-12 below.

After your Ph.D. dissertation has been approved by all members of your dissertation committee, the Graduate School requires that the Department Head (or designated program director) also approve it and sign the signature page. This approval is called the Departmental Review. Please allow at least a week to ten days for the Departmental Review, and let the Graduate Program Staff Assistant know in advance when your dissertation will be ready for this process. Include this check sheet, filled out to the Graduate Program Staff Assistant for the Departmental Review. At this time, the dissertation should be in absolutely final form. Dissertations are submitted to the Graduate School in electronic format; details are provided in the Graduate School's Thesis Guide at gradschool.psu.edu/completing-your-degree/thesis-and-dissertation-information/.

1. Margins and other format-specifications (including such items as endnotes, spacing, and punctuation) meet the Graduate School's requirements, as specified in the Thesis Guide.

2. Format is consistent throughout. The same computer font is used throughout the document, including the abstract in the beginning and the C.V. at the end; this font should be a standard 12-point font such as Times New Roman (other sizes, or unusual fonts, may be used only if approval has been given). Either "ragged right" margins or "justified right" margins are used throughout, including in the notes and Works Cited list. The same style is used for all chapter headings or subheadings of the same level—for instance, if the main chapter heading for Chapter I is in ALL CAPS, then all other main chapter headings are also in ALL CAPS.

3. Front matter includes:

___ Title page

___ Committee page

___ List of figures and tables, if any

___ Acknowledgments (professional in tone)

___ Table of Contents (checked for accuracy: all headings and page numbers correspond exactly to those in the text, and page numbers are neatly aligned at the right)

___ Abstract. A very important piece of writing, the Abstract will be published in ***Dissertation Abstracts International*** as well as

included in the dissertation copies. It is written in a way that identifies what question or problem the work ***addresses***, what the work ***includes***, and what it ***concludes*** (its argument).

It is best ***not*** to structure the Abstract by chapters (***not*** "Chapter I discusses Hamlet. Chapter II discusses Macbeth"). Readers are less interested in your chapter structure than in the intellectual contribution of the project as a whole. And it is best not to fill the Abstract with phrases such as "my dissertation," "this dissertation," etc.; readers already know it's a dissertation, and that's not what needs emphasis. Instead, write the Abstract as a substantive summary of the research, identifying the ***question or problem with which the work deals, the literary and/or other texts used, and the main conclusions that are reached.***

In the Abstract, and then again in the text of the dissertation, give author, title, and date at the first mention of the texts, films, etc., you are discussing, unless this is obvious (or unknown).

4. A brief C.V. is included at the end.

5. The entire text has been proofread thoroughly by the student, and put through a computer spell-check program to eliminate any misspellings or typos.

6. Editing: aside from spelling or typing errors, some dissertations may need editing for fluency and clarity of style, for the avoidance of wordiness and repetition, or other stylistic improvements.

   I (as the author of this dissertation) understand that this is my responsibility. The present document has been editorially reviewed (if I cannot do this completely on my own, I have had it editorially reviewed by a qualified reader). To my knowledge, it needs no further editing. If it does need further editing, it will be returned to me so that I can arrange to have this done.

7. Equitable language: for example, "he," "man," etc., are avoided unless specifically a male referent is meant.

8. All quotes have been checked against the original text for accuracy. In foreign- language quotes, all accents or other special characters are included exactly as they appear in the material being quoted. Quotes are correctly blended into the syntax of the dissertation's sentences as needed.

9. All borrowing from other sources (all work not your own) has been properly acknowledged and documented.

I (as the author of this dissertation) understand that it is my responsibility to check, and I hereby state, that I have not violated professional ethics in relation to intellectual property or any other aspect of research ethics in this dissertation and its underlying research—including, but not limited to: From published sources, I have quoted only within the "fair use" guidelines of copyright law, or I have obtained permission from the copyright holder. Similarly, if I have translated passages beyond "fair use" or translated a whole work, I have obtained permission from the author or whoever holds the rights to the material.

If I have used unpublished sources, I have had approval for accessing them, and I have included transcriptions or reproductions or other forms of quotation only with permission of the holder of these rights (for instance, permission of a Rare Books Library may be needed to quote from a manuscript in its holdings; permission of a music distributor may be needed to include the texts of songs transcribed or translated from performance or from a recording).

10. Format I: Where passages not originally written in English are quoted from texts in the student's languages of competence, they are given first in the original, then in English translation, with both the original and the translation appropriately documented. Format (please note the placement of punctuation):

    (a) within a sentence:

        As Protsch remarks, "Noch immer glaubte Marion, sich in einer Traumwelt zu befinden" ("Marion still believed that she was in a dream world"; 10).

    In the example just cited, you are doing the translating (as is preferable), so there is no page number for the translation. If you are instead quoting a published translation, add its page number.

    (b) in a block quotation—use single spacing and give the foreign-language original quote first; then skip a line and give the English translation. Block quotations would be longer than the example below, which is intended only for format purposes:

        Noch immer glaubte Marion, sich in einer Traumwelt zu befinden. (10)
        Marion still believed that she was in a dream world. (14)

11. Format II: For documentation, MLA style (with references in parentheses in the text and a modest number of explanatory footnotes if needed) is used consistently throughout, including in the Works Cited list and C.V., unless a different referencing style has been

approved.

All information required by MLA style is present for each item, and is given in the correct order, with the correct format and punctuation.

12. All items (texts, critics, films, etc.) cited in the body of the text have a corresponding entry in the Works Cited list. Further, this list includes ***only*** the items cited in the dissertation. Do not provide a longer, general Bibliography of lots of other works on the general topic unless there is a special reason for doing so and this has been approved in advance.

13. Any changes requested by your committee members have been made, and their approval of this version is indicated by their signatures on the signature page, ***before*** the dissertation is submitted for the departmental review.

I have read, understand, and agree to the above guidelines.

Date _____

Signature _____

6. Placement: Jobs for Comparative Literature M.A.s and Ph.D.s

Careers in Faculty Positions

Traditionally, most people who study for a Ph.D. in the humanities (including language and literature) hope to obtain a teaching job or another academic position upon graduation. The Comparative Literature Department at Penn State is dedicated to fostering excellent job placement for its Ph.D.s, and **we offer a comprehensive support program for helping students prepare themselves for a successful job search**. Throughout the graduate program, our faculty offers substantial career mentoring and advice on how to develop strong credentials, including planning for professional development from the start of your academic career. **Our Placement Officers assist job searchers in preparing C.V.'s, application letters, and teaching portfolios, and offers guidance and advice about the job search process throughout. In addition, the Placement Officers work with faculty and students to coordinate job market workshops, mock interviews, and practice job talks**. We also recognize how important—and how valuable—it is for graduate students to publish their scholarship. Our faculty regularly mentor students in the process of revising and editing their research for publication; in the process of identifying and preparing applications for grants, fellowships, library research awards, and other forms of internal and external funding; and in syllabus design, classroom management, and other pedagogical issues.

The Comparative Literature Department has an excellent placement record. Of our Ph.D. graduates from the past ten years (2012–2022), eighty-six percent currently hold full-time academic positions, of which roughly two-thirds are tenure-track positions. In the United States institutions that have hired our graduates into tenure-line positions over the last decade include universities such as Stanford University, the University of Georgia, Emory University, Brigham Young University, Nevada State College, and Eastern New Mexico University, as well as liberal arts colleges such as Skidmore, King's College, Scripps, Xavier, and Carthage.

Given the global focus of our graduate program, we also have significant placements around the world. Recent graduates of the Ph.D. program have held tenure-line positions at Université de Montréal in Canada; National Tsinghua University in Taiwan; Universidad de Talca in Chile; and National Central University in Taiwan; and Hong Kong Polytechnic in China.

Postdoctoral placements in the last decade include one- and two-year positions at New York University, University of Oslo in Norway, American University of Beirut in Lebanon, and University of Edinburgh in Scotland.

As a department, we are committed to working with all our graduate students to find satisfying employment, whether in academia or in other careers. Graduates and ABDs (those who have left the program after passing comprehensive exams, but before filing their dissertation) have gone on to rewarding careers working for governmental organizations, like the United Nations; teaching for private high schools including the Groton School, Pace Academy, the Kirby School, and Duchesne Academy of the Sacred Heart; and working in the fields of editing and translation, whether founding their own companies or working for established entities (such as the American Printing House for the Blind).

Full placement data for graduates of our doctoral program can be reviewed at the Doctoral Graduate Placement Portal.

Careers Beyond Academia

Students with graduate degrees in Comparative Literature can also be well prepared for jobs outside of academia. Some, including M.A.s, have worked for the federal government in Washington, D.C. (in a job involving both foreign-language fluency and accounting); for the state government (in a job involving writing and communication skills); and for the publishing, translation, and marketing and tourism industries, as well as in other fields that seek employees who are multilingual and skilled at critical thinking. These positions are often referred to as "diversity in placement" careers or "alt-ac" jobs.

For students looking for careers outside of the professoriate, there are a number of steps that should be taken, and it is best (as always) to begin planning early. Talk to your adviser and to the Director of Graduate Studies about your career plans, so that we can take these into consideration as we work on TA, RA, and GA assignments. (For instance, students wishing to pursue editing or publishing careers may benefit from experience working on the ***CLS*** journal, and so forth.) **The Director of Graduate Studies has additional materials about how to prepare for careers outside of academia**, so make an appointment.

In addition to in-department resources, students should take full advantage of the career services available across campus and beyond, including a career advising appointment at Career Services as this will help you identify specific steps you may need to take to prepare yourself for the job market. Networking is a major part of the job search, and it will be essential for you to set up a LinkedIn page (in addition to an Academia.edu page). There are additional online sources that will help prepare you for the job search, and especially for the necessary work of converting your C.V. into a resumé. Humanists@Work has a resumé workshop and Job Description Analysis activity available online. The MLA maintains an active database of resources and guides pertaining to a diverse range of job outcomes. And Humanities Without Walls has a dedicated YouTube channel as well.

IV. Resources

Various forms of financial aid are available to graduate students in the Comparative Literature Department, though it is not always possible to give financial aid to all deserving students. Some funds are provided through public or private foundations, others through Penn State's Graduate School, others through the College of the Liberal Arts, and others through the Department of Comparative Literature.

Most graduate students who are funded through the Department are appointed as teaching assistants (TAs). A few may be assigned to duties in research, editorial assistance, or programmatic support (RAs or GAs). Some students may be awarded internal fellowships for one or more years. The Director of Graduate Studies and Department Head work with faculty advisers to find the best and most complementary forms of funding for each student.

1. Resources within the Comparative Literature Department

Graduate Appointments in Comparative Literature and Related Academic Units

Teaching Assistantships

Teaching assistantships may be available in Comparative Literature courses, in the English Department, and in various language programs, including Arabic, Chinese, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Ukrainian, and Swahili. The Department will make recommendations for all of these positions.

1. ***Range and variety of teaching opportunities****:* The Department of Comparative Literature recognizes the professional advantages of experience in more than one type of teaching situation, and we attempt to provide varied teaching opportunities within our program's needs and constraints. For fully funded doctoral students, this usually means teaching both language and literature at some point during their doctoral program, or (for those whose primary literature is English) teaching both English composition and literature. Assignments will normally include a mixture of TA positions (working as an assistant to a lead professor or in tandem with a teaching team) and Instructor of Record positions (where one creates and teaches the entire course solo, within department guidelines and with the assistance and guidance of an assigned Teaching Mentor).

   The Department is committed to matching teaching assignments with student preferences whenever possible. Doctoral students usually have priority, but M.A. students and others will be considered to the extent that resources and other factors permit.

   Students whose funding is based on assistantship funds for teaching a specific language are likely to teach courses in that language curriculum most or all semesters. They can also expect to be offered at least one literature or culture course during the typical duration of doctoral funding. (This opportunity may become available at a later phase

of the student's Ph.D. program, e.g., during the third or fourth year.) Similarly, students whose financial support is based on assistantship funds for teaching literature may expect to teach two or more different literature courses, whether as a lead instructor, a teaching assistant for a large lecture course, or as the instructor of an online course. Some students may teach more than one world language, or both a language and English composition.

Additional teaching opportunities may be in evening courses (Continuing Education), or in online education (World Campus), or in the summer (Summer Session or the Summer Intensive Language Institute).

For all students, the quality of teaching and academic performance are factors considered by the Department in making teaching assignments. A student's prior experience, seniority, and overall professional development and career preparation are all taken into consideration, as are the Department's semester-specific needs for particular course offerings and the availability of funding.

2. ***Workload and types of responsibilities****:* Students on teaching assistantships (TAs) should expect to teach three sections (courses) per year or the equivalent, as well as to provide related services such as holding office hours. "Or the equivalent" is an important qualification, because the instructional tasks in our department can vary. Furthermore, many of our TAs teach at some point in other departments, which have their own standards and procedures. In making assignments, our department takes into consideration not only the number of sections, but also such factors as class size; the number of separate or new courses that a student must prepare; the extent to which the TA is responsible for designing a course, composing exams, and grading student work, etc.; whether the TA will work with an intern or other assistant; and whether a course is team-taught.

   The Department makes no promise or guarantee that everyone's workload will be identical. Further, a TA's workload might be somewhat heavier in one semester and lighter in the next, in view of scheduling and enrollment considerations. The Department endeavors to give beginning teachers a lighter load, but this is not always feasible. (All Ph.D. students receive a semester free of teaching post-comps.)

   Some examples follow:

   a. ***The TA teaches three sections of an Arabic language course: two sections in the fall, and one in the spring.*** The course meets four or five days a week, or perhaps in a blended format (three days in class and two days online), perhaps with some team-teaching. The textbooks, syllabus, and grading expectations are established by a faculty member serving as the language coordinator. The TA participates in weekly staff meetings with others who are teaching the language. Some exams are prepared and graded in common, while other quizzes are individually given and graded by the TA. Class size is about twenty students.

b. ***The T.A. teaches three sections of Swahili language: two sections in the fall, and one in the spring.*** The course meets three–five days a week. Each class is quite small (five–ten students). Given the small class size, the TA may also have a few independent-study (tutorial) students and may have other duties. With faculty mentoring, the TA conducts the classes, assigns and grades student work, makes syllabus choices within departmental guidelines, etc.

c. ***The TA assists, fall and spring, in a large lecture course.*** The class is large (100-300 students); the TA is responsible for attending lectures twice a week and conducting discussion sections, grading essays, holding review sessions, having responsibility for online sessions, and/or other duties as assigned. In a subsequent year the TA may serve as the lecturer for the course, and if the class is larger than forty students, there may be an additional intern or assistant.

d. ***The TA teaches two or three literature courses online: one in the fall, and one or two in the spring.*** Class size ranges from twenty-five to forty students. With faculty mentoring, the TA conducts the classes, assigns and grades student work, makes syllabus choices within departmental guidelines, etc.

e. ***The TA teaches two sections—one language, one literature—and provides instructional support in the development of multimedia materials for specific courses, in lieu of teaching a third section.*** Or, a TA teaches two sections and provides some research assistance (see below) in lieu of the third section.

Research Assistantships

Research Assistants (RAs) may be funded by grants from internal Penn State sources such as the Research and Graduate Studies Office (RGSO), or from external agencies such as the National Endowment for the Humanities (NEH). In other circumstances, such as the need to assist faculty who are making major contributions of departmental administrative time (e.g., serving as School Director or Director of Graduate Studies), a graduate assistant's time may be assigned to help with programmatic work or faculty research.

1. ***How can a graduate student become a research assistant?*** Let the Department know that you're interested. Tell your adviser and the Director of Graduate Studies. Since RA opportunities are relatively few and often require special expertise such as language proficiencies, these arrangements are made one by one. There is no assumption that every graduate student will serve as an RA.

2. ***Workload and types of responsibilities:*** Individual responsibilities and tasks will vary. An RA may be assigned to work with one or more faculty members, or to provide general support for departmental functions such as curriculum development, data collection, etc.

The research assistant should be given a job description, a clearly defined set of tasks to accomplish, and a timetable for doing them. It is the supervisor's responsibility to monitor the work of the RA by appropriate means, such as frequent meetings, regular e-mail contact, written reports or a log, etc. The supervisor should provide mid-semester feedback to the RA and an end-of-semester evaluation for the student's file.

Editorial Assistantships (CLS, Verge, Global Asias Institute, ASAP)

The ***Comparative Literature Studies*** journal receives RA support each year. The ***CLS*** editorial assistant (RA) helps produce the quarterly journal, ***Comparative Literature Studies***. This involves a wide variety of tasks, including copy-editing and proofreading, maintaining correspondence and databases, and planning editorial meetings. Because the ***CLS*** editorial assistant receives significant training in the editing and publishing processes, which follow their own cycle throughout the academic year, graduate students are required to stay in this position for at least a full year, including the summer. This assistantship comes with summer support.

Verge receives RA support each year and the ***Verge*** managing editor (RA) helps produce the biannual journal. This involves a wide variety of tasks, including copyediting and proofreading, maintaining correspondence and databases, and planning editorial meetings. Because the managing editor receives significant training in the editing and publishing processes, which follow their own cycle throughout the academic year, graduate students are required to stay in this position for at least two full years, including the summer. This assistantship comes with summer support and is available by competitive application. In some cycles the RA will come from Comparative Literature; in other cycles the RA will come from English or Asian Studies.

The Global Asias Institute Project Manager (RA) supports the director of the Global Asias Institute. This involves a wide variety of tasks, including developing a social media plan, designing social media posts and flyers, updating the website, and helping to coordinate events that may include the annual Global Asias Summer Institute, the biennial Global Asias Conference, and a series of "On the Road" projects. The Global Asias Project Manager (RA) works closely with the Verge Managing Editor (RA). Graduate students are required to stay in this position for at least a full year, including the summer. This assistantship comes with summer support and it is available by competitive application.

The ***ASAP*** editorial assistant (RA) helps produce the journal. This involves a wide variety of tasks, including copyediting and proofreading, maintaining correspondence and databases, and planning editorial meetings. Because the ***ASAP*** editorial assistant receives training in the editing and publishing processes, which follow their own cycle throughout the academic year, graduate students are required to stay in this position for at least two consecutive semesters.

A Note Concerning All Assistantships

1. Appointments may be for one semester (fall or spring) or both. If the appointment comes with summer funding, it may extend into the summer months as well. Positions begin and end on dates designated by the University. Usually, the new semester officially starts

about a week before the beginning of classes, and graduate assistants may have orientation sessions or other assignments during this period. Semesters end a few days after the conclusion of the final exam period. For the precise academic calendar, see the registrar's website.

2. Assistantships in the Department are usually budgeted as "half-time," a Penn State definition associated with approximately twenty hours per week of assigned responsibilities.

3. Graduate assistants are supervised by faculty or staff members and will receive periodic performance evaluations along with, for TAs, end-of-semester student evaluations; if an assistant fails to carry out assignments in a timely and satisfactory manner, the Department may decide not to provide further funding of any kind for that student.

4. Funded students (students on assistantships, internal or external fellowships, lectureships, or any other Penn State appointment) must not accept any type of additional employment, including additional teaching or research assignments, without prior approval from the Director of Graduate Studies and the Department Head. For approval, the student's progress toward the degree and overall academic performance and professional preparation are crucial criteria; for international students, visa regulations are also a criterion.

Fellowships

The Department awards an annual **Sparks Fellowship** (one or two semesters of a non-teaching stipend) to a student with outstanding qualifications. **FLAS** Fellowships (for U.S. students) are administered within our School, with recommendations made by our department.

The Department can also assist in locating external fellowship opportunities. Students should make a plan to apply for national or international fellowships for which they might be eligible and competitive. For example, one of our students has recently received a Ford Foundation three-year predoctoral fellowship, and graduate students have gone to several countries on Foreign Language Area Studies (**FLAS**) Fellowships and **Fulbright** Fellowships. (FLAS and Fulbright applications from U.S. students must be initiated through the Comparative Literature Department in the fall for fellowships beginning in the subsequent calendar year; Fulbright applications from international students are initiated in their home countries.) The Graduate School maintains information on finding external funding. Information on locating external funding such as fellowships is also available via the "Funding Institutional" database; ask the Director of Graduate Studies for instructions on accessing this resource. Our success rate has been very good. For all fellowships, students should begin the process by consulting with their advisers, the Director of Graduate Studies, and then the Department's Grants Mentor.

Duration of Financial Support through Penn State Assistantships, Fellowships, and Lectureships

The Director of Graduate Studies will review the progress of each student annually. For

assistantships and lectureships, renewal depends on performance in the assigned duties, performance and normal progress in graduate study, and the availability of funds.

The usual limits of support on Penn State funds are (1) for M.A. students, two years of possible support; (2) for M.A./Ph.D. and Ph.D.-only students, five years, whether beyond the B.A. (for M.A./Ph.D. students) or beyond the M.A. (for Ph.D.-only students). We encourage all students—and especially those in dual-title Ph.D. programs—to apply for external funding awards, such as the FLAS, Fulbright, Critical Language Scholarships (CLS), and others) and we provide significant guidance and mentorship on this front. Students who receive a major external fellowship may add this to their Penn State-based fellowships, affording themselves extra time toward the degree.

Additional-year Ph.D. funding from the Department may be available on a competitive basis, based on a record of significant accomplishment in the graduate program and the profession. A "year" means fall and spring semesters. A call for applications will be circulated by the Director of Graduate Studies each fall. Sometimes funding can be provided for longer periods, but not indefinitely. Students who interrupt their enrollment or assigned duties may not automatically receive further funding when they re-enroll.

Summer funding is usually available for a limited number of students, such as summer teaching appointments (frequently for teaching online courses through CANVAS) in the Department, or in Penn State's Summer Intensive Language Institute, which offers intensive courses in world languages. Research positions are also occasionally available.

Additional Note: the Department has recently provided (or shared in providing) multi- year funding packages for all doctoral students we admit, but may admit qualified master's students beyond the number to whom we can offer funding. Such unfunded students may apply for Penn State funding in subsequent semesters. They will be judged competitively against other applicants at the time, without special priority.

Students whose degree programs extend beyond the limits of their assistantship, fellowship, or lectureship support, or to whom such positions are not offered, are encouraged to seek other forms of financial aid, such as loans, tuition grants-in-aid, and part-time instructorships in other language and literature departments.

Other Resources and Opportunities

Departmental Graduate Professional Funding through Endowments

The Graduate Committee sends calls for applications via the graduate student email listserv. Funds to support graduate work may come from several sources, including the endowments listed below.

Samuel P. Bayard Award

The purpose of the Bayard Award is to provide recognition for academic achievement by outstanding undergraduate and graduate students enrolled in the Comparative Literature major in the College of the Liberal Arts. This award is typically given to an undergraduate

student and a graduate student(s) each spring. The Bayard Award is presented in memory of folklorist and musicologist Samuel Preston Bayard (1908–1997), former professor of English and comparative literature at Penn State. He was regarded by scholars and folk music enthusiasts as one of the foremost authorities on Anglo-American folk songs.

Harry L. and Edith M. Custard Fund in Comparative Literature

The purpose of the Custard Fund is to provide financial assistance to graduate students pursuing degrees in Comparative Literature and is typically awarded as travel reimbursement to grad students to support summer research travel. The Custard Fund comes from the generous support of Robert F. Custard in honor of his parents Harry Lewis Custard (1893–1966) and Edith May Custard (1901–1989).

Caroline D. Eckhardt Fund for the Study of Comparative Literature

The purpose of the Eckhardt fund is to support various initiatives and programs pertaining to the study of comparative literature. This fund was created in honor of Caroline D. Eckhardt, Smeal Chair in Literary Theory and Comparative Criticism and Professor of Comparative Literature and English, for championing the study of comparative literature at Penn State for over forty years. She was the founding Department Head of the Department of Comparative Literature and is currently the director of the School of Global Languages, Literatures, and Cultures at Penn State's College of the Liberal Arts.

Alan R. Horton Scholarship in Comparative Literature

The purpose of the Horton Scholarship is to provide financial assistance to graduate and/or undergraduate students pursuing degrees in Comparative Literature. Funds are typically awarded as travel reimbursement to grad students to support summer research travel. The Horton Scholarship comes from the generous support of the Robert and Virginia Custard family, in memory of Alan R. Horton.

Gerhard F. Strasser Graduate Endowment in Comparative Literature

The purpose of the Gerhard F. Strasser Graduate Endowment in Comparative Literature is to provide support for the activities and programs for graduate students of the Department of Comparative Literature in the College of the Liberal Arts. This endowment comes from the generous support of Gerhard F. Strasser, Emeritus Professor of German and Comparative Literature. Dr. Strasser taught in the Department of Comparative Literature, as well as the Department of Germanic and Slavic Languages and Literatures, at Penn State for twenty-five years and retired in 2004. In the fall of 2012, Dr. Strasser was honored with the College of the Liberal Arts Emeritus Distinction Award. He continues to publish his research and to give presentations at international conferences.

Travel Funding

The Department provides funding for graduate students to travel to academic conferences and intensive language programs, to visit archives and collections relevant to their research, and to bring in external committee members for thesis defense. We encourage students to present papers at the leading conferences in the discipline—the meetings of the Modern Language Association (MLA), the American Comparative Literature Association (ACLA), and the International Comparative Literature Association (ICLA). In addition, graduate students typically

present at major conferences in their fields of specialization, such as the meetings of the Association of Asian Studies (AAS), the African Literature Association (ALA), the Latin American Studies Association (LASA), the Medieval Academy of America (MAA), the Middle East Studies Association (MESA), or the National Women's Studies Association (NWSA), to name just a few, as well as a range of smaller conferences. The Department supports selected conference travel, in addition to research trips to libraries, archives, and significant collections relevant to students' areas of research. Funding is also available for advanced language training for languages that are not taught at Penn State. Please address questions and inquiries to Jooyeon Rhee (jxr5820@psu.edu).

The Summer Writing Fellowship

The Summer Writing Fellowship is a year-long competitive program to support the writing and submission of journal articles by Comparative Literature doctoral students. Participants receive $4,000 in summer salary support and $1,000 in research support (which can be used to support travel to archives or conferences, or any other reasonable research-related work). Preference is given to students in their first or second year of the doctoral program, who have passed or are about to take the Qualifying Exam, but all doctoral students in the program may apply. The Director of Graduate Studies will circulate a call for applications each fall.

The Summer Language Fellowship

The Summer Language Fellowship is a competitive program to support Comparative Literature doctoral students working to gain advanced proficiency in a less commonly taught language (LCTL). Although our own on-campus Summer Language Institute provides excellent intensive classroom opportunities in about ten languages, the Summer Language Fellowship can enable the study of additional Less Commonly Taught Languages, or additional levels of those languages. The Fellowship supports an extended period of residence—at least six weeks, with eight to ten weeks preferred—in a geographical region where the language is used. Typically, Fellows will be working on languages for which graduate seminars conducted in that language may not be offered regularly at Penn State. Fellows will receive $4,000 in summer salary support and up to $6,000 in research support (which can be used to support travel to the target-language area, class enrollment fees, study abroad fees, travel to archives, in-country lodging costs, or any other reasonable language acquisition-related or research-related work on an approved plan and budget). The Director of Graduate Studies will circulate a call for applications each fall. Upon successful completion of the Summer Language Fellowship, participants should submit documentation of their study by providing their transcripts to the Director of Graduate Studies through the Graduate Program Staff Assistant.

Humanities Initiative Dissertation Support Semester Release

Humanities Initiative funds have made it possible for the College of the Liberal Arts to offer Ph.D. students a semester of release from teaching or other duties to support work on the dissertation. This process is coordinated by the Department. To be eligible for this semester of release, students must be ABD, making good progress towards the degree, and be supported on an assistantship for the period covered by the dissertation release. Students are expected to remain in residence at University Park during the period of the release unless they receive permission from the Director of Graduate Studies to travel for the sake of research or other

legitimate academic purposes.

By mid-March each year, departments send the Associate Dean's Office a list of students who are likely to be eligible for the Humanities Initiative release in the following academic year and an estimate of which semester the student will take the release. This advance notice facilitates budgetary planning. To be considered for a release, students, in consultation with their advisers, should send an email note to the Director of Graduate Studies indicating their preference for which semester they would like to have the release. A brief rationale for the timing is also required. To coordinate timing and planning, this note must be sent during the academic year when the Comprehensive Exam is taken. As a general rule, students should expect the release in their final year of funding or in the spring term prior to their final year. It is expected that the release will facilitate the writing of, and not the research for, the dissertation. The choice of the specific term for the release is then made in relation to Department and student needs.

It is understood as a condition of receiving support that students who receive dissertation support grants will present their work at the spring Graduate Research Exhibition, unless their dissertation research has already been presented at this Exhibition. Those affiliated with a Center or Institute may receive additional stipulations in their letter of offer.

Exchange Assistantship Opportunities

Our department has long had the advantage of sharing arrangements with several other departments to exchange graduate students for GA opportunities. These win-win arrangements, which usually focus on teaching assignments, allow the graduate students in all participating departments to expand their teaching experience and strengthen their competitiveness on the job market. In some circumstances, the experience of teaching in another department or program may be essential to professional development and job preparation. Exchanges may be, but are not always, correlated with a student's plan to complete a dual-title doctoral degree or a doctoral minor.

Exchanges, or similar one-way appointments, are usually arranged for the academic year, or occasionally for one semester. Participating students usually remain appointed in their home department but have their teaching assigned in the exchange department. Recent examples for Comparative Literature graduate students have included teaching in departments such as English, language departments (French and Francophone Studies, Germanic and Slavic Languages and Literatures, or Spanish, Italian, and Portuguese), Asian Studies, and Women's, Gender, and Sexuality Studies, or the African Studies program or the Global and International Studies program. Occasionally the exchange assignment relates to research or program support rather than teaching.

Graduate students should consult their adviser and the Director of Graduate Studies and consider including an exchange GA request in their annual academic planning process or in our annual questionnaire about students' teaching preferences. The Director of Graduate Studies should be notified of your interest during the preceding academic year, as exchanges are usually arranged about a year ahead, as part of the scheduling process in each participating department. Sometimes the initiative comes from another department or program; if you are thus approached, be sure to consult your advisor and the Director of Graduate

Studies before making any commitment.

2. Resources Available through Penn State

University-Level Support

Computer Accounts: Access and Availability

The University gives all students computer accounts ("access accounts") when they enroll. All graduate students have computer access in the Department. The Department conducts most of its general communications electronically. In addition, almost all courses have online components. We provide basic training for incoming students in the fall. The University also frequently offers free training on the systems that Penn State uses, especially the CANVAS course system. Students should consider attending the various sessions offered by the Center for Academic Computing and other groups. If you need more assistance in training, setup, printing, or trouble-shooting, contact the Help Desk at it.psu.edu/support/ or at 814-865-3412 (there is usually 24/7 service here)

Scholarship and Research Integrity (SARI) Training

All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI) by no later than October 1 of their first semester in residence. **This training is a mandatory Graduate School requirement.** The University's Office for Research Protections (ORP) provides the link to this training via the SARI Resource Portal, which is on the ORP website (research.psu.edu/training/sari). After completing the online portion, students need to complete 5 more hours of research integrity training in their own fields. Students in our program will complete this requirement during the Research Methods section of CMLIT 501. The SARI requirement is thus completed during each graduate student's first semester, unless an exception has been made by the Director of Graduate Studies and/or the Graduate School.

HELP! Emotional and Psychological Support

Stress and anxiety are common concerns in academic life, and there is counseling available for free for Penn State students. If you feel that you may be suffering from stress, anxiety, or depression, there are several resources you can turn to for treatment:

The Center for Counseling and Psychological Services (CAPS) provides a range of services and referrals, many of which are free for students. 501 Student Health Center. 814-863-0395. For more information on CAPS, go to studentaffairs.psu.edu/counseling

Lion Support is concerned with helping students with family emergencies and other problems. Students operate a 24-hour family emergency line at 814-863-2020. For more information on Lion Support, go to studentaffairs.psu.edu

The Student Care and Advocacy Office provides Penn State students with the necessary tools and support to make difficult situations (death of a family member, mental health concerns, food insecurity, housing insecurity, medical emergencies, natural disasters, academic stress,

and other unexpected events or challenges) more manageable. For more information on the Office, go to studentaffairs.psu.edu/studentcare or visit 120 Boucke Building.

The Psychological Clinic is conveniently located on campus and offers a range of free services: 314 Moore Bldg. 814-865-2191. For more information on the Psychological Clinic, go to psych.la.psu.edu/psychological-clinic.

A list of other important Penn State support services is available at the end of this handbook. Don't forget to turn to your adviser, the Director of Graduate Studies, and the Department Head as resources as well.

University-Level Financial Resources

Fellowships

Penn State's Graduate School, via the Liberal Arts Research and Graduate Studies Office, offers a number of fellowships for which Comparative Literature graduate students are eligible to compete. In addition, the Graduate School may have special funding for minority-group students who are American citizens. Students who think they may qualify for such funds are invited to describe their minority-group status to the Director of Graduate Studies in the Comparative Literature Department.

Tuition Grants-in-Aid

The Graduate School offers a number of grants that pay tuition. Information and application forms are available from the Graduate School's Fellowships and Awards office located at 209 Kern Building (gradschool.psu.edu/graduate-funding). These grant-in-aid application forms are to be forwarded by the Director of Graduate Studies, who must endorse each application. Tuition grants are not available to first-year students in the graduate program.

Loans and Other Financial Aid

The Office of Student Aid, located in 314 Shields Building offers limited financial assistance in the form of National Direct Student Loans. Apply through the Office of Student Aid well before April 1 for the subsequent year.

Graduate students may also be eligible for work-study grants: apply through the Office of Student Aid. (This is a U.S. government program.) If you receive a work-study grant, inform our office, as the Department may be able to offer you a job in research or instruction or related functions. This is particularly important for summer funding.

The Office of Residential Life offers a limited number of positions for graduate students to serve as resident assistants in undergraduate dorms. Applications for the upcoming academic year are accepted in the preceding fall or early winter. Resident assistants receive partial tuition grants, plus room and board expenses. Contact the Residential Life Office in 201 Johnston Commons at 814-863-1710 for details.

Many students help support themselves through part-time work on campus or in the surrounding town. For information about work on campus, contact the Student Employment

Office in 314 Shields Building at 814-865-6301 (studentaid.psu.edu). International students' visas may limit their work opportunities; therefore, all international students should check with their visa adviser before seeking or accepting employment. Also, keep in mind that students who hold graduate assistantships, fellowships, or other forms of academic funding may not be permitted to take on further work; check with the Director of Graduate Studies or the Graduate Program Staff Assistant before accepting any further paid work.

Graduate students sometimes serve as part-time instructors in various Penn State academic programs, for example, in the Summer Language Institute. Comparative Literature students should always check with the Director of Graduate Studies before accepting such appointments.

3. Opportunities Beyond Campus

The "Big Ten Academic Alliance" (BTAA) Interchange

Penn State is a member of a consortium, the Big Ten Academic Alliance (BTAA), that includes the Big Ten schools plus the University of Chicago. The Big Ten (which, somewhat confusingly, presently numbers more than ten) are: the University of Illinois, Indiana University, the University of Iowa, the University of Maryland, the University of Michigan, Michigan State University, the University of Minnesota, the University of Nebraska, Northwestern University, The Ohio State University, The Pennsylvania State University, Purdue University, Rutgers University, and the University of Wisconsin.

Penn State's membership in this group includes the Traveling Scholars Program, in which Ph.D. students can potentially study at any of these schools during their Penn State education. If your academic program would benefit from your spending a summer, a semester, or a year at one of the other consortium universities (e.g., if we do not offer the particular opportunities that another consortium school does), arrangements may be made to send you to the other consortium school as a Traveling Scholar. You do not need to apply for admission to the other school—you remain registered at Penn State. Students should check with the Director of Graduate Studies if they would like to include a Traveling Scholars experience in their Penn State plans. (Please note that the Traveling Scholars opportunity may not be available to every student because of feasibility problems. It is important to plan early.)

Study Abroad

International study is strongly encouraged, especially for U.S. students who have not had extensive foreign experience. Fulbright fellowships have provided funding for our students to study in Brazil, China, France, Germany, Italy, Korea, Nicaragua, Niger, Spain, Taiwan, and Switzerland. We are also proud to have hosted many international students supported by Fulbright funds granted in their home countries. Contact the Director of the University's Fellowship Office (Univ-fellowships@psu.edu) for further information.

Several other Penn State international-study possibilities are open to graduate students. Penn State faculty members have ties with colleagues at institutions such as the University of the

Western Cape; the University of Dakar, Senegal; the University of Niamey, Niger; Nanjing University, China; Nihon University, Japan; Tokyo University, Japan; Meiji University, Japan; University of Grőningen, the Netherlands; Clare Hall, University of Cambridge, United Kingdom; and many others, including major universities and research centers throughout Europe. These relationships can serve as the foundation for study-abroad opportunities on an individual basis.

All international travel (other than approved education abroad programs) must be registered in the Office of Global Programs' Travel Safety Network a minimum of 30 days prior to travel. As part of this travel registration, students are required to attend an Emergency Preparedness Workshop conducted by the Office of Global Programs, and to obtain the international health and emergency coverage offered through HTH Worldwide, prior to departure (see Penn State Travel Policy/Insurance). More information about this insurance and the requirement to provide proof of coverage is located in the TSN database.

As of Aug. 16, 2021, Penn State lifted its pandemic moratorium on University-affiliated international travel; please see here for updated guidelines.

International travel reimbursements will **not** be approved without a receipt from the TSN confirming registration, completion of the Emergency Preparedness Workshop and HTH insurance coverage.

For more information, contact the Director of Graduate Studies, or the Office of Global Programs in 410 Boucke, 814-865-7681.

Certification as a Translator

Students with excellent language skills are sometimes interested in working as translators. Informal opportunities arise from time to time, but you may want a formal credential. Penn State does not offer its own certificate for translators. Instead, we encourage students to apply for the nationally recognized certification program of the American Translators' Association (ATA). A packet of information on the ATA can be obtained by e-mailing ata@atanet.org or by visiting atanet.org. We also encourage students to consider joining the American Literary Translators Association (ALTA). More information can be found at literarytranslators.org.

V. Resources

I. Who Do I Talk to About That? A Table of Who Does What

Department Head	Rosemary Jolly	rjj14@psu.edu
Director of Graduate Studies	Anna Ziajka Stanton	axz40@psu.edu
Director of Undergraduate Studies	Jonathan Eburne	jpe11@psu.edu
Graduate Studies Committee	Shuang Shen Nicolai Volland Nergis Erturk Adam DeCaulp - Grad Rep	sxs1075@psu.edu nmv10@psu.edu nue5@psu.edu aqd6007@psu.edu
Graduate in International Languages and Literature (GILL) Representatives	Abby Ryder-Huth (President) Nick Johnson (Vice President) Hans Su (Treasurer) Yanqing Shen	abr6181@psu.edu nlj5145@psu.edu yjs5346@psu.edu yks5393@psu.edu
Placement Officers	Jonathan Edwards Nicolai Volland Mandisa Haarhoff	jonathan.abel@psu.edu nmv10@psu.edu mrh6230@psu.edu
Comparative Literature Studies **Editor**	Nergis Erturk	nue5@psu.edu
Verge: Studies in Global Asias **Editors**	Tina Chen	tcg3@psu.edu
ASAP: The Journal of the Association for the Study of the Arts of the Present **(contact)**	Jonathan Eburne	eburne@psu.edu
Administrative Support Coordinators	Leah Osowski Rebecca Cross	lpo5@psu.edu rlc21@psu.edu
Graduate Program Coordinator	Bill Whitesmith	wmw5235@psu.edu

II. Members of the Faculty

Abel, Jonathan. Professor of Comparative Literature and Japanese.
Fields of specialization: The complete lifecycle of cultural products, from the process of conception through multiple receptions; censorship, twentieth-century literature, Japan.

Aly, Reham. Associate Teaching Professor of Arabic.

Armillas-Tiseyra, Magalí. Associate Professor of Comparative Literature. Fields of specialization: African literatures (Anglophone and Francophone); Latin American literatures since Independence (largely Hispanophone); Postcolonial literature and theory; World Literature in theory and practice; genre and narrative theory; translation studies.

Baderoon, Gabeba. Associate Professor of Women's Studies and African American Studies, and affiliate faculty member of Comparative Literature. Fields of specialization: Representations of race, sexuality and religion; South African literature and culture; African feminisms.

Bahl, Aditya. Assistant Professor of Comparative Literature and Global Asias.

Barnard, Mary. Associate Professor of Spanish and Comparative Literature. Early modern European literature.

Beebee, Thomas O. Emeritus Edwin Erle Sparks Professor of Comparative Literature and German. Fields of specialization: criticism and theory; epistolarity; eighteenth century literature; translation studies; mental maps in literature

Berland, Kevin. (Shenango Campus). Emeritus Associate Professor of English and Comparative Literature. Fields of Specialization: Eighteenth century interdisciplinary studies; mythology; early Canadian literature; the world novel.

Cheney, Patrick. Edwin Erle Sparks Professor of English and Comparative Literature. Fields of specialization: the Renaissance, especially Spenser, Marlowe, and Shakespeare; Virgil, Ovid, and theories of imitation and intertextuality; scholarly editing and textual scholarship.

Eburne, Jonathan P. Professor of Comparative Literature and English. Fields of specialization: modernism; surrealism and the avant-garde; literary and cultural theory; American literature since 1865; crime fiction and film; transatlantic studies of literary and cultural exchange.

Eckhardt, Caroline D. Professor of Comparative Literature and English. Fields of specialization: medieval literature and historical narrative, especially Chaucer and late medieval chronicles.

Edwards, Robert R. Edwin Erle Sparks Professor of English and Comparative Literature. Fields of specialization: medieval literature, especially Middle English, Romance and Latin literatures; drama and lyric poetry; literary criticism and theory.

Ertürk, Nergis, Associate Professor of Comparative Literature. Fields of specialization: transnational modernism; theories of modernity; postcolonial studies; literary theory; deconstruction; twentieth century Ottoman/Turkish literature and culture.

Eubanks, Charlotte. Professor of Comparative Literature, Japanese, and Asian Studies. Fields of specialization: all periods of Japanese literature; global literary Buddhism; visual culture; theories of body and performance; studies of orality and poetics.

Grossman, Kathryn. Professor of French. Fields of specialization: Nineteenth century French literature; Hugo studies; utopian studies.

Hayot, Eric. Distinguished Professor of Comparative Literature and Asian Studies. Fields of specialization: the transnational history of thought and culture; the West's relationship to China; modernism.

Haarhoff, Mandisa. Assistant Professor of Comparative Literature.

Istanbulli, Linda. Caroline D. Eckhardt Early Career Professor of Comparative Literature and Assistant Professor of Comparative Literature and Arabic. Fields of specialization: Arabic Literature; Postnationalism; Gender and Sexuality Studies.

Ivanits, Linda. Emeritus Professor of Russian and Comparative Literature. Fields of specialization: nineteenth- and twentieth-century Russian literature; Russian folklore.

Jean-François, Emmanuel Bruno. Associate Professor of French and Francophone Studies. Fields of specialization: Francophone studies; Indian Ocean studies; cultural and ethnic studies; violence, identity and postcolonial studies.

Jolly, Rosemary. Weiss Chair of the Humanities; Professor of Comparative Literature, English, African Studies, Bioethics, and Women's Studies. Head of Department Fields of specialization: narrative, human rights, South Africa, women's studies, links between the humanities and health sciences.

Lennon, Brian. Associate Professor of English and Comparative Literature Fields of specialization: American Literature after 1900, Contemporary Literature, Theory and Cultural Studies, Book History and Textual Studies, Visual Culture

McClennen, Sophia A. Professor of International Affairs and Comparative Literature. Director, Center for Global Studies. Fields of specialization: post-colonial Latin American literature; inter-American studies; comparative cultural studies; gender studies; film and media studies; critical theory

Morello, Henry James. Associate Teaching Professor of Comparative Literature and Spanish

Mosley, Philip. (Worthington Scranton Campus). Emeritus Professor of English and Comparative Literature. Fields of specialization: Belgian Francophone literature; symbolism and fin de siècle; translation; film studies; cultural studies.

Ochoa, John. Associate Professor of Spanish and Comparative Literature. Inter-American literatures, Latin cultural production.

Putzel, Steven. (Wilkes-Barre Campus). Professor of English. Fields of specialization: Modern British and Irish literature; modern drama; folklore and mythology.

Rhee, Jooyeon. Associate Professor of Asian Studies and Comparative Literature.

Schmidt, Dennis J. Emeritus Liberal Arts Professor of Philosophy, Comparative Literature, and German. Fields of specialization: Aesthetic theory and the philosophy of art; deconstruction and hermeneutics, German literary theory, and Ancient Greek literature and theory.

Shen, Shuang. Associate Professor of Comparative Literature and Asian Studies. Fields of specialization: modern Chinese literature and culture, the cultures of the Chinese diaspora, postcolonial and world Anglophone literatures, and Asian American literature.

Smith, Scott T. Associate Professor of English and Comparative Literature. Fields of specialization: medieval studies, Anglo-Saxon literature, literature and law, the graphic novel.

Stoekl, Allan. Emeritus Professor of French and Comparative Literature. Fields of specialization: literary theory; translation; twentieth century European literature.

Volland, Nicolai. Associate Professor of Asian Studies and Comparative Literature. Director of Graduate Studies. Fields of specialization: modern Chinese literature and culture; cosmopolitanism, East- West literary relations, translation studies; print culture, publishing, cultural consumption.

Wanner, Adrian J. Liberal Arts Research Professor of Slavic Languages and Literatures and Comparative Literature. Fields of specialization: Russian literature, Russian-Jewish diaspora fiction and poetry, Russian translingual writing in English, German, and French, theory and practice of

translation.

Ziajka Stanton, Anna. Associate Professor of Comparative Literature. Fields of specialization: Modern Arabic literature and Arabic literary history; translation theory and practice; theories of affect and the body; postcolonial studies.

III. Graduate Student Resource Guide

International Student Services provides answers to questions and needs that are unique to international students. The office is located at 410 Boucke Building. global.psu.edu

Graduate Student Association (GSA) is the representative body for all graduate students. The GSA addresses issues of concern to graduate students and elects members to sit on shared-governance bodies of the University. The GSA also organizes social events for graduate students. gpsa.psu.edu

The Office of Student Aid is a good place to begin the search for financial assistance. studentaid.psu.edu

The Office for Disability Services provides information and assistance to students with disabilities. equity.psu.edu/ods

The Writing Center is sponsored by the Graduate School and provides assistance to graduate students who wish to enhance their writing skills. Graduate students are invited to schedule appointments for one-on-one discussions of their writing projects. pennstatelearning.psu.edu/writing

Penn State Escort Service is operated under the auspices of Police Services and will provide an escort for students walking on campus after dark. The escort service may be reached at 5-WALK (814-865-9255). police.psu.edu/police-university-park

Off-Campus Housing opportunities are listed in 213 HUB-Robeson Center, 814-865-2346. studentaffairs.psu.edu/offcampus

Office of Judicial Affairs is responsible for dealing with violations of the Code of Conduct including sexual assault, harassing, stalking, and physical assault. The phone number is 863-0342. studentaffairs.psu.edu

The Code of Conduct is available at studentaffairs.psu.edu

The Affirmative Action Office is committed to ensuring the University maintains an environment free of harassment and discrimination. affirmativeaction.psu.edu

HUB-Robeson Center is the site for multiple student services including restaurants, a copy center, a bank (Penn State Federal Credit Union), STA Travel, a Notary Public, a convenience

store, the Penn State Bookstore, the Center for Arts and Crafts, Art Galleries, and the main information desk for the University. studentaffairs.psu.edu

Counseling and Psychological Services (CAPS) can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Penn State. Some of the more common concerns include difficulty with friends, roommates, or family members; depression and anxiety; sexual identity; lack of motivation or difficulty relaxing, concentrating, or studying; eating disorders; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs. studentaffairs.psu.edu/counseling

Career Services, located in the MBNA Career Services Building, is fully equipped to assist graduate students in the preparation of resumes and curriculum vitae and in developing interviewing skills. Career Services hosts a career fair that is open to graduate as well as undergraduate students. studentaffairs.psu.edu/hub

Research Protections is the office that oversees all research on human participants, animals, radioisotopes and biohazardous materials. You must have permission from this office prior to conducting research involving any of these subjects. Permission cannot be obtained after the work has begun. research.psu.edu/orp

Pasquerilla Spiritual Center is home to more than fifty spiritual organizations. The center is non-denominational and provides students with opportunities to explore ethical and spiritual issues. studentaffairs.psu.edu/spiritual

Problem resolution
Graduate students occasionally have difficulties with their advisers, their programs or an academic matter associated with their programs. The first step in problem resolution is always to talk with your adviser and then with the Director of Graduate Studies or Department Head and then the associate dean of your college. If satisfactory resolution remains elusive, the associate dean of the Graduate School is available to provide guidance and maintain neutrality. Issues discussed during meetings with the associate dean will remain confidential if requested by the student. Appointments may be made by calling 814- 865-2516.

Academic Integrity
The University does not tolerate violations of academic integrity, which include but are not limited to: plagiarism, cheating, falsification of information, misrepresentation or deception. The complete policy can be read here.

Plagiarism
Plagiarism is often a confusing concept. At Penn State, plagiarism means taking someone's words and presenting them as your own. Cutting and pasting from a web site is considered plagiarism. Copying verbatim from any source without using quotation marks and the full reference is plagiarism. Plagiarism is a serious violation of academic integrity regardless of whether it is a homework exercise, an exam, a thesis, or a manuscript for publication.

University policies are available online:
Important policies include:
Sexual Harassment (AD41)
Professional Ethics (AD47)
Parking Rules (BS04)
Intellectual Property (RA11)

Graduate Student Policies are available online.
Grade mediation (G-10)
Resolution of problems (Appendix II)
Termination of program (Appendix III)
Termination of assistantship (Appendix IV)
Residency requirements (Appendix V)

IV. Useful Addresses and Telephone Numbers

Central Penn State Information (for campus addresses and telephone numbers)
Phone: 814-865-4700
Website: http://www.psu.edu (click on Directory)

Comparative Literature Department (mailing address)
Department of Comparative Literature
School of Global Languages, Literatures, and Cultures
442 Burrowes Building
Old Coaly Way, University Park, PA 16802-3303
Phone: 814-863-0589
E-mail: cmlit@psu.edu
Website: complit.la.psu.edu

Graduate Enrollment Services
The Pennsylvania State University
114 Kern Building
University Park, PA 16802-3391
Phone: 814-865-1795
Fax: 814-863-4627
E-mail: gswww@psu.edu

Graduate School Office of Theses and Publications
The Pennsylvania State University
115 Kern Graduate Building
University Park, PA 16802-3303
Phone: 814-865-5448
E-mail: gradthesis@psu.edu
Website: gradschool.psu.edu/academics/theses-and-dissertations

Graduate Student Association
The Pennsylvania State University
111B Kern Building
University Park, PA 16802-3303
Phone: 814-865-4211
Fax: 814-865-3033
E-mail: gpsa@psu.edu
Website: gpsa.psu.edu

Housing Information
The Pennsylvania State University
101 Shields Building
University Park, PA 16802-1201
Phone: 814-865-7501
Website: hfs.psu.edu

V. Degree Documents

M.A. Check Sheet: Degree Requirements

Students need to fill out the following check sheet at the beginning and end of each school year. It must be turned in via hard copy or via email to the Director of Graduate Studies. Please cc the Graduate Program Staff Assistant.

It is recommended that you save this as a file and simply update it each term.

Student's Name

Courses in Comparative Literature (15 credits required):

Course	Instructor	Semester/Year	Grade
CMLIT 501 (3 credits)			
CMLIT 502 (3 credits)			
CMLIT 503 (3 credits)			
CMLIT 511 (3 credits)*			

* Unless waived by the DGS, with a different 500-level CMLIT course to substitute. Courses in

Comparative Literature and Related Fields (18 credits required):
At least 6 credits are to be taken in courses that focus on non-Anglophone literatures.

Course	Professor	Semester/Year	Grade

Note: 18 or more credits must be at the 500 level or above.

Language Proficiency (corresponding to the literatures above, plus reading proficiency in a third language—one of these languages may be English; it is assumed that English proficiency is assessed through coursework, including CMLIT 501):

Language 1: _____
Means of assessing proficiency?_____
Date: _____

Language 2: _____
Means of assessing proficiency?_____
Date: _____

M.A. Paper Title:

Evaluator of Paper: _____ Date Submitted/To Be Submitted: _____

Adviser: _____ Degree: _____ Date: _____

M.A./Ph.D. Program Check Sheet: Degree Requirements

Students need to fill out this check sheet at the beginning and end of each school year. It must be turned in via hard copy or via email to the Director of Graduate Studies. Please cc: the Graduate Program Staff Assistant.

It is recommended that you save this as a file and simply update it each term.

Candidate's Name:

Coursework: Candidates in this program acquire the M.A. and the Ph.D. in five or six years. The coursework to satisfy the M.A. should be completed during the first 4 semesters of graduate study. A minimum of 48 total credits are required.

M.A. course requirements**:

Courses in Comparative Literature (18 credits required):

Course	Professor	Semester/Year	Grade
CMLIT 501 (3 credits)			
CMLIT 502 (3 credits)			
CMLIT 503 (3 credits)			
CMLIT 5xx (3 credits) Pedagogy			
CMLIT 5xx (3 credits)			
CMLIT 5xx (3 credits)			

Courses in Comparative Literature and Related Fields (18 additional credits):

Course	Professor	Semester/Year	Grade

500-Level courses: to meet university requirements for a M.A. by the end of the first two years, 18 or more credits must be at the 500-level or above. The usual expectation is that all, or nearly all courses in the five-year program will be at that level.

Ph.D. Course requirements for those on the M.A./Ph.D. track**:

A. Courses in Comparative Literature (9 credits required)

Course	Professor	Semester/Year	Grade

B. Courses in Comparative Literature and Selected Literatures (6 credits required) **

Course	Professor	Semester/Year	Grade

**The three main languages presented for the degree are to be represented by graduate level literature courses (i.e., 400 and 500 level). These may be taken during M.A. coursework or during Ph.D. coursework.

C. For Graduate Minors and Dual-Title Ph.D. Programs:

Graduate Minor: Graduate minors typically entail 15 credits (5 seminars) taken in that department. However, requirements for graduate minors vary somewhat from department to department, and it is the student's responsibility to check these carefully and to file the required forms. Check with the Graduate Program Assistant and the Director of Graduate Studies for the relevant program for more information.

Dual-Title Ph.D. Program: Dual-Title Ph.D. programs typically entail 15 to 18 credits (5 to 6 seminars) taken in the dual-title department. However, requirements for dual-title programs vary, and it is the student's responsibility to check these carefully and to file the required forms. In addition to reviewing programmatic information in the Bulletin, students should check with the Graduate Program Assistant and the Director of Graduate Studies for the relevant program for more information, including possible additional requirements, such as language proficiency.

Course	Professor	Semester/Year	Grade

Normal Progress Timetable:
M.A./Ph.D. Program 5 years post-B.A.
Semesters 1–6: coursework
Semester 3: qualifying examination
Semester 4: M.A. Paper
Semester 4 or 5: Comps list approved by committee
Semester 6: Comprehensive Exam and Approval of Dissertation Proposal
Semesters 7-10 (or 12): complete the dissertation and graduate

M.A. paper, language requirements, exams, and dissertation:

1. **Qualifying Examination Committee** (chair plus 3-4 members, including representatives from the student's dual-title program or Graduate Minor, as relevant and required).
   _____
   _____
   _____

Date of Exam _____ Results _____

2. **M.A. Paper Title:** _____

Evaluator of Paper _____ Date Submitted _____

3. **Language Proficiency** (Strong proficiency in languages A–C, which are the languages of your three literature areas; one language may be English).

Language	How Will Proficiency be Proven?	Date Proficiency Acquired
A.		
B.		
C.		

Adviser _____ Degree Date (M.A.) _____

4. **Comprehensive Exam**

Date of Exam _____ Date Passed _____

5. **Dissertation**
    a. Date Final Proposal Approved _____

    b. Title _____

    c. Dissertation Committee:

Committee Chair:	
Member 1:	
Member 2:	
Member 3:	
Member 4:	

    d. Dissertation Defense

    Date _____ Result _____

Questions to answer in advance of your advising appointments with the DGS:

1. Are you currently enrolled in accordance with your graduation requirements?

2. Have you satisfied your language requirements? If not, how do you plan to?

3. Have you begun work on your M.A. paper?

4. Are you planning to do a minor or working toward a dual-title degree? Are you on track to satisfy the minor/dual-title requirements? (Remember that minors/dual- titles are administered by different units and that these requirements are in addition to your requirements for CMLIT).

5. Are you on target for your exams?

For ABD students (post comprehensive exam)

1. Are you making consistent progress on your dissertation? Are you on target to graduate on time?

2. Have you established a publishing record? If not, what are your plans to do so?

3. Are you a member of the MLA?

4. Have you begun planning for the job market? (Students are expected to be on the job market throughout their last year on regular support and should also apply for postdoctoral positions during this time.)

5. Are there any areas in which you would like to teach in order to strengthen your job candidacy?

Ph.D. Program Check Sheet: Degree Requirements

Students need to fill out this check sheet at the beginning and end of each year. It must be turned in via either hard copy or electronic attachment to the Director of Graduate Studies. Please cc: the Graduate Program Staff Assistant.

It is recommended that you save this as a file and simply update it each term.

Candidate's Name_____

Coursework: Candidates in this program acquire the Ph.D. in four or five years. The coursework to satisfy the M.A. should be completed during the first 4 semesters of graduate study. A minimum of 36 total credits are required.

A. Courses in Comparative Literature (15 credits required beyond the M.A.)

Course	Professor	Semester/Year	Grade
CMLIT 501 (3 credits)*			
CMLIT 502 (3 credits)*			
CMLIT 503 (3 credits)*			
CMLIT 5xx (3 credits)* Pedagogy			

*Alternate courses when CMLIT 501, 502, 503, and pedagogy have been completed in our M.A. program:_____, _____, _____, and _____.

B. Courses in Comparative Literature and Selected Literatures (21 credits required)**

Course	Professor	Semester/Year	Grade

**The three main languages presented for the degree are to be represented by graduate level literature courses (i.e., 400 and 500 level).

C. For Graduate Minors and Dual-Title Ph.D. Programs:

Graduate Minor: Graduate minors typically entail 15 credits (5 seminars) taken in that department. However, requirements for graduate minors vary somewhat from department to department, and it is the student's responsibility to check these carefully and to file the required forms. Check with the Graduate Program Assistant and the Director of Graduate Studies for the relevant program for more information.

Dual-Title Ph.D. Program: Dual-Title Ph.D. programs typically entail 15 to 18 credits (5 to 6 seminars) taken in the dual-title department. However, requirements for dual-title programs vary, and it is the student's responsibility to check these carefully and to file the required forms. In addition to reviewing programmatic information in the **Bulletin**, students should check with the Graduate Program Assistant and the Director of Graduate Studies for the relevant program for more information, including possible additional requirements, such as language proficiency.

Course	Professor	Semester/Year	Grade

Expected Progress Timetable:
Ph.D. only (after M.A.): 4-5 years post-M.A.
Semesters 1–4: Coursework (Dual-title Ph.D. programs and doctoral minors may require additional semester(s) of coursework.)
Semester 3: Qualifying Examination
Semester 4 or 5: Comprehensive Exam and Prospectus defense
Semesters 6 –10: Defend the dissertation and graduate

Progress Toward the Degree

1. **Qualifying Examination Committee** (chair plus three–four members, including representatives from the student's dual-title program or Graduate Minor, as relevant and required).

   _____
   _____
   _____

Date of Exam _____ Results _____

2. **Language Proficiency** (Strong proficiency in languages A–C, which are the languages of your three literature areas; one language may be English).

Language	How Will Proficiency be Proven?	Date Proficiency Acquired
A.		
B.		
C.		

Adviser _____ Degree Date (M.A.) _____

3. **Comprehensive Exam**

Date of Exam _____ Date Passed _____

4. **Dissertation**
    a. Date Final Proposal Approved _____

    b. Title _____

    c. Dissertation Committee:

Committee Chair:	
Member 1:	
Member 2:	
Member 3:	
Member 4:	

    d. Dissertation Defense

    Date _____ Result _____

Questions to answer in advance of your advising appointments with the DGS:

1. Are you currently enrolled in accordance with your graduation requirements?

2. Have you satisfied your language requirements? If not, how do you plan to?

3. Have you begun work on your M.A. paper?

4. Are you planning to do a minor or working toward a dual-title degree? Are you on track to satisfy the minor/dual-title requirements? (Remember that minors/dual- titles are administered by different units and that these requirements are in addition to your requirements for CMLIT).

5. Are you on target for your exams?

For ABD students (post comprehensive exam)

1. Are you making consistent progress on your dissertation? Are you on target to graduate on time?

2. Have you established a publishing record? If not, what are your plans to do so?

3. Are you a member of the MLA?

4. Have you begun planning for the job market? (Students are expected to be on the job market throughout their last year on regular support and should also apply for postdoctoral positions during this time.)

5. Are there any areas in which you would like to teach in order to strengthen your job candidacy?

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