FRENCH PH.D. PROGRAM HANDBOOK

Effective Date

August 24, 2026

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PHD PROGRAM IN FRENCH

Status of this Handbook

This Handbook provides an official statement of the academic policies and processes associated with the French PhD program. Students in the program are also subject to the policies and procedures of the Laney Graduate School Student Handbook. When there is a conflict between the French Handbook and the LGS Handbook, the LGS policy will prevail, unless the LGS Handbook allows for an exception at the level of the French program. In addition, French students are subject to Emory University policies that apply to all Emory University students or to all Emory University community members (e.g., the Open Expression Policy). Should there be a conflict between the French Handbook or the LGS Handbook and a University policy, the University policy will prevail unless the University policy provides an exception at the level of the Laney Graduate School or the program.

Consistent with the Collective Bargaining Agreement (CBA) between Emory University and SEIU/EmoryUnite! French program students are generally members of the bargaining unit when they are enrolled in LGS. As members of the bargaining unit, and consistent with all other provisions of the CBA, French students are available to be assigned to bargaining unit positions. These positions involve work in the form of teaching or research service. Bargaining unit members are also eligible for all benefits provided to them by the CBA, limited by any exceptions provided in the CBA itself.

Should there be a conflict between this Handbook and the CBA regarding the terms and conditions of work, the CBA shall prevail. The CBA itself is the authoritative source for relevant terms and conditions of employment. A non-inclusive list of the employment topics covered by the CBA include stipend amounts and conditions; all benefits including health insurance, hardship and other funds, professional development funds, vacation and leave policies; the process for appointment a bargaining unit member to a bargaining unit position; workload and work hour rules; workplace safety and workspace provisions; and the grievance and arbitration procedure, again among other issues.

If you have any questions about which policy applies, please contact Senior Associate Dean Jeffrey Staton at jeffrey.staton@emory.edu, and copy the director of your program.

OVERVIEW

The French graduate program offers a strong critical, cultural, and historical orientation. In addition to their respective specialties in French and Francophone literature, the faculty pursues research in related disciplines such as philosophy, aesthetics, psychoanalysis, rhetoric, intellectual history, and postcolonial studies. The PhD program's interdisciplinary approach responds to both divergent and convergent tendencies within French Studies, as witnessed by the multiplication of fields of knowledge and the specialized languages that accompany them, as well as the text's capacity to confirm and exceed its defining concepts and disciplinary boundaries.

While mastery of all areas of knowledge is not within the reach of a single individual, the ability to analyze the discursive strategies of the various fields - their vocabularies, their structures, their presuppositions, and their goals - can be. Criticism, or critical theory, is the discipline that takes as its object of study discourse itself, in an attempt to recognize and evaluate the functions of the different languages of knowledge when they are deployed in various texts and also to understand when it is feasible and productive to mobilize them in one's own analyzes.

Thus we have designed an interdisciplinary curriculum to help the student to: (1) engage in conversations across disciplinary boundaries; (2) understand the nature of French and Francophone literatures and the theory that informs and shapes our understanding of these literatures; (3) become acquainted with critical traditions that have in recent decades oriented literary critical studies; and (4) gain proficiency in the theory and practice of second language acquisition.

In keeping with this orientation, graduate courses reflect the faculty's interest in viewing French literature from multi-disciplinary critical approaches, emphasizing both the close reading of texts and modern theories of interpretation. Moreover, through cooperation with programs in Comparative Literature, English, Philosophy, Women's, Gender, and Sexuality Studies students can readily incorporate an interdisciplinary focus into their coursework and dissertation. A certificate in Comparative Literature, Women's, Gender, and Sexuality Studies, Jewish Studies or Psychoanalytic Studies is available for students who seek to combine their Ph.D. in French with literary and theoretical issues outside the historic or generic boundaries of French literature.

Finally, the French PhD program wishes to gratefully acknowledge the Anne Amari Perry fund and the Thomas M. Hines fund for their generous support recognizing scholarly excellence in French Studies.

Emory is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

ADMINISTRATIVE STRUCTURE

Department Chair
Vincent Bruyere

Director of Graduate Studies:
Achille Castaldo

The Director of Graduate Studies (DGS) works with the Graduate Program Coordinator (GPC) to facilitate the day-to-day management of the program and the graduate admissions process. The DGS maintains quality control and standards across the Ph.D. program in the admissions process and the annual monitoring of student progress; the review of course work, course syllabi, and the graduate curriculum; the monitoring of student research.

Job Placement Officer:
Johanna Montlouis-Gabriel

The Placement Officer helps the program focus on professionalization and successful job placements. This faculty member will organize and direct mock job interviews and annual graduate program workshops on career planning and pathways, grant and fellowship writing, conferencing, and scholarly publishing. The Placement Officer will also maintain a folder containing job advertisements and sample application letters, research and teaching statements, diversity statements, successful grant and fellowship applications, conference abstracts, and related materials.

Graduate Program Administrator:
Leslie Church Hartness

The Graduate Program Coordinator (GPC) handles all of the day-to-day functions of the graduate program including maintaining all programmatic protocols, procedures, and processes; facilitating course registration; keeping graduate student records; and serving as the point person for any student concerns, problems, or questions. The GPC also registers new graduates for courses no later than the week before the mandatory French Ph.D. Program New Student Orientation in August. In conjunction with the Job Placement Officer and DGS, the GPC will maintain a contact list of Ph.D. alumni and will update the Ph.D. alumni profile list with new postdoctoral fellowship appointments or job placements on the French graduate program's website.

FACULTY

Geoffrey Bennington: Asa G. Candler Professor of Modern French Thought (DPhil. in French, Oxford University. Modern French Literature and Thought, Eighteenth Century Novel, Literary Theory, Deconstruction.

Author of *Scatter 2: Politics in Deconstruction* (2021); *Kant on the Frontier: Philosophy, Politics, and the Ends of the Earth* (2017); *Scatter I: The Politics of Politics in Foucault, Heidegger, and Derrida* (2016); *Géographie et autres lectures* (2011); *Not Half No End: Militantly Melancholic Essays in Memory of Jacques Derrida* (2010); *Deconstruction is Not What You Think* (ebook, 2005); *Other Analyses: Reading Philosophy* (ebook, 2005); *Open Book/Livre ouvert* (ebook, 2005); *Late Lyotard* (ebook; 2005); *Frontiers (Kant, Hegel, Frege, Wittgenstein)* (ebook, 2003); *Interrupting Derrida* (2000); *Frontières kantiennes* (2000), *Legislations: the Politics of Deconstruction* (1995), *Jacques Derrida* (with Jacques Derrida) (1991); *Dudding: des noms de Rousseau* (1991); *Lyotard: Writing the Event* (1988); *Sententiousness and the Novel* (1985).

Vincent Bruyère, Winship Distinguished Research Professor of French and Department Chair. (PhD, Warwick). Early Modern Visual Culture and Literature, Environmental Humanities.

Author of *La différence francophone – de Jean Léry à Patrick Chamoiseau* (Presses de l'université de Rennes, 2012), *Perishability Fatigue: Forays in Environmental Loss and Decay* (Columbia University Press, 2018), *Environmental Humanities on the Brink: The Vanitas Hypothesis* (Stanford University Press, 2023), and *Epidemiological Realism* (Palgrave, 2024).

Achille Castaldo, Assistant Professor of Italian (PhD Romance Studies, Duke University). Associated faculty in Film and Media Studies. Research Interests: 19th – 21st Century Literature. Aesthetics. Film Studies. Mediterranean Studies. Narratology. Semiotics.

Author of *Ascetic Images: Anna Maria Ortese and Roberto Rossellini in the Underworld* (SUNY Press, 2026, series: "Literature… in Theory"). The book examines the narrative articulation of social invisibility in works by two of the twentieth century's most influential Italian cultural producers, using a methodology rooted in Critical Theory, Phenomenology, and Semiotics.

Sandra Descourtis, Assistant Teaching Professor, is an interdisciplinary scholar-practitioner. She received her M.A. from the University of Arizona and her Ph.D. in Second Language Acquisition from the University of Wisconsin-Madison. She teaches all levels of

French language as well as a pedagogy seminar for graduate teaching assistants (FREN/LING 505).

Her research focuses on French language variations (especially *argot* and *verlan*), language ideologies and teaching practices. Her recent projects explore the use of innovative technologies in the classroom. Professor Descourtis has presented at national and international academic conferences and has published in a range of scholarly journals.

Valérie Loichot, Samuel Candler Dobbs Professor of French; core member of Comparative Literature; (Ph.D. in French, Louisiana State University, 1996). Literature, theory, and aesthetics of the Americas (Caribbean, U.S. South); the French Algerian War; Ecocriticism; Édouard Glissant

An award-winning writer, teacher, and mentor, Loichot is the author of three books: *Orphan Narratives: The Postplantation Literatures of Faulkner, Glissant, Morrison, and Saint-John Perse* (University of Virginia Press, 2007), *The Tropics Bite Back: Culinary Coups in Caribbean Literature* (University of Minnesota Press, 2013; winner of MLA's Aldo and Jeanne Scaglione Prize for best book in French and Francophone Studies, 2015); and *Water Graves: The Art of the Unritual in the Greater Caribbean* (University of Virginia Press, 2020). She also directed a special issue of La *Revue des Sciences humaines* in honor of her mentor Édouard Glissant (*Entours d'Édouard Glissant*, Presses Universitaires du Septentrion, 2013). She is a founding member of the Tout-Monde Art Foundation (https://www.tout-monde-foundation.org) Loichot is also a winner of the Emory Williams Distinguished Undergraduate Teaching Award and of the Eleanor Main Graduate Mentor Award.

Elissa Marder, Professor of French and Comparative Literature (PhD, Yale University). Associate faculty to the Department of Women's, Gender and Sexuality Studies; Affilate faculty to the Department of Philosophy. Founding member of the Emory Psychoanalytic Studies Program. Nineteenth and twentieth-century literature, feminist and psychoanalytic theory, photography and film.

Author of *Dead Time: Temporal Disorders in the Wake of Modernity (Baudelaire and Flaubert)* (Stanford University Press, 2001); *The Mother in the Age of Mechanical Reproduction: Psychoanalysis, Photography, Deconstruction* (Fordham University Press, 2012); *Time for Baudelaire (Poetry, Theory, History)*, eds. E.S. Burt, Elissa Marder, Kevin Newmark. Yale French Studies vol. 125/126 (Spring, 2014); *Literature and Psychoanalysis: Open Questions*, ed. Elissa Marder. *Paragraph* Volume 40; Issue 3 (November 2017).

Through psychoanalysis, deconstruction, and feminism, her work engages with texts and questions that challenge the traditional conceptions of temporality, birth, technology, sexual difference, and the limits of the human.

Johanna Montlouis-Gabriel, Assistant Professor of French and Decolonial Pedagogies (PhD Romance Languages, The University of Georgia).

Research Interests: Black French Women writers, playwrights and digital artists. Digital humanities. Afrofeminism. Blogging. Graphic Novels.

Her current book project, titled *The Afrofeminist Creative Praxis of French Women*, analyzes theatre, film, literature, and digital media to illuminate the process through which Black female authors, actresses, subjects, and filmmakers challenge stereotypes associated with portrayals of Black women and their bodies in postcolonial France and its media and propose new pedagogical interventions in an ostensibly color-blind country that seeks to enforce a universalist agenda.

Claire Nouvet, Associate Professor of French (PhD, Princeton University). Medieval literature, psychoanalysis, critical theory.

Author of *Abélard et Héloïse: la passion de la maîtrise* (Presses Universitaires du Septentrion, 2009); *Enfances Narcisse* (Galilée, 2009); Editor of *Literature and the Ethical Question* (Yale French Studies, 1991); Co-editor (with Julie Gaillard and Mark Stoholski) of *Traversals of Affect: On Jean-François Lyotard* (Bloomsbury Press, 2016); co-editor (with Zrinka Stahuljak, and Kent Still) of *Minima Memoria: In the Wake of Jean François Lyotard* (Stanford University Press, 2007).

Subha Xavier, Associate Professor of French (PhD, University of Wisconsin-Madison). Interim Director and Core faculty at the Institute of African Studies and the Global and Postcolonial Studies Program, Affiliate faculty in Film and Media. Global French literature, Migration and Diaspora Studies; Literature ,and film from Sub-Saharan Africa, Asia (China and Vietnam), Canada and the Caribbean; Translation Studies, Literary Theory.

Author of *The Migrant Text: Making and Marketing a Global French Literature* (McGill-Queen's UP, 2016).

She is preparing two new book projects, *Transcultural Fantasies: China, France and the History of Sino-French Literary Exchange* which reexamines literary history between China and France over the last century though the lenses of migration and translation; *Wretched of the Sea: Migrant Boat Narratives in International Context* considers refugee crossings from an international perspective, reconsidering the legacy of slave and war narratives in the context of present-day mass migrations and climate change.

GRADUATE REQUIREMENTS

SYNOPSIS

Year 1	- **August:** JPE 600 (6-hour core seminar) - **Fall**: 4seminars - **Spring**: 4 seminars _____ - **Summer:** FREN 599R No teaching responsibilities 1st year
Year 2	- **August**: TATT 600 - **September**: Qualifying Exam - **Fall**: 3 seminars (inclusive of the Seminar on Pedagogy, FREN 505) - **Spring**: 3 seminars - **Summer:** FREN 599R - Teaching responsibilities: 1 course in the Fall + 1 course in the Spring (count as TATT 605 fall and spring terms).
Year 3	- **Fall/Spring:** Doctoral Exam Preparation - Teaching responsibilities: 1 course in the Fall + 1 course in the Spring (count as TATT 610 fall and spring terms) - Summer: FREN 599R

Year 4	- **September 15th:** Candidacy Deadline (Oral Exam) - **March 15th:** Dissertation Proposal Defense deadline - **March 15th:** dissertation committee approval deadline - No teaching responsibilities - **Summer**: FREN 799R **August 1st**: deadline to fulfill the Foreign Language Requirement
Year 5	- Last year of guaranteed funding. - Dissertation research and writing - **November 15th:** LGS Advanced Dissertation Completion Fellowships application deadlines - Teaching responsibilities: 1 course in the Fall or in the Spring (TATT 610) - Summer: FREN 799R

COURSE WORK

Students are required to take courses, as follows: eight the first year (four per term); six the second year (three per term). Of these courses ten must be taken within the department; furthermore, students must take at least one course in each field covered by the Doctoral Qualifying exam reading list. They may be allowed to audit one course per semester, in addition to courses taken for credit.

Papers

Graduate students must write at least one paper per semester in French, if their native language is English, and at least one paper per semester in English, if their native language is French. Those whose native language is other than English or French may decide which of those two languages to consider as "other," but all papers must be in English or French, in the proportions specified above.

Incompletes

Incompletes are strongly discouraged. Student must obtain permission in advance from the professor of the course in which they wish to take an incomplete. Incompletes are to be given only at the discretion of the professor, and a professor may refuse to grant any incompletes. Any papers

for which incompletes are taken must be turned in according to the following schedule: By January 15th of the following term for incompletes in fall term courses, and by June 15th of the same year for incompletes taken in spring term courses. If the work is not completed within one calendar year, the Graduate School will change the grade from I to F. Only the Graduate School can change the grade of F. To change the grade, the instructor must make a request to the Graduate School, citing compelling reasons for the grade change.

TEACHING ASSISTANT TRAINING AND TEACHING OPPORTUNITY (TATTO)

In order to assure to support the pedagogical development of graduate students, Emory Laney Graduate School requires that:

(1) Students take the TATTO 600 (Teaching Assistant Training and Teaching Opportunity) seminar before doing any teaching in the Spring of their first year.

TATTO 600 is Laney Graduate School's foundational training in pedagogy for all new Teaching Assistants. It is a one-unit course offered asynchronously in fall and spring semesters and should be taken prior to a student's first teaching experience. The course covers topics such as pedagogical foundations; teaching tools and resources for pedagogical engagement; active learning in the classroom or lab; AI and teaching; and federal and university policies including the Clery Act and Title IX, FERPA, and academic integrity and the undergraduate Honor Code.

(2) Enroll in the seminar "Seminar on Pedagogy" (FREN 505) during the fall term of their second year.

Instructional Assignments

During their **second year**, students will teach one course each term (Fall and Spring) as Lead Instructor of FREN 101 and FREN 102 and will be enrolled in TATT 605 for both the Fall and Spring terms. A designated faculty member will oversee student teaching and will meet regularly with students to further enhance their teaching skills and pedagogical development.

During their **third year**, students will teach one course each term (Fall and Spring) as Lead Instructor of FREN 201 and FREN 203 and will be enrolled in TATT 610 for both the Fall and Spring terms. A designated faculty member will oversee student teaching and will meet regularly with students to further enhance their teaching skills and pedagogical development.

During their **fifth year**, students will teach one course either in the Fall or the Spring as Lead Instructor of either FREN 101, FREN 102, FREN 201, or FREN 203 and will be enrolled in TATT 605 or TATT 610 in either the Fall or Spring terms depending on their teaching assignment. In exceptional cases, fifth year students may co-teach a 300-level class which will count toward TATT 610. Co-teaching involves an equal sharing of teaching and grading responsibilities, as well as the joint development of the syllabus and course instruction. A

designated faculty member will oversee student teaching and will meet regularly with student to further enhance their teaching skills and pedagogical development.

If an instructional appointment counting toward TATTO 605 or TATTO 610 is cancelled due to low enrollment, the graduate instructor will be offered a replacement instructional appointment either later in the same semester or during the following academic year.

Note that the final department TATTO 610 requirement must be completed **before** the semester in which the candidate applies for degree.

Additional Pedagogical Development Opportunities

Teaching Observation and Mentored Teaching

Beginning in the third year of graduate study, students have the opportunity to participate in a structured teaching observation and mentored teaching experience with a member of the permanent faculty. In this program, a graduate student attends and observes a course of their choosing taught at the 300 or 400 level by a faculty member in the department. The experience is designed to provide insight into course design, classroom management, discussion facilitation, and pedagogical strategies.

In consultation with the instructor of record, the experience may also include additional supervised activities. These can include teaching one or two class sessions that have been carefully prepared in collaboration with the faculty mentor, as well as participating in the evaluation of a course assignment in order to gain experience with assessment and grading practices.

Participation in this program is optional but strongly encouraged as part of student's pedagogical training, particularly for those planning to apply for advanced dissertation fellowships. Such fellowships may include the opportunity to teach an upper-level undergraduate course and, in some cases, to design a course informed by the student's own research.

Summer Program Assistantships

The Emory University Office of International and Summer Programs (OISP) administers several summer study programs in French-speaking regions. These programs occasionally offer assistantship opportunities for advanced graduate students, ideally those who have reached candidacy, to accompany program directors and faculty.

These roles are administrative and programmatic rather than teaching or research appointments. Responsibilities vary by program but may include logistical coordination, student support, and assistance with program activities. Each program establishes its own recruitment criteria, and selection is made by the program director(s).

Participation in a summer program assistantship provides valuable experience in program organization, student mentoring, and the administration of international academic initiatives.

Teaching Service Under the CBA

The CBA regulates teaching service that French program students provide to Emory University. The TATTO program is academic, and for this reason, the French TATTO program requirements are limited to TATTO course enrollments. That said, when you are taking experiential learning courses in TATTO, you may also be providing teaching service. Further, you may be assigned to other teaching duties consistent with the terms of the CBA. You may not be assigned to a teaching position without the approval of the French DGS.

Per the CBA's Appointment Letters article, your first enrollment in TATTO 605 (or in TATTO 610 should you enroll in TATTO 610 before you enroll in TATTO 605) is not considered teaching service. It is a purely an academic activity. Beyond this first enrollment in TATTO 605, you will be appointed to a bargaining unit teaching position whenever you enroll in either TATTO 605 or 610. You may also hold such an appointment without a corresponding TATTO enrollment (e.g., you teach a course and yet you have completed your TATTO requirements). You may be assigned to a bargaining unit teaching position up to four times (again not including your first enrollment in either TATT 605 or 610). After you have been assigned to four teaching appointments, should you be asked to teach again, you may choose to consent or decline the assignment. In addition, you will be compensated for this work at the rate described in CBA article on Stipend and Compensation.

JONES PROGRAM IN ETHICS (JPE)

The Jones Program in Ethics (JPE) at Emory University. The JPE provides students with a foundational, cross-disciplinary introduction to the question of ethics for their research, training and careers. It is a required, integral part of the curriculum in LGS doctoral programs across the humanities, social sciences, biomedical and natural sciences, public health, nursing and business.

- **JPE 600** takes place at the beginning of the academic year in August for first year students.
- **JPE 610** sessions take place throughout the academic year. These workshops will be sponsored by the LGS, the Emory Center for Ethics, or other campus partners, and will include any other relevant occasional lectures or workshops. Students register for these sessions individually and participation is recorded on the student's transcript. <u>These workshops may be completed after candidacy.</u>
- **Program-Based Instruction**: A minimum of 6 hours of program-based ethics material. The disposition of this discussion time is at the program's discretion. These discussions may take place within existing courses or take the form of professionalization workshops, and brown-bag seminar series. Regular guest lectures and professionalization events sponsored by the French department complement the course offerings. Because they constitute an integral part of the curriculum, students' participation and attendance is mandatory. These six hours must be completed before the student enters candidacy. For more information on the JPE see: https://gs.emory.edu/professional-development/jpe/index.html

CANDIDACY

Candidacy status is an indication that a doctoral student has developed sufficient mastery of a discipline to produce an original research contribution in the student's field.

Eligibility

To be eligible for candidacy, a student must meet the following requirements:

1. Complete all program requirements for candidacy: coursework and other training required by the degree program, including program required JPE training
2. Complete the qualifying examination
3. Complete the Oral Exam
4. Complete TATTO 600, TATTO 605, and JPE 600 (also see item 1). ***TATTO 610*** *and* ***JPE 610*** *may be completed after entering candidacy.*
5. Resolve any Incomplete (I) or In Progress (IP) grades
6. Be in good standing with a minimum cumulative 3.5 GPA
7. Have earned at least 54 credit hours at the 500 level or above

Timing

Students should enter candidacy as soon as all requirements have been completed. Students must reach candidacy by *September 15th of their fourth year*. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.

Procedure

Students enter candidacy by submitting the application to enter candidacy, available on the LGS website. The application requires programs to affirm that all program requirements have been met (1-3 above), and LGS affirms that remaining requirements have been met (4-6). Students are considered "in candidacy" when the Dean has approved the application to enter candidacy.

EXAMS AND DISSERTATION COMMITTEE

Doctoral Qualifying Exam

Students must take the Doctoral Qualifying exam at the beginning of their third semester. Students will have the equivalent of a long weekend to write the exam in English or in French. If questions were given out on a Thursday at 4:00 p.m., for example, students would have until Monday at 9:00 a.m. to return the completed exam. The objective of the exam is to check general knowledge of French literature. The DGS will choose the questions to be included on the exam from among those submitted by the faculty in their respective specialisms. The candidate will select five topics out of eight (based on the reading list) and will write a 3-5 page essay per question, typed and double-spaced. Each consulting professor responsible for the preparation of the

topics will grade the exam. (Note: No student having more than one Incomplete for a course will be permitted to take this exam; any student having two or more incompletes at the time he or she should normally take the exam will be expected to petition for a postponement.)

Candidates must receive a passing grade on all five questions in order to pass the exam. If the candidate fails one question, they may retake that question (i.e., a different question covering the same section) at a date to be agreed upon with the responsible faculty member. If the candidate fails two or more questions, s/he must retake the whole exam at the end of the current semester.

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Ph.D. Oral Exam and Candidacy

Once a thesis director is chosen, students must consult with their director to form an examination committee to consist of three graduate faculty members, with an optional, though recommended, fourth member from another graduate program or university. The committee will be chaired by the student's thesis director. Students will then compose a reading list of approximately 12-14 titles per topic, in consultation with the individual members of the committee. The professor responsible for each topic will question the student during the Ph.D Oral exam. The Ph.D. orals are to be taken in the semester following the completion of course work. The exam will consist of three or four parts lasting 20 minutes each and will be conducted in French or in English.

All members of the committee must agree that the candidate has passed all portions of the exam in order to grant a global pass. If the members of the committee agree that the candidate has not satisfactorily performed on one or two sections, the student must retake the failed section or sections within two months of the date of the original exam, before the same committee. If the candidate fails three or more sections of the exam, they must retake the entire exam within a period of two months and before the same committee. In the case that one member of the committee is unavailable at the time of the retake, the candidate may designate another professor as their replacement. In no case may more than one member of the original committee be replaced. Neither the entire exam nor any portion of it may be retaken more than once.

The chair of the committee shall report the results (i.e., a brief evaluation of the candidate's performance on each section, and the consensus of the committee regarding pass/failure) in writing to the DGS within two days of the exam (initial exam and any retake). The DGS may provide the candidate with a copy of this report if the candidate so desires.

No postponement will be permitted except for family or medical reasons. Only after having passed the Ph.D. oral exam will the candidate be allowed to present a Ph.D. dissertation proposal.

PH.D. DISSERTATION PROPOSAL

As soon as possible, and no more than six months after the Ph.D. oral exam, the candidate will present a written dissertation proposal (of no more than 12 pages plus a bibliography), which will be discussed with a dissertation committee composed of three readers, with a recommended (though optional) fourth reader from outside the department or university. In this written proposal, the candidate should clarify the nature of their thesis, demonstrate its relevance, define its methodology, situate it in terms of existing scholarship and include a tentative break-down into chapters. Any proposal failing to meet these formal requirements will be returned for re-submission. The fourth reader may be from outside Emory but in this case, the department will assume no financial obligation. To request an outside member to serve on their committee, students must follow the LGS guidelines (www.gs.emory.edu/academics/policies-progress/dissertation.html). The discussion of the proposal will last approximately an hour.

Dissertation Committee

Students who have met all program requirements for an approved dissertation proposal should file a dissertation committee form to obtain LGS approval for their committees. Students must obtain approval no later than ***March 15 of their fourth year***. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student files a dissertation committee form. For more information on how to submit the LGS Dissertation Committee Signature Form, and obtain the required signatures consult https://gs.emory.edu/academics/policies-progress/dissertation.html.

Changes to the Committee

If the membership of a dissertation committee needs to change, students should submit a change of dissertation committee form as soon as possible. When a student submits a completed dissertation, the membership of the dissertation committee must match the members listed on the most recent dissertation committee form on file with the Laney Graduate School.

DISSERTATION AND COMPLETION TIME

The dissertation will be read by three readers from the department. A fourth reader from outside the department is optional, though recommended. The readers will be chosen by the candidate in consultation with the thesis director. A formal report will be submitted only if the readers find the dissertation unacceptable. If the dissertation is accepted, students should feel free to meet with the readers to discuss it.

Students are expected to complete their dissertations and apply for their degrees within **six years**. If a student has not completed the degree at the end of the seventh year, the program may grant a one-year extension. The program must submit notice of this extension to the Dean, **no later than August 1st** *of the seventh year* (before the eighth year). The notice must contain a completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as detailed in 2.2.1 (A) of the LGS Handbook.

If a student has not completed the degree at the end of the eighth year, the student may continue work for at most one additional academic year and only with approval from the Dean. To obtain

approval, the program must submit a request to the Dean no later than **August 1st** *of the eighth year* (before the ninth year). The request must (a) outline the reasons the student has not completed their dissertation, (b) consider whether the student needs to repeat any part of the qualifications for candidacy or obtain approval of a new dissertation prospectus, and (c) present a detailed completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as detailed in 2.2.1 (A): http://gs.emory.edu/handbook/index.html.

Dissertation defenses are not required and remain at the discretion of the candidate, their advisor, and dissertation committee.

TERMINAL M.A. DEGREE

Our graduate program in French, like most of the graduate programs at Emory, is a Ph.D. program only, and we do not admit students seeking the Master's degree. As it sometimes happens, however, that a student who is very advanced in the program decides not to continue through the dissertation stage, there are provisions for earning a terminal Master's degree. There are two means of obtaining a terminal M.A. in this Department:*

1) by attaining ABD status

2) by completing all course work (i.e., fourteen 4-hour courses, passing the Ph.D. qualifying exam (written "reading list" exam), and, after successfully petitioning the Graduate Faculty for permission to write an M.A. thesis on a specified topic, satisfactorily completing such thesis and having it approved by the faculty.

*Note that the Laney Graduate School has established minimum requirements without which no department may grant the M.A. degree, but explicitly recognizes the departments' rights to establish their own criteria beyond these minimal prerequisites. To quote from the Laney Graduate School Handbook 2019-20, section 3.C: The Laney Graduate School sets minimum requirements for the Master's degree. Students must satisfactorily complete at least 30 credit hours at the 500 level or above. Some programs, especially those offering terminal Master's degrees, require considerably more credit hours than the minimum requirement. The fulfillment of course activity alone does not lead to a Master's degree.

FOREIGN LANGUAGE REQUIREMENT

In addition, all students must demonstrate proficiency in one foreign language in addition to English, French, and/or their native tongue. This is usually done by taking a course in that language at the 200-level or above, though in some cases it is satisfied via a translation exam administered by the department of the language in question. Medievalists must satisfy the requirement in either Latin or Old French. Students are expected to **fulfill the language requirement by August 1st of their fourth year of graduate studies**. Students who do not meet the third language requirement deadline (August 1st of Year 4) will receive an Unsatisfactory grade in their FREN 799R and be placed on academic probation. They will not be eligible for PDS funds and may forfeit financial support. These sanctions will be lifted when the student meets the program's language requirement.

IMPORTANT DEPARTMENTAL POLICIES

1. Papers written for coursework should be approximately 10-15 pages in length. (Students are reminded that in 10-15 well-written pages, one can present and develop a cogent argument. Furthermore, conference papers are generally limited to a presentation of 20 to 25 minutes, which represents 8-10 double-spaced pages, so learning how to work within such a space/time constraint will constitute valuable experience for the future).

2. Regarding the participation of graduate students in Conferences, we have adopted the following policy:

a. Students are discouraged from submitting papers to conferences before the completion of their course work. Any student wishing to present a paper at a conference before completing their course work must request permission to do so from the DGS and, when applicable, their faculty advisor or the Director of Graduate Studies if they have not chosen an advisor as yet.

b. *Professional Development Support* (PDS) funding for conferences is available from the Graduate School. Applications must first be approved by the French DGS. Once approved by the DGS, students then submit applications to the Laney Graduate School for review. Funding is contingent upon LGS final approval. Students may apply for up to $650 per conference, with a career cap of $2,500.

c. *Professional Development Support* (PDS) funding for special training and major research projects is also available from the Graduate School. Interested students should consult the DGS about the application process. Professional Development Support funds are available to support three categories of professional activities:

conference participation, special training that is not available at Emory, and research that incurs extraordinary cost. For further information regarding competitive and non-competitive PDS funding, please visit the Laney Graduate School website at: http://www.gs.emory.edu/resources/professional.php

3. Attendance at French Graduate Program-Department-sponsored lectures is required of all graduate students.

DEPARTMENT AWARDS

Citizenship Award

The Citizenship Award recognizes each year an outstanding **Ph.D.** student in French who has contributed to the intellectual life of the department through organization of program events and active participation in all departmental events.

The Perry Dissertation Completion Fellowship (PDCF)

In the fifth year of study, continuing students in good standing will have the opportunity to apply for the Perry Fellowship, which provides sixth-year stipend support. For more information of the PCDF see: https://www.gs.emory.edu/professional-development/fellowships/advanced.html

The Thomas M. Hines French Studies Prize

When endowed funds are available, the Thomas M. Hines French Studies Prize recognizes outstanding student(s) in French who are writing their dissertation(s).

GRIEVANCE POLICY FOR LANEY GRADUATE SCHOOL

"Students who have a grievance related to some aspect of their program in the French graduate program should report it to the Director of Graduate Studies. The student should describe the grievance and relevant details in a letter addressed to the DGS, who will try, if possible, to resolve the grievance in a conversation with the student and relevant parties. If this is not successful, the Director will appoint a committee of three French faculty members (or faculty members outside the French department if the situation warrants) or use an existing standing committee, who will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within this committee or within the framework of the French administrative structure, the Director will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the Laney Graduate School Handbook. If the issue is with the Director, the student should go directly to the Senior Associate Dean of the Laney Graduate School."

HONOR/CONDUCT CODE

Please view the Laney Graduate School link to the Grievance Policy and Honor/Conduct Code (pages 34-51):

https://gs.emory.edu/_includes/documents/sections/handbook/handbook.pdf

STUDENT SUPPORT SERVICES

Office of Accessibility Services (OAS)

"Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Office of Accessibility Services (OAS), part of the Office of Equity and Inclusion, assists qualified students, faculty and staff with obtaining a variety of services and ensures that all matters of equal access, reason- able accommodation, and compliance are properly addressed." OAS "is committed to providing access to campus resources and opportunities to allow students with dis- abilities to obtain a quality educational experience." Qualified students need to register with OAS and make a request for services. Confidentiality is honored and maintained. (Emory OAS website):

Ombuds Office

"The Emory Ombuds Office is here for you as a confidential, safe space where you can discuss issues and where those communications are kept confidential to the fullest extent possible. A resource for faculty, staff, and students, we invite Emory community members at every level to bring us concerns about misunderstandings, incivility, or pos- sible wrongdoing. Our role is to promote mutual respect, civility, and ethical conduct, and to alert university leadership to concerns that might justify policy changes."

Office of Diversity, Equity, and Inclusion

"The Office of Diversity, Equity and Inclusion (DEI) ensures Emory University's compli- ance with Equal Opportunity/Affirmative Action, Title IX, the Vietnam Era Veterans' Re- adjustment Assistance Act, and the Americans with Disabilities Act federal regulations. DEI also monitors and executes the university's Equal Opportunity Policy. DEI is com- mitted to promoting a fair and accessible campus environment for the Emory University community through collaboration with our university partners."

ANNEX: PH.D. QUALIFYING EXAM LIST

MIDDLE AGES

La Chanson de Roland (Garnier Flammarion bilingue)/ traduction et présentation de Jean Dufournet.

GUILLAUME DE LORRIS et JEAN DE MEUN. *Le roman de la rose* /CFMA édition Félix Lecoy, Champion. Traduction en français moderne par André Lanly, Champion.

CHRÉTIEN DE TROYES. *Perceval ou le Conte du Graal*

Lettres d'Abélard et Héloïse (Le livre de poche, collection Lettres gothiques)/ édition bilingue, traduction et notes de Costantini.

Tristan et Iseut Les poèmes français – la saga norroise (Le livre de poche, collection Lettres gothiques)/ édition bilingue de Daniel Lacroix et Philippe Walter. Lire la version de Béroul et celle de Thomas.

MARIE DE FRANCE. *Lais* (Le livre de poche, collection Lettres gothiques) /édition bilingue de L. Harf-Lancner.

FRANÇOIS VILLON. *Poésies* /édition de Jean Dufournet (Garnier Flammarion bilingue)

Poetry Selections from the Troubadours

GUILLAUME IX D'AQUITAINE. « Pos de chantar m'es pres taletz»; « Farai un vers de dreit nien »

BERNARD DE VENTADOUR. « Can vei la lauzeta mover »

JAUFRÉ RUDEL. « Lanquan li jorn son lonc en mai »; « No sap chanter qui so non di » DANIEL

ARNAUD. Sextine « Lo ferm voler qu'el cor m'intra »

SIXTEENTH CENTURY

FRANÇOIS RABELAIS. *Gargantua* (1532) *et Pantagruel* (1534)/ édition Mireille Huchon (Paris : Gallimard, 1994)

JOACHIM DU BELLAY. *La deffence et illustration de la langue francoyse* (1549)/ édition critique par Henri Chamard (Genève: Slatkine reprints, 1969).

FLOYD GRAY. *Anthologie de la poésie française du XVIe siècle* (New York, Appleton-Century-Crofts, 1967) [CLÉMENT MAROT, MAURICE SCÈVE, PERNETTE DU GUILLET, PIERRE DE RONSARD, AGRIPPA D'AUBIGNÉ.]

LOUISE LABÉ. *Œuvres complètes* (1555) /édition François Rigolot (Paris: Flammarion, 2004)

MARGUERITE DE NAVARRE. *L'Heptaméron* (1558) / édition Michel François (Paris: Garnier, 1943)

MICHEL DE MONTAIGNE. *Essais* (1580-92) / édition Villey-Saulnier (Paris: PUF, Collection Quadrige) [Livre 1: Avertisssement au lecteur, VIII, XX, XXI, XXVI, XVIII, XXXI; Livre 2: VI, X, XII; XVI; Livre 3: V, XIII]

[For modernists : *Essais* / édition Naya, Reguig, et Tarrête (Paris: Folio/Gallimard, 1999-2009]

SEVENTEENTH CENTURY

RENÉ DESCARTES. *Discours de la méthode* (1637)

PIERRE CORNEILLE. *Le Cid* (1637)

MOLIÈRE. *Le Tartuffe* (1664)

BLAISE PASCAL. *Pensées* (1670) / édition Sellier

JEAN RACINE. *Phèdre* (1677)

MADAME DE LAFAYETTE. *La Princesse de Clèves* (1678)

FRANÇOIS DE LA ROCHEFOUCAULD. *Les Maximes* (1665-78) / édition Lafond

JEAN DE LA FONTAINE. *Les Fables* (1668-94) [« À M. le Dauphin » (dédicace et fable); Livre 1, Fable V, « Le loup et le chien » ; Livre 1, Fable 10 « Le loup et l'agneau » ; Livre 9, Fable 20 – « Discours à Mme de la Sablière » ; Livre 10, Fable 5 « Le loup et les bergers »]

EIGHTEENTH CENTURY

MONTESQUIEU. *Lettres Persanes* (1721)

PRÉVOST. *Manon Lescaut* (1731)

MARIVAUX. *Le paysan parvenu* (1734-35)

CRÉBILLON fils. *Les Égarements du cœur et de l'esprit* (1736)

D'ALEMBERT. *Discours préliminaire de l'Encyclopédie* (1751)

VOLTAIRE. *Candide* (1759)

DENIS DIDEROT. *Le fils naturel et Entretiens sur le Fils naturel* (1757); *Jacques le fataliste et son maître* (1778)

JEAN-JACQUES ROUSSEAU. *Discours sur l'inégalité* (1755); Les *Confessions* [Livres I-VI] (1712-78) / Garnier Flammarion; *Julie ou la nouvelle Héloïse* [Livre II] (1761)

LACLOS. *Les Liaisons dangereuses* (1782)

NINETEENTH CENTURY

FRANÇOIS-RENÉ DE CHATEAUBRIAND. *René* (1802)

BENJAMIN CONSTANT. *Adolphe* (1816)

CLAIRE DE DURAS. *Ourika* (1823)

STENDHAL. *Le Rouge et le noir* (1830)

GEORGE SAND. *Indiana* (1832)

HONORÉ DE BALZAC. *Le Père Goriot* (1835)

GUSTAVE FLAUBERT. *Madame Bovary* (1856)

CHARLES BAUDELAIRE. *Les Fleurs du mal* (1857)

ÉMILE ZOLA. *Nana* (1880)

Poetry Selections

VICTOR HUGO. « Extase » (*Les Orientales* 1829) ; « Booz endormi » (*Légendes des siècles* 1859)

ALPHONSE DE LAMARTINE. « Le lac »; « L'automne » (*Méditations poétiques* 1820)

STÉPHANE MALLARMÉ. « Brise Marine » (1865); « Le vierge, le vivace et le bel aujourd'hui » (1885); « Un coup de dés » (1897)

ARTHUR RIMBAUD. « Le coeur volé » (1871); « Le bateau ivre » (1871)

PAUL VERLAINE. « Art poétique » (1885)

TWENTIETH CENTURY

MARCEL PROUST. *Du Côté de chez Swann* (1913)

JEAN-PAUL SARTRE. *La Nausée* (1938)

NATHALIE SARRAUTE. *Tropismes* (1939)

ALBERT CAMUS. *L'Étranger* (1942)

ANDRÉ GIDE. *Les Faux-Monnayeurs* (1945)

GABRIELLE ROY. *Bonheur d'occasion* (1945)

JEAN GENET. *Les Bonnes* (1947)

SAMUEL BECKETT. *En attendant Godot* (1953)

KATEB YACINE. *Nedjma* (1956)

ALAIN ROBBE-GRILLET. *La Jalousie* (1957)

ANDRÉ BRETON. *Manifestes du surréalisme* (1962)

AHMADOU KOUROUMA. *Les soleils des Indépendances* (1968)

SONY LABOU TANSI. *La vie et demie* (1979)

Poetry Selections

GUILLAUME APOLLINAIRE. Zone (1913); « La Colombe poignardée et le jet d'eau » (*Calligrammes* 1918)

PAUL VALÉRY. « Le Cimetière marin » (1920); « Palme » (*Charmes* 1922)

LÉON GONTRAN DAMAS. « Hoquet » (*Pigments* 1937)

HENRI MICHAUX. *Plume* (1938)

AIMÉ CÉSAIRE. *Cahier d'un retour au pays natal* (1939/1947)

FRANCIS PONGE. « L'orange »; « Notes pour un coquillage » (*Le Parti pris des choses* 1942)

LÉOPOLD SÉDAR SENGHOR, « Femme noire » (*Chants d'ombre* 1945) ; « Congo » (*Éthiopiques* 1956)

MICHÈLE LALONDE. « Speak White » (1974)

CONTEMPORARY

ASSIA DJEBAR. *Femmes d'Alger dans leur appartement* (1980)

MARGUERITE DURAS. *L'Amant* (1984)

TAHAR BEN JELLOUN. *L'Enfant de sable* (1985)

BERNARD-MARIE KOLTÈS. *Dans la solitude des champs de coton* (1985)

PATRICK CHAMOISEAU. *Solibo Magnifique* (1988)

MARYSE CONDÉ. *Traversée de la mangrove* (1989)

HENRI LOPÈS. *Le Chercheur d'Afrique* (1990)

MARIE NDIAYE, *La Sorcière* (1996)

HÉLÈNE CIXOUS. *Rêveries de la femme sauvage (scènes primitives)* (2000)

WAJDI MOUAWAD. *Incendies* (2003)

THEORY

FERDINAND DE SAUSSURE. *Cours de linguistique générale* [Introduction, Parts I and II] (1916)

ÉMILE BENVENISTE. « Nature du signe linguistique » (1939); « Les relations de temps dans le verbe français » (1959); « De la subjectivité dans le langage » (1966); « L'appareil formel de l'énonciation » (1970)

JACQUES LACAN. « Le stade du miroir » (1949) » ;« L'instance de la lettre dans l'inconscient ou la raison depuis Freud » (1957) (*Écrits*, 1966)

FRANTZ FANON. *Peau noire, masques blancs* (1952)

GÉRARD GENETTE. *Figures II* [« Frontières du récit »(1966); « Vraisemblance et motivation » (1968)]

ROLAND BARTHES. *La mort de l'auteur* (1967); *S/Z* (1970) ; *De l'œuvre au texte* (1971)

JACQUES DERRIDA. « Linguistique et grammatologie » (*De la grammatologie* 1967); « Signature, événement, contexte *»* (*Marges de la philosophie*, 1972)

MICHEL FOUCAULT. « Qu'est-ce qu'un auteur? » (1969); « L'ordre du discours » (1971)

HÉLÈNE CIXOUS. « Le rire de la Méduse » (1975)

ÉDOUARD GLISSANT. *Poétique de la Relation* (1990)

ACHILLE MBEMBE. *De la Postcolonie* (2000)

ANNEX: RECENT DISSERTATION TITLES

2025-2026.

Elara Sherman: "Of Bellies and Bumps: (Dis)Ability and Sexuality in Decolonial Literature in French" (Co-Directors: Profs. Claire Nouvet and Subha Xavier)

2024-2025

Vincent Bornert: 'Banlieue Film': On the Troubled Spactiality of a 'Genre-Simulacre' (Director: Prof. Valérie Loichot)

Julien Dahan: "Le bégaiement de l'être" (Director: Prof. Geoffrey Bennington)

Elinore Darzi: "Silent Cries: the Ethics and Aesthetics of Infancy" (Director: Prof. Claire Nouvet)

2023-2024

Lindsey Meyer: "Libète kòm Liberasyon: Relational Theorizations of Freedom in Haitian Literature" (Director: Prof. Valérie Loichot)

Ninon Julie Yasmina Vessier: "Ecological Disruption: Reading the African Environment with Collage Art" (Director: Prof. Subha Xavier)

2022-2023

Perrine Gaudry: "Les Archives Virtuelles du Genre [The Virtual Archives of Genre]" (Director: Geoffrey Bennington)

Yazan Kamalulddin: "Auto-Exoyticization and Ambivalence: Recontextualizing French Novels by Arab Authors" (Director: C. Nouvet)

Alicia Rodriguez: "Women in motion: Remapping Francophone Narratives in a Digital Space" (Director: Prof. Valérie Loichot)

2021-2022

Hugo Bujon: "Sourd de la survie: rythme, enfance et pulsion dans la littérature française et subsararienne de la crise" (Prof. Subha Xavier)

2020-2021

Franck Andrianarivo Rakotobe: "Textual *Famadihana*: Returning of Bones in Francophone Indian Ocean and Caribbean Narratives" (Prof. Valérie Loichot)

Jane Battisson
"The Self in the Middle: Transitional Spaces in Michaux, Jourdan, and Cheng"
Committee: (Prof. Claire Nouvet)

2018-2019

Angelica So: *"Kohn kat -- Métissage* in Southeast Asian Francophone Literature from 1921 to 2016" (Prof. Valérie Loichot)

Charly Verstraet: "Abyssal Shores: The Caribbean Coastline Untold" (Prof. Valérie Loichot)

Jane Suh: "Balzac's Creative Melancholia: Writing the Unconscious Loss" (Prof. Claire Nouvet)

Marion Tricoire: "Fictions of the Untold City in Postcolonial Sub-Saharan Africa" (Prof. Subha Xavier)

2017-2018

Rose Gerazime: "Hauntings: Poétique de la possession dans les Amériques" (Prof. Valérie Loichot)

Julianna Blair Watson: "Reflexive Criminality: Race, Migration, and Violence in Francophone Literature and Film" (Prof. Subha Xavier)

2016-2017

Erika Serrato: "Cáte Chemérete Biem: Amerindian Memory and Native Resistance in Caribbean Literature" (Prof. Valérie Loichot)

Nicolas Remy: "Que tombent les mures: Terre, territoires et tremblement chez Dany Laferrière, Michel Houellebecq, Claire Denis" (Prof. Valérie Loichot)

Eric Rottman: "*Enkyklios Paideia*: The Knowledge of Nature in French Encyclopedism" (Profs. Vincent Bruyère and Dalia Judovitz)

2015-2016

Julie Gaillard: "Deraillements du réel. La charnière du nom propre dans les oeuvres de Samuel

Beckett, Édouard Levé, Renaud Cojo et Invader." (Prof. Claire Nouvet)

Gina Stamm: "Writing the Borderline: From Psychoanalysis to Literature" (Prof. Elissa Marder)

2014-2015

Bronwyn Averett: "Resurfacing: the Poetics of Water in African and Caribbean Literature" (Prof. Valérie Loichot)

Souad Kherbi: "L'Oubli pour mémoire: l'expérience luminaire des non-lieux" (Prof. Claire Nouvet)

Kris Knisely: "Language Learning and the Gendered Self: Learner Identities and French Language Study in a U.S. Context" (Prof. Mei-Lin Chang)

Lauren Upadhyay: "Ecrire le ravissement : élaboration du personnage dans *Le Ravissement de Lol V. Stein* et *Le Vice-Consul* de Marguerite Duras" (Profs. Claire Nouvet and Eric Le Calves

2013-2014

Robyn Banton: "From Convergence to Bullets: Artistic and Cultural Layering in the Works of Lalla Essaydi" (Prof. Valérie Loichot)

Kathyrn E. Miner: "Death Grip: Psychoanalysis and the Severed Hand in French Literature" (Prof. Elissa Marder)

Lovia Mondésir: "Théâtres de la nation: Révolutions et sexualités chez Marie Chauvet, Maryse Condé et Édouard Glissant" (Prof. Valérie Loichot)

Gina Westbeld Gallois: "Original Copies: Rousseau, Laclos, Stendhal" (Prof. Geoffrey Bennington)

2012-2013

Abbey Carrico: "Pour une écopoétique de l'eau dans les oeuvres de Gustave Flaubert et de Guy de Maupassant" (Prof. Philippe Bonnefis)

Marilène Haroux: "Jules Michelet, Romain Rolland, et Pascal Quignard ou les ombres du temps" (Prof. Philippe Bonnefis)

Anna Igou: "Dangerous Appetites: Violent Consumption in the Works of Flaubert, Baudelaire and Césaire" (Profs. Philippe Bonnefis and Valérie Loichot)

Margaret Keneman: “Poetry, Politics, and Pedagogy: Defining and Developing Critical Literacies in Intermediate-Level College French” (Profs. Valérie Loichot and Hiram Maxim)

Starra Priestaf: “Ruptures in Address: the Letter as Technical Device in the Works of Guilleragues, Sevigné, and Lafayette” (Prof. Dalia Judovitz)

Eva Yampolsky: “Monstrous Mediations: the Figures of the Multiple in the Works of Guy de Maupassant” (Prof. Elissa Marder)