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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 includes 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, post-colonial, Marxist, feminist, and sex/gender theory, material textual analysis, visual studies, 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. (See page 68 for contact information.) Other departmental information is available on the web page: <http://complit.la.psu.edu/>.

You can find a list of “who does what” 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 to faculty members within other humanities departments, since both the M.A. and the Ph.D. degrees require work not only in Comparative Literature, but in specific literatures, as well. For example, the offerings of the Department of English, the Department of Women’s Studies, and the various foreign-language departments are available.

The journal *Comparative Literature Studies* is published by our 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 editors, and editorial collective members, for two other journals produced at Penn State: *Verge: Studies in Global Asias* and *ASAP: The Journal for the Association of the Arts of the Present*. Graduate students are encouraged to take advantage of the journals’ presence in our department to learn how a scholarly journal operates and to participate in the editorial process. (See page 68 for Journal contact information.)

A Brief History of Comparative Literature at Penn State

The first courses in Comparative Literature were offered by the Department of English Literature 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. In the 1940s, other courses offered by the Department of German were comparative in nature; one of these still exists as CMLIT 443.

A graduate program in Comparative Literature came into existence around mid-century. Penn State's first Ph.D. in Comparative Literature was awarded to Robert A. Charles in 1952; the first 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 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 director of the graduate program 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, Distinguished Professor of Comparative Literature and Asian Studies, served as head from 2014 until 2015. The current Department Head is Charlotte Eubanks (cde13@psu.edu).

2. Being Part of the Intellectual Life of Our 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 Travel Funding Committee, as leaders in the organization for Graduates in International Languages and Literatures, 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 institutes.

This is an exciting place to be. Come, be 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 available from the department office, through e-mail, in students' mailboxes, as well as on the departmental website (<http://complit.la.psu.edu/>) and on Facebook.

GILL: Graduates in International Languages and Literatures

The Graduates in Languages and Literatures organization (GILL) 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. Ask any returning graduate student for additional

information about GILL. The GILL representatives are determined in the fall semester; for current representatives see page 68.

Keeping Informed

Nothing here or elsewhere in this booklet is intended to contradict the University-wide *Graduate Degree Programs Bulletin* (<http://www.psu.edu/bulletins/whitebook>), which students are advised to consult. Details about our M.A. and Ph.D. programs follow, as do course descriptions, faculty listings, and other particulars. If you do not find the information that you need, 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 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 beginning of each semester, and after meeting with the student, the Director of Graduate Studies composes a "progress memo" to each student (with a copy to her/his adviser) that outlines how far they have come, what remains to be done, and any special achievements or deficiencies.

The following are the most common reasons for a determination of lack of progress: failure to pass a milestone (including the schedule for completing the M.A. paper, qualifying or comprehensive exam, or dissertation), either through poor performance or procrastination; deferred grades carried past the standard remediation period; absence of faculty support; or problems performing assigned departmental duties (such as teaching or R.A. commitments). Lack of progress that may result in a suspension of financial support and/or termination will be noted as such and a deadline given for remediation. (Extreme situations may require immediate cancellation of support and/or suspension from the program.)

Normal Progress Timetables

For purposes of departmental advising and funding, including travel funds, the timetables below state the expectations for normal progress toward completion of the degree. If you have questions, please see 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 DGS-approved academic adviser in place by the end of the first year. Once a student has their new academic adviser in place, please inform the Graduate Program Staff Assistant. A good time to make this choice is towards the end of the spring semester, when new students will have had an opportunity to take coursework with several faculty members and to meet others. Students should meet with this faculty member on a regular basis for advice concerning their programs of study, especially for course selection and research plans.

Contact the Director of Graduate Studies about professional preparation, as well as about progress towards the degree, exams, assistantship assignments, and funding. Contact the 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 Doctoral Roadmap to Competitiveness for Academic Placement

Welcome to Grad School! Now, peek into the future. Here's where you're aiming to be in about 4 or 5 years, when preparing job applications for tenure-track research-intensive and liberal arts jobs. You will be:*

- ✓ *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.*
- ✓ *coursework that gives you expertise in comparative methods, theory, and literature and other cultural productions within and beyond your specialty*
- ✓ *a clear research profile, anchored in 2-3 key languages and a 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 in October of your final year of funding (typically, Year 5), so you can graduate in time to be eligible for jobs and postdocs starting in 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 emerging scholarship, such as articles in high-quality journals: at least one in print, others somewhere in the pipeline (forthcoming, revise & 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, Dollinger, Rock, etc).*
- ✓ *signs that you're engaging in your scholarly communities, including an indication of service within our department or university, and some participation in the broader scholarly field: institutional affiliations, Institute for World Literature, honors, etc.*
- ✓ *strong letters of recommendation from your committee members.*

That's the gold standard. You do yourself many favors by trying to get as close to it as you can. Especially if you're working on a dual title degree or a doctoral minor, or if intensive language study or extended time abroad is part of your plan, you will want to work with faculty members to apply for internal and, especially, external grants to try to fund an additional year.

This guide is here to help you design and adjust your plan of study, to stay on track, to celebrate your successes, to identify your weaknesses (we all have them), and to move steadily and concertedly toward your goals – a good job, a good life, a balanced intellectual journey, a life of books, teaching, writing, and service.

** Note: This document focuses on preparing you for research-intensive and teaching-intensive jobs. The Grad faculty is thinking carefully about preparation for other diverse careers; if you're interested in pursuing those possibilities, let us know!*

Year 1

Curricular

- Meet with the DGS to identify potential advisers/committee members and take their courses, if available. As advised by the DGS, establish relationship with academic adviser by end of Year 1, ideally early in spring term.
- Focus on any language needs and take language skills 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 in the fall, as well.)

Spring-Summer: Prepare for Qualifying Exam to be taken in fall of year 2. With consultation of 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. Ask the DGS about the Institute for World Literature, and other 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 DGS to identify departments for possible teaching exchanges.
- Begin working on the Graduate School Teaching Certificate and/or the World Campus Online Learning Course series.

Research

- Complete the on-line component of Scholarship and Research Integrity (SARI) training. <http://www.research.psu.edu/orp/sari/> This is a short (a couple of hours) on-line course on research integrity REQUIRED of all graduate students at Penn State and must be passed before the end of September. (The discussion component of SARI training will be included in CMLIT 501.)

- Begin thinking about research topics. Identify areas of focus and start reading toward them.
- Identify grants for study and research abroad in your field. Attend grants workshops. Plan a grant/fellowship timeline and submit to the DGS. Remember that apps are often due almost a year ahead of the actual grant.
 - Consider possible affiliation 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 or nearby conferences and symposia in your fields.

Year 2

Curricular

- Continue to take courses with and maintain close contact with adviser and committee members. Also take additional courses that will help train you as a comparatist.
- Focus on any language needs and take language skills courses as necessary. Take grad level courses in languages. You want to have your 2 main languages solidified, and be significantly advanced with your 3rd, so as to be able to use your languages as you pursue research.
- Complete the 501, 502, 503 sequence and the departmental pedagogy course.

*Fall: **Qualifying exam.***

*Spring & Summer: **M.A. Paper** (if applicable).*

*Spring & Summer of year 2, into Fall of year 3: **Comps planning.** In early spring consult with the DGS, your adviser, and your committee members. Ideally, you should prepare, with your adviser, comprehensive exam reading lists for approval by your committee by the end of the spring so you can begin reading over the summer. (Otherwise, you'll need to finalize the list and get DGS 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 an institute elsewhere, research, and writing. Read for comprehensive exams and for the dissertation prospectus. In fall, talk to the DGS about the Summer Writing Fellowship.

Teaching

- Begin or continue building a teaching record in both CMLIT and areas relevant to your career goals.
- Complete as much as possible of the Teaching Certificate and/or the World Campus learning series.
- Start a teaching portfolio, with syllabi, course materials, SRTEs, and observation reports.

Research

- Begin narrowing research topic/area for 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 DGS in the fall about applying.
- Continue applying to grants for study and research abroad in your field. Remember that apps are often due almost a year ahead of the actual grant. Begin application process for grants to be used post comps or for study abroad.
 - Continue to develop affiliations with centers (Folger, Newberry) and plan those applications.
 - If your research will require access to archives or research abroad or elsewhere in North America, develop a timetable for submitting grants for visiting them. (Include the internal STAR award, as well as external library grants.)

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, MESA, etc, preferably to give a paper. Deadlines for submitting a proposal to give a paper are often 6-9 months ahead. Start building this conference presentation into a journal article submission.
-

Year 3

Curricular

- **Final year for coursework.** (After this year you will only audit one course a semester, either in CMLIT, a related field, or a continuing language sequence.) Continue to take courses with and maintain close contact with 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 skills 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 as you take comps.]

Fall-Spring: Comps. Committee established last spring and comps list approved by DGS last spring or at the start of fall semester in year 3. During *summer and fall* read for comps. *Fall term:* work on a draft of 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 term:* 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 dissertation director, send a note to DGS indicating your preferred semester for the release. (Remember that department needs must coordinate with student needs.) *Apply for institute affiliation with the Institute for Humanities, CHI, CGS, 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.

Research

- Submit a second article, preferably one that is squarely in your field of specialization in a centrally recognized journal.
- Continue applying to external grants for research abroad in your field. Remember that apps are often due almost a year ahead. Early in Fall, apply for a Year 4 Fulbright, AAUW fellowship, FLAS, or other large grant, etc. NB: Often the Grad School will incentivize your applications for external funds, even if unsuccessful! (<http://forms.gradsch.psu.edu/fellow/doctoral.pdf>).
- 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, IAH, CHI, Dollinger, Crawford, ...)
- Continue developing affiliations with external centers and implement those applications.

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-affordable opportunities for service engagement (serve as rep to Grad Committee, GILL, or the ACLA board; help organize an event or a reading group; etc.)

A brief interlude...

Note that Year Three is crunch time!

*Finishing coursework
 Completing language requirements
 Comps
 Teaching
 Working on publications
 Presenting at conferences
 Grant applications
 Dissertation prep
 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 Three.

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 term.** 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 teaching record. (Assignments will take into account student goals and department needs. Be sure to talk with the DGS, 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, Institute for World Literature, time at research libraries, etc). Applications are due in the early Spring.
- If not done already: *apply for internal grants and fellowships*.
- Consider possible affiliation with centers and plan those applications.
- Consider postdocs and dissertation writing awards. Speak with your committee about predocs, postdocs, and awards in your fields.

Professional

- Get actively engaged in the job market process. Read about the experience, prepare your CV, draft teaching and research statements, and check in with the placement officer. Go to the placement team events 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 CV qualifies you for these. Enunciate your research profile in these terms.
 - Consider documentable, time-affordable opportunities for service engagement (such as hosting an event, organizing a reading group, serving on GILL or as the grad rep to the Graduate Committee, and so on).
-

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 DGS 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 postdocs, and implement it.
- In early Fall, alert the Department Head, DGS and your adviser if you will apply for additional year funding. If in a dual title Ph.D., make sure the DGS in that program also knows your plans. Additional funding is not guaranteed, but may be available on a competitive basis. Talk to the DGS 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 October 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 the 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.

II. DEGREE PROGRAMS

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

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 course work 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 you will need to register for twelve credits. Full time graduate enrollment is typically nine 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. (Schreyer Scholars may double-count twelve 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. This greatly enhanced long-range academic planning for exceptional students who wish to pursue doctoral degrees and other professional goals after leaving Penn State. The student may also be more competitive in applying for admission to Ph.D. programs as well as for institutional and national grant monies and scholarships.

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

The number of openings in the integrated B.A./M.A. program is limited. Admission is selective, based on specific criteria and the unqualified recommendation of faculty. Applicants to the integrated program:

1. Must be enrolled in the Comparative Literature B.A. program [\[1\]](#).
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 recommended overall GPA of 3.2 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must present a departmentally approved plan of study in the application process.
5. Must be recommended by the chairs of the Department's undergraduate and graduate committees.

To apply, you will need to assemble a dossier, which should include the following items:

* Your resume' (showing contact information, current GPA, language levels, areas of study, work experience, and references, as well as any other info you'd like to include)

* Your unofficial transcript of courses taken (showing that you have completed at least 60, but generally not more than 100, credit hours thus far; that you're enrolled in the CMLIT B.A.; your language coursework)

* A writing sample (should be an essay you have written on a literary topic, somewhere from 5-20 pages in length. This may be a paper that you wrote for an upper division literature course.)

* Two academic letters of recommendation (usually one comes from a literature instructor and one from a language instructor, but that is up to you)

* A short statement of purpose (a short essay of about 2 pages where you describe the kinds of literature and media you are interested in studying, what you have done so far, and what areas you would like to explore further)

* Your plan of study for the integrated B.A./M.A. coursework (as a first step, make an appointment with one of the faculty advisers for the B.A./M.A. program, who can work up a plan of study with you)

Send the completed packet, via email attachment, to the Director of Graduate Studies, who will take it to the full Graduate Committee for review. If the review is positive, the DGS will ask you to submit the online application and pay the University application fee, which at that point is just a (necessary) formality.

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

For the CMLIT B.A.:

Required core courses (12 credits):

- CMLIT 010 *World Literatures*
- CMLIT 100 *Reading Across Cultures*

- CMLIT 501 (taken instead of CMLIT 400Y)
- CMLIT 4XX (any 400-level CMLIT course)

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

Foreign language (6 credits):

- Two courses in the same language beyond the 003 level

Supporting courses (18 credits):

- A minimum of six credits must be in CMLIT courses.
- Up to 12 credits may be taken in English or in the department of the foreign language used to fulfill the foreign 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 six credits in the two categories below may double-count with the B.A.; one 400-level and one 500-level

- 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 if in Honors College
- 18 or more credits must be at 500 level or above

Additional requirements:

- 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 satisfied through coursework, including CMLIT 501):
- M.A. Paper

2. The M.A. Program

The Comparative Literature M.A. program has concentrated on literatures in certain languages: Arabic, Chinese, English, French, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish, and Turkish. We are growing additional concentrations in Korean. Work in the medieval literatures of these languages (for example, Old English) is also often available. Students whose primary interest is in a literature not among those just mentioned must inform the Director of Graduate Studies so that an evaluation of the program's ability to accommodate the student's interests can be made.

It is expected that students will continue working in the foreign languages 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 of 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 a B.A. in Comparative Literature or a related field may apply to be admitted directly into the M.A. program.

Progress through the Master's Program

The master's program consists of course work, 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) an M.A. paper. In these literature courses, the literature may be read and/or taught in the original language. Whatever the case, students with relevant language capabilities are expected and required to use them. Within the concept of a "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 any geographical location). All courses counting toward these requirements are to be at the 400 or 500 level. Courses below the 400 level may be necessary to remedy deficiencies, 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.

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, since students who have trouble with English will find it impossible to complete their coursework or do their teaching.

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

1. Completion of one or more literature courses (requiring reading of the 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 2nd-semester grad reading course.
2. Completion, with a grade "B" (or higher), of the 3rd 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.

Dual Title M.A. Program(s)

M.A. in Russian and Comparative Literature

The Department of Comparative Literature and the Department of Germanic and Slavic Languages and Literatures offer a joint M.A. in Russian and Comparative Literature. The program enables students to concentrate in Russian literature at the graduate level while having the advantages of a comparative context. Students completing this M.A. will acquire an in-depth understanding of Russian literature and culture, as well as proficiency in Russian and in one other foreign language. The degree prepares students for doctoral work in Russian or Comparative Literature, as well as for service with governmental and non-governmental agencies that are engaged in relations with Russia. For more information, consult the Graduate Program Staff Assistant, who can put you in touch with the adviser for this degree program.

Concurrent Degree Option

Students are occasionally interested in taking two M.A. degrees—one in Comparative Literature, because of the breadth and range that it offers; another in English or a foreign language, because of the specialization and language expertise involved. Penn State offers a structure called "Concurrent Degrees" to accommodate such plans. Students interested in Comparative Literature, for example, have used this structure to earn M.A.'s in Comparative Literature and in Spanish, 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 to discuss it with you. The Graduate School has also prepared a statement entitled "Concurrent Candidacies" (<http://www.gradschool.psu.edu/faculty-and-staff/faculty/concurrent/>).

M.A. 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 _____

Courses in Comparative Literature (15 credits required):

| Course | Professor | Semester/Year | Grade |
|-------------------------------|-----------|---------------|-------|
| CMLIT 501 (3 cr.) | | | |
| CMLIT 502 (3 cr.) | | | |
| CMLIT 503 (3 cr.) | | | |
| CMLIT 5xx (3 cr) Pedagogy* | | | |
| | | | |

* 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 literature.

| Course | Professor | Semester/Year | Grade |
|--------|-----------|---------------|-------|
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Note: 18 or more credits must be at 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 satisfied through coursework, including CMLIT 501):

Language 1: _____ How was (or will be) proficiency proven? _____ Date _____

Language 2: _____ How was (or will be) proficiency proven? _____ Date _____

M.A. Paper Title _____

Evaluator of Paper _____ Date Submitted _____

Adviser _____ Degree Date _____

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

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

This program, designed for students to complete both an M.A. and a Ph.D. in 5 to 6 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 course work (totaling 51 required credits), a candidacy examination, a demonstration of language proficiency, a comprehensive examination, and a dissertation—in that order. (n.b. The exams and dissertation procedures are described fully in sections below).

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

The M.A. requirements include 36 credits of coursework, including (A) 3 credits of CMLIT 501; 3 credits of CMLIT 502; 3 credits of CMLIT 503, and 3 credits of CMLIT 597/Pedagogy; (B) 6 further credits in Comparative Literature courses; (C) 18 credits in Comparative Literature and/or other literatures (at least 6 credits of these must be in non-Anglophone literatures); (D) 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 (E) an M.A. paper.

In these literature courses, the literature may be read and/or taught in the original language. Whatever the case, students with relevant language capabilities are expected and required to use them. Within the concept of a “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 any geographical location). All courses counting toward these requirements are to be at the 400 or 500 level. Courses below the 400 level may be necessary to remedy deficiencies, 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 candidacy 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. 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 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).

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 |
|--------|-----------|---------------|-------|
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500 Level courses: to meet university requirements for an M.A., by the end of the first two years 18 or more credits must be at 500 level or above. The usual expectation is that all, or nearly all, courses in the 5-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 & 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.

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 (<http://bulletins.psu.edu/graduate/programs/C/GRAD%20CMLIT>), 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 |
|--------|-----------|---------------|-------|
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Normal Progress Timetable:

- M.A./Ph.D. Program 5 to 6 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 _____ Result _____

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.) _____

3. Comprehensive Examination

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 comps)

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

7. Have you established a publishing record? If not, what are your plans to do so?
8. Are you a member of the MLA?
9. 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.)
10. Are there any areas in which you would like to teach in order to strengthen your job candidacy?

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 ["Candidacy 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 3 languages), a comprehensive examination, and a dissertation—in that order. (The exams and dissertation procedures are described fully in sections below).

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 597/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, an 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 his or her major field. For further information and a list of courses and advisers for the minor, see the details provided at <http://bulletins.psu.edu/graduate/programs/P/GRAD%20PHIL>.

2. Other Minors. In addition to the minor in criticism, theory, and aesthetics, other minors may be useful. The minors in English, Spanish, French, and Latin American Studies have been especially popular. 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. At present, dual-title degrees are offered in Comparative Literature and African Studies, in Comparative Literature and African Studies, 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.

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 problem-solving approaches to thematic, regional, or national issues pertaining to African development and change.

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: <http://bulletins.psu.edu/graduate/programs/A/GRAD%20AFRST>

Ph.D. in Comparative Literature and Asian Studies

Graduate students with research and educational interests in international education may apply to the Comparative Literature/Asian Studies Degree Program. The goal of the dual-title degree Comparative Literature and Asian Studies 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 the perspective of Asian Studies.

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: <http://bulletins.psu.edu/graduate/programs/A/GRAD%20ASIAN%20STUD>.

Ph.D. in Comparative Literature and Visual Studies

Comparative Literature graduate students who have research and educational 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 and its history in global contexts; (b) help them develop a comprehensive understanding of literary 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: <http://bulletins.psu.edu/graduate/programs/V/VSTUD>.

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: <http://bulletins.psu.edu/graduate/programs/W/GRAD%20WMNST>

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 _____

I. 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: _____, _____, _____, _____.

B. Courses in Comparative Literature & Selected Literatures (21 cr. required)**

| Course | Professor | Semester/Year | Grade |
|--------|-----------|---------------|-------|
| | | | |
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**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 (<http://bulletins.psu.edu/graduate/programs/C/GRAD%20CMLIT>), 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 |
|--------|-----------|---------------|-------|
| | | | |
| | | | |
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| | | | |
| | | | |

Normal 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 examinations

Semester 4 or 5: Comprehensive Exam and approval of dissertation proposal

Semesters 6 –10: complete the dissertation and graduate

II. Progress toward the Degree

A. Qualifying Examination Committee (chair plus 3-4 members, including one or more representatives from the student’s dual-title program or graduate minor, when applicable and as required)

Date of Exam _____ Result _____

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

| Language | Date | Result |
|----------|------|--------|
| A. | | |
| B. | | |
| C. | | |

C. Comprehensive Examination

Date of Exam _____ Date Passed _____

D. Dissertation

1. Date Final Proposal Approved _____

2. Title _____

3. Dissertation Committee:

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

4. 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. Are you planning to do a minor or dual-title? 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).
4. Are you on target for your exams?
5. Are you on target to graduate on time?

For ABD students (post comps)

6. Are you making consistent progress on your dissertation?
7. Have you established a publishing record? If not, what are your plans to do so?
8. Are you a member of the MLA?
9. 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.)
10. Are there any areas in which you would like to teach in order to strengthen your job candidacy?

III. KEY ELEMENTS OF DEGREE PROGRAMS

1. Coursework

The CMLIT Graduate Core

Students in the graduate program are normally expected to complete the 501, 502, 503, and 597 (Pedagogy) 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 597, 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 T.A.-ing or teaching to share and exchange experiences and challenges that they encounter in the classroom, which allows them to get 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, RA, or 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 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 foreign languages that they present on 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.

The Comparative Literature doctoral program has concentrated on literatures in certain languages where we also have faculty expertise: Arabic, Chinese, English, French, German, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and Turkish. Work in the medieval literatures of these languages (for example, Old English) is also often available. Students whose primary interest is in a literature not among those just mentioned must inform the Director of Graduate Studies so that an evaluation of the program's ability to accommodate the student's interests can be made.

Admission to the Ph.D. program does not, in itself, confer official "candidacy for the degree" (see ["Qualifying Examination and Plan of Study"](#)).

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, ask the department office for a copy of a recent syllabus or booklist. Not all courses are offered every year. In advance of each semester, specific scheduling information is made available via email, in fliers, on the departmental web site, and on 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 DGS, 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, ask in those departmental offices.

To give just one example, a student interested in modern literature might choose among (in addition to the modern 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 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.

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

- 1) **To substitute for a regular 3-credit course.** The student must show that the requested Independent Study course is essential to their field preparation as determined by their adviser and the DGS 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 CIC course share (e.g., by video). In this case, the 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 DGS 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 Study 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, conference paper, 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 Study. It should *not* be used for purposes such as preparing for the candidacy exam, the comprehensive field exams, or the prospectus.
- 3) **To allow a graduate student to “bump up” a 400-level undergraduate course to graduate level.** The student should register for the course as usual and request a 1-credit 500-level Independent Study, 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 3–4 times per semester with the faculty instructor to discuss the graduate-level components of the course.

To prepare for the comprehensive exam and prospectus. In the past, students have often requested an Independent Study course, to be taken during the semester prior to taking their comprehensive exams, in lieu of a third graduate course. The department will be creating a dedicated listing number for a 3-credit “Comprehensive Exams Preparation” course that graduate students could elect to take, with the approval of their adviser, for the purpose of reading for the comprehensive exams and drafting the

prospectus. Students must have their comps reading list approved before registering for the course, and will be expected to meet at least once with each member of his/her/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 Study semester.* Students will only be allowed to register for this course 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 comprehensive exams 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

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 question about your number of credits, or 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. Courses taken for "audit" are not included in the minimum of 9 credits for full-time status, but are counted towards 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 of 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 (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'll 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 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 out 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 exams 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 exams have been passed.

The Graduate School requires that registrations be maintained, either part-time or full-time, fall or spring semesters from the time students take their comprehensive exams up to, and including, the semester in which the final oral exam ("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. This requirement of being registered also applies to the comprehensive exams. For those on assistantship, registration for non-credit CMLIT 601 satisfies the continuous and full-time registration requirements after the comprehensive exams have 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.

Continuous Enrollment Post-Comprehensive Exam

The Graduate School also requires that students remain enrolled (though not necessarily full-time) between comprehensives and the defense of the dissertation (see “Dissertation—Registration Requirements for Doctoral Students” below).

Post-Comprehensive Exam Coursework

After comps, 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 course work *for audit* each semester. (For more information, see the section on “Post-Comprehensive Exam Engagement Plan & ABD Audit Policy” in this Handbook.) This registration is covered by one fee, associated with ABD (“all but dissertation”) 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 course work *for credit* with the 601 registration 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 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, its tone or level or nature of discourse and documentation.
- The paper should be accompanied by a cover-letter or formal email/message, just as you would prepare the letter if you were actually sending this paper to this journal. 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.
- A copy of the Journal Article Rating Sheet (below, and available at <http://complit.la.psu.edu/documents/M.A.guidelines.pdf>).

The journal should be among those listed in the *MLA Directory of Periodicals* (available through the University Library’s A-Z Database list). Include, with your submission, a photocopy of the journal’s entry in the *MLA Directory*.

The process envisions first and final drafts of the paper, giving you the chance to incorporate changes mandated by your evaluator. First and final drafts of the paper are to be submitted by the deadlines listed below. Be sure to inform the graduate secretary and/or director when you have submitted your reading list and drafts. Rough drafts are due 4-6 weeks into the semester, final drafts 4-5 weeks before the semester ends. Missing deadlines may cause your graduation to be delayed.

The paper will be read by a department faculty member familiar with the subject area. They 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.

M.A. Paper Rating Sheet

The faculty member evaluating the M.A. Paper fills out a brief “reader’s report,” using the below form.

JOURNAL ARTICLE RATING SHEET
(Used for Evaluation of M.A. Papers)

TO THE STUDENT: Fill in the top part of this form. Give it, along with (1) a copy of the department guidelines, and (2) your paper and the additional items specified in Guideline I. B., to a Comparative Literature faculty member in the field who has agreed to review it for you.

Title of Article _____

Author of Article _____

Name of Reviewer _____

TO THE FACULTY MEMBER:

The process envisions a first and final draft of the paper, giving you the chance to suggest improvements. However, you may at your discretion consider the first draft to be the final draft. In commenting on the first draft, use the form below or any other format you find appropriate for conveying your remarks to the student. For the final draft, using the form

below, please review this paper as you would do if a journal editor sent it to you for evaluation. Return the form to the department along with the student's paper and additional items indicated above. We will give a copy of your evaluation to the student and put on in his/her file. Thank you.

RATING SCALE

Very Good 6 5 4 || 3 2 1 Very Poor

(Is worthy of publication) (Is not worthy of publication)

If you believe that the article requires major revisions to make it publishable, you should rate it accordingly and explain why the article is deficient.

COMMENTS

Signature _____ Date _____

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 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, in consultation with the Director of Graduate Studies and their advisers. Qualifying exams are scheduled in the second half of September.

Key Steps and the Scheduling of 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 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 of the formation of the committee.) The Graduate Program Staff Assistant has a checklist on the formation of the committee and the exam process. Before the end of the 2nd semester, the **student** should obtain the 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) Assembling the Dossier: The **student**, in consultation with their **committee chair**, will assemble the dossier. 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 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 Grad Program Staff assistant, get all the signatures, and return the form to the **Grad Program Staff Assistant**, who will file it with the Graduate School.
 - 4) Scheduling the Exam: *The responsibility of scheduling the exam rests with the chair(s) of the committee in consultation with the DGS.* In July or early August, 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 60-90 minutes. The qualifying exam should be scheduled for the second half of September. Once a common time is settled upon, and with at least 3 weeks' lead time, the **committee chair(s)** will notify the **Grad 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.)
 - 5) Circulating the Dossier: Two weeks prior to the date of the oral exam, the **student** must submit the full dossier to the DGS, to all members of their qualifying committee, and to the Grad Program Staff Assistant.
 - 6) Recording the Result: The **committee chair(s)** should obtain the exam signature form from the Grad 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 **Grad 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 qualifying committee a dossier that includes:

1. Their three strongest papers written in the course a graduate seminar (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 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 one month prior to the exam.
3. A Plan of Study. This statement should be six to eight pages long plus 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 proposal (described below) but limiting yourself to two or three paragraphs (except the 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 section on “Language Proficiency” above).

Graduate Minors. Students have the option, with the approval of their adviser and the Graduate Committee, 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 also includes 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). The doctoral minor or dual-title degree program (if any) must have representation on the committee. (See the DGS for details.) A CMLIT faculty member must be chair or co-chair.

For more information, see “Graduate Student Committee Procedures” at <http://www.gradschool.psu.edu/faculty-and-staff/faculty/committee/>. 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 his/her field(s) of study. It serves two purposes: (1) to prepare the student as a prospective teacher in his/her field(s) of study; (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 (i.e. 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 proposal 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 her or his 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 member of the committee having expertise in the area. Each list should include 25 to 35 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 2 of the 3 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 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 18th 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 that the student presents.

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 twenty-five to thirty-five 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.

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. If both the student and her/his or her committee agree, one 24-hour examination period in format A) can be substituted for one 3-hour timed examination in format B, or vice versa. Alternatively, in special cases and with the full agreement of the committee and Director of Graduate Studies a student could also replace one 24-hour period (or 3-hour timed period) with either a) an oral examination or b) a one-week bibliographic essay.

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).

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 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 Dissertation Defense

The choice and definition of a dissertation topic is an extremely challenging undertaking. It is expected that the dissertation writer will show drafts of the prospectus to his or her dissertation committee and other faculty members well before her or his 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 her or his committee to determine, but a successful dissertation proposal should include the following elements. Note that the suggestions for length are just a guideline.

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 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 s/he is ABD.

Key Steps and the Scheduling of the Comprehensive Exam

Outline of Major Steps in the Comprehensive Exam Process

Semester 3; With Director of Graduate Studies approval, student forms doctoral committee



Semester 4: Student works with committee chair and all members to draft 3 reading lists



Semester 4-5: Student submits 3 reading lists to Director of Graduate Studies for approval [once approved, student prepares for field mastery exam and starts drafting the prospectus in consultation with the dissertation committee chair and other members]



Semester 5: Student works with Graduate Program Staff Assistant to schedule the three field mastery exams



Semester 5 or 6: Student completes the field mastery exams, either late in the fifth or (with DGS approval) early in the sixth semester



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



Before End of Comps Semester: [assuming “pass”] Student submits final draft of prospectus to committee



Two Weeks Later: 90-minute defense of prospectus with student and full committee

Scheduling the Comprehensive Exams

- 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 Field Exams: *During semesters 3 and 4*, the **student** suggests works for the three reading lists, in consultation with her or his **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 Exams: *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 field exams, the **committee chair(s)** should consult with the **student** to determine the dates and times of the field exams (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 3 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 field exams, 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 field exam writing session. The **Graduate Program Staff Assistant** will deliver the relevant questions to the student on the day of each field 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 Field Exams: *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 field exam responses. (The discussion should be scheduled approximately 2 weeks after the student's written exam sessions.) Once a common time is settled upon, and with at least 3 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 exam rests with the chair(s) of the committee in consultation with the Director of Graduate Studies.* As soon as the student has passed the field exams, 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 4-6 weeks after the discussion of the field 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 2 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 & 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 her or his committee and the DGS, 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-comps 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 proposal 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 proposal (no later than three months after the oral) 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*, available at <http://www.gradsch.psu.edu/current/thesis.html>. Students should also inform themselves in the Thesis Office (115 Kern) 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.

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 copy 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 only have three weeks after the defense deadline to submit the dissertation). It is the students' 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.

A bound copy of the completed dissertation must be supplied for the department's collection. This copy may be a photocopy if it has been reproduced on bond quality paper (often called "thesis bond"). For the Graduate School's purposes, however, 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; 865-5448).

The Graduate School adheres rather strictly to its deadlines for the submission of dissertations. Students planning to work on their dissertation in absentia, and to submit it online when they are not on the University Park campus, must arrange with a colleague, another student, etc., to oversee the process and make sure that any paperwork for the dissertation is delivered to the Graduate School on time. Do not rely on office staff to carry paperwork around for you at the last minute.

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 30 to 50 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 his or her adviser about the project, 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 at the time of final approval of the proposal, it is the student's responsibility to have obtained the copyright-holder's permission to translate the work or a significant portion of the work.

Check Sheet for the Preparation of Dissertations and Departmental Review

Please read this check sheet as soon as you have passed comps (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, when you submit a printout of your dissertation to the Graduate Program Staff Assistant for the Departmental Review. At this time, the dissertation should be in absolutely final form, although it need not be printed on high quality paper until any changes resulting from the Departmental Review have been incorporated. Dissertations are submitted to the Graduate School in electronic format; details are provided in the Graduate School's Thesis Guide at <http://www.gradsch.psu.edu/current/thesis.html>. The department, however, requires a bound copy on paper, so we can proudly display it.

- ___ 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. A standard 12-point font such as Times Roman has been used (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 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 & 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, as the Thesis Guide requires.
- ___ 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: “he,” “man,” etc., are avoided unless specifically the male gender 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: Foreign-language passages that are quoted from primary texts in the student’s languages of competence 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 block first; then skip a line and give the 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.
- ___ 14. To pay for binding the department copy, a check for the correct amount has been given to the Graduate Program's Staff Assistant.
- ___ 15. When the dissertation has been signed by the Department Head, one copy will be provided for the department's permanent archive (most students also make copies for themselves). This departmental copy must be identical to the final copy submitted to the Graduate School (not in any way a preliminary copy).

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 the Professoriate

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

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 Job 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 Publications Coach mentors students in the process of revising and editing their research for publication. Similarly, our Grants Coach mentors students in the process of identifying and preparing applications for grants, fellowships, library research awards, and other forms of internal and external funding. Finally, our departmental Teaching Mentor is available to consult with graduate students about syllabus design, classroom management, and other pedagogical issues.

The Department has a strong placement record. Of our Ph.D. graduates from the past ten years (2006-2016), 85% 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 include research universities such as Stanford University, Carnegie Mellon, the University of Illinois, Florida State, Florida Atlantic, the University of Nebraska, the University of Southern California, the University of Utah, and the Rochester Institute of Technology, as well as liberal arts colleges such as Bard College, Bay Path, Bennington, Carthage, Middlebury, Nicolette, Reed, Scripps, Stockton, Vassar, and the University of Dubuque.

Given the global focus of our graduate program, we also have significant placement around the world; recent graduates of the Ph.D. program have held teaching positions at the Universidad Nacional de Colombia; the Universität Bielefeld in Germany; El Colegio de México; Prague Metropolitan University in the Czech Republic; Dogus University in Turkey; Tokyo Gakugei University in Japan; and the American University of Central Asia in the Kyrgyz Republic, among other international universities.

Careers beyond the Professoriate (Publishing, Translating, etc.)

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 (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 for other fields that seek employees who are multilingual and skilled at critical thinking. Graduate students in Comparative Literature have gone on to pursue a variety of career paths, in publishing, translating, and editing, as well as in governmental and library work. 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 array of services available across campus and beyond. Be sure to set-up a career advising appointment at Career Services, (<http://studentaffairs.psu.edu/career/students/counseling.shtml>) 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 a number of additional online sources that will help prepare you for the job search, and especially for the necessary work of converting your CV to a resumé. Humanists@Work has a resumé workshop and Job Description Analysis activity available online at <https://humwork.uchri.org/features/informational-interviews/>. The MLA maintains an active database of resources and guides pertaining to a diverse range of job outcomes, at <https://connect.mla.hcommons.org/category/humanities-careers/>. And YouTube has a dedicated channel as well: <https://www.youtube.com/channel/UCu11MymrPJHo5IBHHrcq7Sg>

IV. RESOURCES

Various forms of financial aid are available to graduate students in the Comparative Literature department, though it is not 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 alternative duties in research, editorial assistance, computer 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

Teaching Assistantships

Teaching assistantships may be available in Comparative Literature courses, in the English department, and in language courses, 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 sometime 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, with the assistance and guidance of an assigned Teaching Mentor).

The department is committed to matching teaching assignments with student preferences. 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 foreign 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, i.e. 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 foreign language, or both a foreign language and English composition.

Additional teaching opportunities may be in evening courses (Continuing Education), or in distance education (Independent Learning, Online Distance Education), 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 (T.A.s) 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 T.A.s 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 preparations; the extent to which the T.A. is responsible for designing a course, composing exams, and grading student work, etc.; whether the T.A. 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—in fact, given the individual variation among T.A.'s as people, as well as the variations in tasks, that is not to be expected. Further, a T.A.'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 T.A. teaches three sections of an Arabic language course: two sections in the fall, 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). The textbooks, syllabus, and grading expectations are established by a faculty member serving as the language coordinator. The T.A. 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 this T.A. Class size is about 20-25 students per section.

B. *The T.A. teaches three sections of Swahili language: two sections in the fall, one in the spring.* Courses meet five days a week. Class sizes are usually quite small (five to ten). Given the small class sizes, the T.A. may also have a few independent-study (tutorial) students and may have other duties. With faculty mentoring, the T.A. conducts the classes, assigns and grades student work, makes syllabus choices within departmental guidelines, etc.

C. *The T.A. assists, fall and spring, in a large lecture course.* (100-300 students), attending lectures twice a week and conducting discussion sections, grading essays, holding review sessions, having responsibility for online sections, and/or other duties as assigned. In a subsequent year the T.A. may serve as the lecturer for the course. If classes are larger than 40, there may be an assistant.

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

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

Research Assistantships

Research Assistants (R.A.s) may be funded by grants from internal Penn State sources such as the Research and Graduate Studies Office, or from external agencies such as 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 faculty research.

1. *How can a graduate student become a research assistant?* Let the department know that you're interested. Tell your adviser and Director of Graduate Studies. Since R.A. opportunities are very 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 R.A.

2. *Workload and types of responsibilities.* Individual responsibilities and tasks will vary. An R.A. may be assigned to work with one or more faculty members, to provide general support for departmental functions such as computer management, 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 R.A. 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 R.A. and an end-of-semester evaluation for the student's file.

Editorial Assistantships (CLS, Verge, ASAP)

The *Comparative Literature Studies* Journal receives R.A. support each year. The *CLS* editorial assistant (R.A.) 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 R.A. support each year and the *Verge* managing editor (R.A.) helps produce the biannual journal. This involves a wide variety of tasks, including copy-editing 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 it alternates between departments. In some cycles the RA will come from Comparative Literature; in other cycles the RA will come from English or Asian Studies.

The *ASAP* editorial assistant (R.A.) helps produce the journal. This involves a wide variety of tasks, including copy-editing 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 web site: http://registrar.psu.edu/academic_calendar/calendar_index.cfm.
2. Assistantships in the department are usually budgeted as "half-time," a 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 T.A.s, end-of-semester student evaluations; if an assistant fails to carry 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. Students should also make a plan to apply for national or international fellowships for which they might be eligible and competitive. For example, Penn State graduate students have gone to several foreign 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; applications from international students are initiated in their home countries.) An annual directory of such fellowship opportunities is available on the MLA website (<https://mlaresources.mla.hcommons.org/category/fellowships>). The Graduate School maintains a list of fellowship opportunities on its web site: (<http://www.gradschool.psu.edu/graduate-funding/fellowships/>). See also (<http://www.personal.psu.edu/users/s/a/sam50/grantext.htm>). 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, 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 foreign languages. Research positions are also occasionally available.

The department may admit qualified graduate students beyond the number to whom it 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 through the Department

Departmental Travel Fund

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 conferences in their own fields, such as the meetings of the Association of Asian Studies (AAS), the African Literature Association, the Postcolonial Studies Association, as well as a range of smaller conferences. The Department supports such conference travel, in addition to research trips to libraries, archives, and significant collections relevant to students' thesis research. Funding is available also for advanced language training for languages that are not taught at Penn State. There are three calls for applications, usually in September, December, and March. Please address questions and inquiries to Anna Ziajka Stanton (graduate travel coordinator, azstanton@psu.edu).

The Institute for World Literature

The Department of Comparative Literature is a founding member and institutional affiliate of the Institute for World Literature, and each year we provide significant travel funding to support two of our doctoral students to attend. The three-week Institute, held sometime in the months of June and July, rotates venues. (Previous hosts include Harvard University, the University of Tokyo, and Copenhagen University, among others.) The Director of Graduate Studies will circulate a call for applications each fall.

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 candidacy 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). The Director of Graduate Studies will circulate a call for applications each fall.

The 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 release from teaching or other duties in order to support work on the dissertation. To be eligible for a semester's 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. In order to be considered for a release, students, in consultation with their advisers, should send a 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. In order to coordinate timing and planning this note must be sent during the academic year when comprehensive exams are 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 the Exhibition. Those affiliated with a Center or Institute may receive additional stipulations in their letter of offer.

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, or printing, contact the Help Desk at <http://techsupport.la.psu.edu> or at 865-3412.

Scholarship and Research Integrity (SARI) Training [Mandatory]

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. 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

(<http://www.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. Most students in our program will complete this requirement during the Research Methods section of CMLIT 501. All students are expected to complete all remaining SARI requirements during the M.A. portion of the Ph.D. program (the first two years) and their third year of study (normally the year following completion of the candidacy exams).

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. 863-0395. For more information on CAPS, go to <http://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 <http://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 <http://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. 865-2191. For more information on the Psychological Clinic, go to <http://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 you your adviser, the Director of Graduate Studies, and the department head as resources.

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 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 (<http://www.gradsch.psu.edu/current/funding.html>). 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 (<http://studentaid.psu.edu/>), 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 (<http://studentaffairs.psu.edu/reslife/>) 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 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 865-6301 (<http://studentaid.psu.edu/>). International students' visas may limit their work opportunities; therefore, all international students should check with their visa adviser in Boucke Building before seeking or accepting employment.

Other students serve as part-time instructors in various Penn State academic programs. Comparative Literature students should always check with the Director of Graduate Studies before accepting such appointments.

3. Opportunities beyond Campus

The "Big Ten" Interchange

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

Penn State's membership in this group means that we participate in the Traveling Scholars Program, which allows Ph.D. students to 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 (i.e. in the event that 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

Foreign 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 foreign-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; Nihon University; Tokyo University; Meiji University; University of Gröningen; Clare Hall, University of Cambridge; 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.

The University has recently issued new policy requirements related to international travel. The new [International Travel Requirements Policy](#), effective May 16, 2016, applies to **all** University employees, students, and authorized volunteers while travelling as part of any University-Affiliated International Travel, regardless of the funding source, including individuals and groups of students participating in for-credit academic study-abroad experiences.

This policy requires that all international travel (other than approved education abroad programs) commencing after July 1, 2016 be registered in the Office of Global Programs' Travel Safety Network ([TSN](#)) a minimum of **30** days prior to travel. As part of the travel registration, students are required to attend an Emergency Preparedness Workshop conducted by the Office of Global Programs, and 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.

International travel reimbursement 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 (<http://global.psu.edu/>) in 410 Boucke, 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 <http://atanet.org>. We also encourage students to consider joining the American Literary Translators Association (ALTA). Information can be found at <http://www.utdallas.edu/alta/>.

V. CONTACT INFORMATION AND CALENDARS

1. Who Do I Talk to About That? An At-A-Glance Table of Who Does What

| | | |
|---|--|---|
| Department Head | Dr. Charlotte Eubanks | cde13@psu.edu |
| Director of Graduate Studies | Dr. Nicolai Volland | nmv10@psu.edu |
| Director of Undergraduate Studies | Dr. Jonathan Eburne | jpe11@psu.edu |
| Director of Undergraduate Recruitment | Dr. Henry Morello | morello@psu.edu |
| Faculty advisers: B.A./M.A. program | Dr. Henry Morello | morello@psu.edu |
| Faculty advisers: M.A. in Russian & Comparative Literature | Dr. Adrian Wanner Dr. Michael Naydan Dr. Thomas Beebee | ajw3@psu.edu mmn3@psu.edu tob@psu.edu |
| Graduate Committee | Dr. Nicolai Volland (chair) Dr. Carey Eckhardt Dr. Anna Ziajka-Stanton Dr. Jonathan Abel Wayne Yeung (grad rep) | nmv10@psu.edu e82@psu.edu azstanton@psu.edu jonathan.abel@psu.edu cuy79@psu.edu |
| Graduate in International Languages and Literature (GILL) Representatives | Jonathan Correa (president) Andrea Martinez-Teruel (secretary) Merve Tabur (treasurer) Victoria Lupascu (peer-rev coord.) | jfc30@psu.edu azm1142@psu.edu mot5297@psu.edu vol103@psu.edu |
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| Publications Coach | Dr. Scott Smith | sts12@psu.edu |
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| Comparative Literature Studies Editor | Dr. Thomas Beebee | tob@psu.edu |
| Verge: Studies in Global Asias Editors | Dr. Tina Chen Dr. Charlotte Eubanks | tcg3@psu.edu cde13@psu.edu |
| ASAP: The Journal of the Association for the Study of the Arts of the Present Editor | Dr. Jonathan Eburne | eburne@psu.edu |
| Administrative Support Coordinator | Alesha Gavlock | amd353@psu.edu |
| Graduate Program Administrative Ass't | Laura Shaffer | lab5@psu.edu |

2. Members of the Graduate Faculty

Abel, Jonathan. Associate 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.

Armillas-Tiseyra, Magalí. Assistant 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.

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

Beebee, Thomas O. 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; American millennial literatures and apocalyptic cultures; law and literature.

Berland, Kevin. (Shenango Campus). Emeritus Associate Professor of English and Comparative Literature. Fields of Specialization: 18th 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; 20th century Ottoman/Turkish literature and culture.

Eubanks, Charlotte. Associate Professor of Comparative Literature, Japanese, and Asian Studies. Head of Department.

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.

Ivanits, Linda. Emeritus Professor of Russian and Comparative Literature.

Fields of specialization: nineteenth- and twentieth-century Russian literature; Russian folklore.

Jean-François, Emmanuel Bruno. Assistant 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.

Fields of specialization: narrative, human rights, South Africa, women's studies, links between the humanities and health sciences.

Kadir, Djelal. Emeritus Edwin Erle Sparks Professor of Comparative Literature.

Fields of specialization: American culture; Inter-American literatures; globalization; literary history; literary theory.

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.

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.

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.

Shao, Flora. Assistant Professor of Comparative Literature and Asian Studies. Fields of specialization: modern Chinese literature and culture, language policy, orality.

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.

Tachibana, Reiko. Associate Professor of Comparative Literature, Japanese, and Asian Studies. Fields of specialization: twentieth-century Japanese literature; transnational writers of Japan; East-West literary relations; Japanese and German postwar fiction.

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. Assistant 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.

3. 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. <https://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. <http://gpsa.psu.edu/>

The Office of Student Aid is a good place to begin the search for financial assistance. <http://www.psu.edu/studentaid>

The Office for Disability Services provides information and assistance to students with disabilities. <http://www.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. <http://composition.la.psu.edu/resources/graduate-writing-center/GWC>

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 (865-9255). <http://police.psu.edu/police-university-park>

Off-Campus Housing opportunities are listed in 213 HUB-Robeson Center, 865-2346. <http://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. <http://studentaffairs.psu.edu>

The Code of Conduct is available at <http://studentaffairs.psu.edu>

The Affirmative Action Office is committed to ensuring the University maintains an environment free of harassment and discrimination. <http://www.psu.edu/dept/aaoffice>

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. <http://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.

<http://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. <http://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 can not be obtained after the work has begun. <http://www.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. <http://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 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. For the complete policy: <http://www.la.psu.edu/current-students/student-services/academic-integrity>

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: <http://www.guru.psu.edu/policies>

Important policies include:

- Sexual Harassment (AD41)
- Professional Ethics (AD47)
- Parking Rules (BS04)
- Intellectual Property (RA11)

Graduate Student Policies are available online: <http://gradschool.psu.edu/graduate-school-policies/> There is also a link to Graduate Policies in the left sidebar on the [Graduate School's homepage](#).

- Grade mediation (G-10)
- Resolution of problems (Appendix II)
- Termination of program (Appendix III)
- Termination of assistantship (Appendix IV)
- Residency requirements (Appendix V)

4. Graduate Academic Calendar

*Shaded areas represent important Thesis Office dates.
Fall Semester 2019*

| | | |
|--|-------------------|-------------------------|
| Intent to Graduate – Activation Period | Monday – Tuesday | August 12 –September 10 |
| Leave of Absence- Deadline | Friday | August 23 |
| Arrival Day – New Students | Friday - Saturday | August 23-24 |
| Arrival Day – Returning Students | Saturday - Sunday | August 24-25 |
| Student Registration – Deadline | Sunday | August 25 |
| Classes Begin | Monday | August 26 |
| Drop/Add Period Begins | Saturday | August 26 |
| Late Registration Begins | Monday | September 2 |
| Labor Day Holiday – No Classes | Monday | September 2 |
| <i>Last date to submit M.A. paper to Dept.</i> | <i>Friday</i> | <i>September 13</i> |
| Submit diss or thesis for format review | <i>Monday</i> | <i>September 30</i> |
| Final Exam Conflict – Filing Period | Monday - Sunday | September 23 -October |
| <i>Pass doctoral defense</i> | <i>Monday</i> | <i>October 7</i> |
| Late Drop – Deadline | Friday | November 15 |
| Submit final doctoral thesis (eTD) | <i>Friday</i> | <i>November 15</i> |
| Thanksgiving Holiday – No Classes | Sunday – Saturday | November 24-30 |
| Withdrawal – Deadline | Friday | December 13 |
| Classes End | Friday | December 13 |
| Study Days – No Classes | Saturday – Sunday | December 14-15 |
| Final Exams | Monday – Friday | December 16-20 |
| Commencement | Saturday | December 21 |

Spring Semester 2020

| | | |
|---|------------------|--------------|
| Intent to Graduate – Activation Period | Wednesday-Monday | January 2-27 |
| Leave of Absence – Deadline | Friday | January 10 |
| Arrival Day – New Students | Saturday | January 11 |

| | | |
|---|-------------------|----------------------|
| Student Registration – Deadline | Sunday | January 12 |
| Classes Begin | Monday | January 13 |
| Drop/Add Period Begins | Saturday | January 13 |
| Martin Luther King Day - No Classes | Monday | January 20 |
| Late Registration Begins | Monday | January 20 |
| <u>Last date to submit M.A. paper to Dept.</u> | <i>Monday</i> | <i>January 13</i> |
| Final Exam Conflict – Filing Period | Monday - Sunday | February 17 -March 8 |
| <u>Submit diss or thesis for format review</u> | <i>Monday</i> | <i>February 10</i> |
| <i>Pass doctoral defense</i> | <i>Friday</i> | <i>March 2</i> |
| Spring Break – No Classes | Sunday - Saturday | March 8-14 |
| Late Drop – Deadline | Friday | April 10 |
| <i>Submit final doctoral thesis (eTD)</i> | <i>Monday</i> | <i>March 30</i> |
| Withdrawal – Deadline | Friday | May 1 |
| Classes End | Friday | May 1 |
| Study Days | Saturday - Sunday | May 2-3 |
| Final Exams | Monday - Friday | May 4-8 |
| Commencement | Friday - Sunday | May 8-10 |

Shaded areas represent important Thesis Office dates.

5. Useful Addresses and Telephone Numbers

Central Penn State information, for campus addresses and telephone numbers, 814-865-4700. Website: <http://www.psu.edu>

COMPARATIVE LITERATURE DEPARTMENT

464 Burrowes Bldg.
University Park, PA 16802-3303
Phone: 814-863-0589
Fax: 814-863-8882
E-mail: cmlit@psu.edu
Website: <http://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
Website: <http://www.gradsch.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: <http://www.gradsch.psu.edu/current/thesis.html>

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: gsa@psu.edu
Website: <http://gsa.psu.edu>

HOUSING INFORMATION

The Pennsylvania State University
101 Shields Building
University Park, PA 16802-1201
Phone: 814-865-7501
Website: <http://hfs.psu.edu/>