

**Indiana University**  
**Department of**  
**Comparative Literature**



**Graduate Handbook**

**2014-2015**

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## INTRODUCTION

This Handbook has been compiled to guide graduate students and faculty in Comparative Literature at Indiana University through the maze of departmental, College, and Graduate School requirements and options. The departmental guidelines for each of the following sections have been developed by the Graduate Studies Committee and approved by the faculty of the Comparative Literature Department. This Handbook is meant to be used as a source of information and as a guide; it not only lists requirements but also contains suggestions and explanations.

We advise all students to read the entire text to obtain an overview of the program. Students should also be familiar with the regulations and general requirements as set forth by the University Graduate School (<http://graduate.indiana.edu/>) and the University Graduate School Bulletin.

The Handbook will be updated each academic year. Suggestions for revisions should be directed to its editor, the Director of Graduate Studies: Rosemarie McGerr, Ballantine 904, [rmcgerr@indiana.edu](mailto:rmcgerr@indiana.edu).

## THE COMPARATIVE LITERATURE DEPARTMENT

The Comparative Literature Department is one of the oldest and largest Comparative Literature programs in the United States. Since its formation in 1949, it has taken a leading role in defining the discipline. Faculty research and teaching address a wide range of comparative and interdisciplinary questions from a variety of scholarly perspectives, aesthetic, cultural, historical, and philosophical.

The Comparative Literature Department faculty includes members with full appointments in the department, members who hold joint appointments with other departments, and members of other departments with adjunct appointments in Comparative Literature. Majors are required to take the greater number of their courses in Comparative Literature, but there are many cross-listed courses offered by other departments, and students are encouraged to complete part of their course requirements outside of the Department. This structure reflects the interdisciplinary nature of our department and offers graduate students opportunities to study and consult with faculty working in a wide range of fields.

The Comparative Literature Department is governed by several committees, composed of faculty and student representatives, which operate in an advisory capacity to the Chair of the Department (Advisory, Undergraduate Studies, Graduate Studies, Graduate Admissions, Comparative Arts, Translation, AI Affairs, Development and Communication.) All major policy decisions about curriculum and degree requirements are based on proposals originated by the various committees and then voted on by the faculty at departmental meetings attended by student representatives.

## THE GRADUATE PROGRAM

Students in the Department do a majority of their class work in courses offered by the Department itself (at least 20 of the 30 credit hours required for the M.A.; at least 35 of the 65 required for the Ph.D.) The courses, which change from semester to semester, generally focus on theoretical and interdisciplinary questions, periods and genres, comparative arts, cross-cultural studies, and theory, history, and practice of translation. Topics courses cover specific subjects on a less frequent basis. It is possible to pursue a limited number of directed individual readings (C604). In addition to the M.A. and Ph.D. degrees, the Department offers a variety of minors and a certificate in Translation; it also participates in certificates in Biblical and Literary Studies, Medieval Studies, and Renaissance Studies.

In 1996-97 the program in Film Studies, which had been part of the Comparative Literature Department, was transferred to the new Department of Communication and Culture. Comparative Literature still offers courses on literature and film and doctoral students interested in this field may wish to complete the interdisciplinary Ph.D. minor in Film Studies.

The University publishes a schedule of classes for every semester and for the summer sessions. Specific descriptions of all the Comparative Literature courses to be offered in the coming semester (including cross-listed courses) are available online and from the Department office sometime before the beginning of each registration period.

University procedures require that all students must register for each class they attend. Students wishing to attend a class for no credit must therefore register as auditors. The grade of “NC” (No Credit) is used to indicate an audit enrollment and the credit hours are not applied as credit toward a degree. The grade of “NC” does not affect a student’s grade point average.

The Comparative Literature Department seeks to produce accomplished scholars who are also skilled teachers. It is expected that candidates for the M.A. and the Ph.D. degrees will acquire some form of teaching experience. As many of our graduate students as possible are given appointments as Associate Instructors. Most sections of C110 (Writing the World), C151 (Introduction to Popular Culture), and C255 (Modern Literature and the Other Arts) are taught by graduate students. New Associate Instructors are required to enroll in C508 (1 credit). In some instances, other undergraduate courses may be entrusted to advanced graduate students. Those who do not receive appointments as AI’s and those who want additional teaching experience are strongly encouraged to enroll in C509 (Teaching Internship in Comparative Literature) for one hour of credit in order to collaborate with a professor teaching upper-level undergraduate courses. Interested students should inquire at the Comparative Literature Graduate Studies Office.

Among the several departmental committees, three are directly responsible for issues related to the Graduate Program. The Graduate Studies Committee reviews the requirements for the Ph.D. qualifying examinations and the graduate curriculum, monitors the progress of each student through an annual review, and considers applications to the Ph.D. program from internal candidates who are completing their M.A. in the Department. In addition, the Committee determines the recipients of the Tutungi and Stallknecht Awards. It also develops suggestions for course offerings each academic year. The Admissions and Fellowships Committee evaluates all outside applications for admission to the M.A. and Ph.D. programs and ranks potential candidates for graduate fellowships. The A.I. Committee ranks all applicants for Associate Instructor positions and makes detailed recommendations to the Department Chair; it also selects the recipients of the annual Award for Distinguished Teaching.

The University Graduate School Bulletin gives a complete listing of all Comparative Literature courses; it also spells out the Graduate School requirements for the M.A. and Ph.D. degrees. Further information on the graduate program may be obtained from the Department Chair or the Director of Graduate Studies.

### **THE GRADUATE STUDENT ADVISORY BOARD**

The Graduate Student Advisory Board (SAB) was established to serve as a link between the students and the faculty and administration of the Comparative Literature Department. Its membership consists of a chair, co-chair, and additional graduate student members. Since its primary function is to provide a clearing house for ideas and suggestions, students are encouraged to voice their opinions to the Board on all aspects of the program, including curriculum, degree requirements, and administrative policies. The Department habitually considers student opinions in its decisions and has frequently implemented suggestions made by students. Since the spring semester of 1972, Board members or Board-appointed Comparative Literature students have sat on most major committees and have represented the students at faculty meetings. The Faculty Advisory Committee has also met periodically with the Board to discuss aspects of the program.

All members of the Board are available to receive suggestions and to provide information regarding the Department. New students in particular are encouraged to contact any member of the Board if they have any questions concerning the Department or University. A list of the names and phone numbers of the Board members for the current academic year will be published at the beginning of the fall semester. Since Comparative Literature is such a diverse discipline, students and faculty are scattered over many departments and schools within the University. Educational and social activities organized by the Board throughout the year provide a means for members of the Department to become better acquainted.

### **ADMISSION TO THE GRADUATE PROGRAM**

Admission to the Master of Arts degree program requires completion of a Bachelor of Arts degree or its equivalent from an accredited college or university, with a major in a field relevant to comparative literary study. Applicants to the Ph.D. program should hold a Master of Arts degree or its equivalent from an accredited college or university, with a major in a field relevant to comparative literary study. (Note: Students admitted on a provisional basis must present proof of completion of the B.A. or M.A. upon their arrival at Indiana University. Official transcripts are those that bear the original seal or stamp of the issuing institution. Uncertified or notarized copies are not acceptable. Please note that academic records from U.S. and Canadian

institutions must be sent directly to the Department of Comparative Literature – Graduate Studies Office from their Registrar’s Office.) Successful applicants usually have at least a 3.5 grade point average in courses for their major. Applicants for the M.A. must also present evidence of their ability to read fluently texts written in at least one foreign language, though knowledge of a second foreign language is advisable. Applicants to the Ph.D. program must present evidence of their ability to fluently read texts in at least two foreign languages. Students whose native language is not English may offer English as a foreign language, though in this case a higher level of proficiency is required, since all applicants are expected to read, write, and communicate orally in fluent English.

Admission to both the M.A. and Ph.D. programs is competitive. Among the forms of evidence used to evaluate applications are academic record, letters of recommendation, test scores, and preparation in foreign language and literary study. New applicants for both the M.A. and Ph.D. should submit the following:

1. Application
2. Personal statement that addresses academic interests, literary background, and language preparation
3. Transcripts from all colleges and universities attended
4. At least three letters of recommendation
5. Official score reports from the Graduate Record Examination (required) and Subject Achievement Test (recommended but not required)
6. Scholarship as reflected in a research/critical paper, such as an honors project or Master’s thesis), not to exceed 25 pages in length.

All applicants whose native language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL.)

U.S. citizens may apply online: <http://graduate.indiana.edu/admissions/apply.shtml>

Applicants who are not U.S. citizens should submit the international application form:  
<http://ois.iu.edu/admissions/apply/graduate/index.shtml>

U.S. citizens who have completed all or part of their undergraduate or graduate education outside the U.S. should submit a domestic application plus a Supplemental Application for Admission, available here:  
<http://www.indiana.edu/~iuadmit/doc/IUBSupIntlApp1.pdf>

No applications for admission with fellowship can be considered unless they are complete by January 15 (December 1 for international applicants). Applications for admission only must be complete by February 1. Applicants should therefore take the required examinations early enough so that their scores will reach the Department before the deadlines. The Department will notify applicants whose files are incomplete, but each applicant must take responsibility for having the required items submitted. Letters of recommendation should be sent directly to the Department by recommenders, not the applicant.

## **GRADUATE MENTORING AND ADVISING**

Each graduate student in Comparative Literature is expected to have a faculty mentor who will oversee the student’s course selection and general progress in the program. The mentor’s basic responsibility is to help the student become better acquainted with Comparative Literature both as a discipline and as a vocation.

The Director of Graduate Studies will assign each incoming student a faculty member for the first year based on prospective field of study. At the end of the first year, the student may choose to continue the relationship or ask another faculty member to serve as a mentor. At the doctoral level, the mentor will advise the student until the advisory committee has been formed. If the student and mentor both so wish, the mentor may become head of the advisory committee, chair of the qualifying examination committee, and/or director of the dissertation. A list of Comparative Literature faculty and their areas of interest is included in this Handbook.

Upon accepting a student, the mentor agrees to advise the student regarding:

1. Course selection (the mentor must approve each semester’s courses before the student enrolls)

2. Possible areas of concentration, including Ph.D. minors and examination topics
3. Opportunities for publication or sharing of the student's scholarly work, including journals and professional conferences
4. Timely completion of all degree requirements

A mentor may be the Director of Graduate Studies, a member of a student's advisory committee, or the chair of the student's research committee, but this is not necessary. The most successful mentoring relationships arise serendipitously, perhaps from a course the student takes or a shared interest. A student may well have a number of mentors, either simultaneously (with different mentors providing information about different aspects of the student's academic and professional life) or successively.

The Director of Graduate Studies (DGS) will oversee the mentor system, assuring a fair distribution of labor and appropriate use of faculty expertise. He or she also functions as a liaison to the Graduate School and to the various departmental committees, and as a resource for rules governing all questions of academic standing. The DGS helps in transferring credits, certifies eligibility for the Ph.D. qualifying exams, approves nominations to the M.A. degree and to Ph.D. candidacy, and generally oversees the academic progress of every student.

**The ultimate responsibility for making satisfactory progress lies with the student.** It is the student's responsibility - and not that of the faculty mentor or the Director of Graduate Studies - to keep track of all deadlines and to see that all requirements set by the Graduate School and by the Comparative Literature Department are met.

### **PROGRESS TOWARD THE DEGREE**

In addition to the University Graduate School requirements, the Comparative Literature Department has established the following guidelines for satisfactory degree progress.

For the M.A.:

- All coursework and language requirements should be completed by the end of the fourth semester in the M.A. program
- The M.A. project or thesis should be submitted by the end of the second year in the program
- Students who intend to apply to the Ph.D. program and whose M.A. projects have been approved by their committees and formally submitted by May 31 will be able to learn in June whether their application to continue in the Ph.D. program has been accepted. \*If the M.A. project is not approved and formally submitted by August 15, the student will forfeit any spring semester AI appointment that may have been offered.

For the Ph.D.:

- Coursework and language requirements should be completed by the end of the fourth semester in the Ph.D. program
- Qualifying examinations should be taken by May 15 of the third year in the Ph.D. program
- The dissertation proposal should be approved no later than six months after passing the qualifying examinations.

The Graduate Studies Committee may approve exceptions to these guidelines in individual cases (e.g., for students pursuing dual degrees or studying difficult languages that require an additional semester or year of study).

In February of each year, all students will be expected to submit a formal report on their progress toward the degree (M.A. or Ph.D.), accompanied by a tentative plan of study for completing outstanding requirements. The report, which will include a departmental checklist, must be reviewed and signed by the student's faculty mentor or dissertation director and submitted to the Director of Graduate Studies by a date to be designated. Students interested in applying for a position as an Associate Instructor should submit their application form at the same time. (See section on Associate Instructorships.)

Satisfactory progress towards the degree as determined by the annual review will be the primary consideration in awarding funding for the following year.

## THE MASTER'S DEGREE IN COMPARATIVE LITERATURE

### Course Requirements

1. A minimum of 30 credit hours, 20 credit hours of which must be in Comparative Literature, including C501 (Introduction to Contemporary Literary Studies), C502 (Fields and Methods of Comparative Literature), and two literature survey courses offered by the Department, one dealing with the pre-modern period and one dealing with the modern period. The first survey course requirement should normally be met by taking C505, C521, C523 or C525; the second survey course requirement should normally be met by taking C506, C529, C533, C535, C537 or C538. The remaining 10 credit hours required for the M.A. may come from courses in CMLT or other departments related to the student's studies in literature. Students must take all required courses during their first four semesters of study in the Comparative Literature Department. A student majoring in Comparative Literature who receives a grade of C+ or lower in any of these courses must repeat the course (under the same or a different instructor.)
2. In addition, M.A. students must complete a proseminar chosen from any graduate course in Comparative Literature. With the consent of the instructor, any graduate course in Comparative Literature may meet this requirement, except C501. The requirement is met by taking a graduate course in which the student has the opportunity to:
  - a. write a research paper that develops an original thesis or idea;
  - b. orally defend a preliminary version of the paper;
  - c. and, in the light of the questions raised at the oral discussion, submit to the instructor a revised version of the paper with the critical and scholarly apparatus appropriate to a publishable article.

The requirement does not stipulate that the paper be read or otherwise presented in class, only that it be defended in class. A student need not take a course conducted entirely as a proseminar, but may, with the permission of the instructor, carry out the required activities in a course which other students are not taking as a proseminar. Forms to certify completion of a proseminar are available from the Graduate Studies Office.

**WARNING:** Only the courses listed in the latest version of the University Graduate School Bulletin carry graduate credit. Students are also responsible for ascertaining if courses they may wish to take in foreign languages, applied music, or another supplementary area will count for a specific degree. **Please note that graduate courses taken while an undergraduate and counted toward the requirements of a bachelor's degree may not also be counted for graduate credit.**

A student should take no more than 35 hours of graduate work (excluding C805 credit) without first completing the M.A. degree. If a student exceeds these credit hours before being admitted to the Ph.D. program, the Department will determine which credit hours beyond 35 (if any) will count toward the Ph.D. degree requirements.

**Although the Graduate School sets a limit of five years on completion of all M.A. degree requirements, the Department expects students to complete the M.A. requirements within two years.**

### Grad G599 Thesis Research

Under new SEVIS regulations, international students must be registered when they are pursuing research for master's theses, presentations, projects, etc. The Graduate School has instituted a course number that can be used for this purpose: GRAD G599 (0 credit hours). Master's students who have enrolled in 30 or more hours of graduate course work applicable to the degree and who have completed all other requirements except the thesis or final project or performance may enroll in G599. This course requires section authorization. All international students who meet these requirements and who will not be enrolled in any other course are advised to enroll in G599. Indiana University now requires international students to be enrolled fall and spring (but not summer) in at least one course. This practice will help assure that the immigration status of foreign students is not compromised. If you have questions about the Federal requirement, please contact the Office of International Services: [ois@iu.edu](mailto:ois@iu.edu)

## LANGUAGE REQUIREMENTS

The Department's foreign language requirements reflect the need for graduate students to achieve a level of reading knowledge suitable for literary analysis. Students entering the M.A., M.A./SLIS, and MAT programs are normally expected to have reading proficiency (which implies the ability to read sophisticated literary texts with no assistance other than a dictionary) in at least one foreign language. Students entering the doctoral program are normally expected to have reading proficiency in at least two foreign languages. Students in the M.A. or M.A./SLIS programs will ultimately need to certify reading proficiency in two foreign languages in order to complete the requirements for their degrees. Students in the doctoral program will need to certify reading proficiency in three foreign languages in order to be eligible for the Ph.D. qualifying examinations.

Reading proficiency in a foreign language may be certified in the following ways:

1. For students entering the graduate program in Fall 2008 or later, by receiving a grade of B or higher in a graduate-level literature course in which the assigned readings are in the foreign language. A course will be considered "graduate-level" if it is listed in the current issue of the University Graduate School Bulletin. Students who entered the program before Fall 2008 will still have the option of passing, with a grade of B or higher, an undergraduate literature course at the 300 or 400 level in which the assigned readings are in the foreign language, although the more rigorous option is strongly recommended. In either case, the student must obtain the instructor's signature on the certification form available from the Graduate Studies Office. Please note that successful completion of the 491/492 course sequence in a foreign language will not be accepted as certification of reading proficiency.
2. In exceptional cases, students may fulfill the language requirement by passing an examination in the translation of literary texts in the foreign language to be administered by the Comparative Literature Department in consultation with faculty in other departments. Prior to submitting a formal request for this examination, students must receive the approval of the Chair of the Translation Studies Committee. Students wishing to take the exam should have a thorough command of the language and have had extensive previous study of the literature in that language. (Completing the 491/492 sequence in German, French, or other languages will NOT adequately prepare students for this exam.) One date will be scheduled for language exams each semester. (Foreign language exams offered by other departments will not be accepted as certification of reading proficiency for students admitted after Fall 2001.) See the detailed guidelines below.
3. Students whose native language is not English may request certification of English as one of their foreign languages. Prior to registration for class, all new students at IU-B whose native languages is not English are required to take an English Language Proficiency Test administered by the Indiana University Center for English Language Training (CELT) in Memorial Hall, Room 313. When students have passed this proficiency test, they may require permission to designate English as a foreign language by obtaining a form from the Comparative Literature Graduate Studies Office to complete and sign. This form will then go to the Director of Graduate Studies and the Graduate School Dean for their approval.
4. Upon approval of the Director of Graduate Studies, doctoral students may be allowed to substitute intensive preparation (at least 27 credit hours) in a non-literary discipline for the third foreign language requirements. This substitution needs the support of the student's advisory committee and the request needs to include a detailed explanation of the importance of the non-literary discipline to the student's research interests. Students should bear in mind that a "non-literary discipline" is not the same thing as a "minor field." In the latter case, the department certifying the Ph.D. Minor sets the requirements and determines which courses may be used to fulfill them, whereas in the case of the "non-literary discipline," it is the Director of Graduate Studies in Comparative Literature, in consultation with the Graduate Studies Committee and faculty expertise in the field, who oversees the calculation of credit hours. Thus, for example, a film course taken in a foreign language department might count toward certification of intensive preparation in film studies but not toward a minor in Communication and Culture (CMCL), whereas a CMCL course that counted toward the minor might not count toward certifying preparation in film.

The Department does not specify which foreign languages students should choose to fulfill their degree requirements; but it recognizes that language proficiency is essential to scholarly work in Comparative Literature. Students should capitalize on previous training to expedite progress toward their degrees, but they should also consider which languages are more apt to be important for the research areas they intend to pursue, not only in the Master's project, where they will be expected to quote literary texts in the original language, but also in doctoral study. Students should consult with their mentors and other faculty members early in their graduate career in order to make an informed decision about which languages to pursue.



## GUIDELINES FOR COMPARATIVE LITERATURE FOREIGN LANGUAGE READING PROFICIENCY EXAMS

1. Students who have received permission to proceed from the Chair of the Translation Studies Committee should submit a written request to take an exam, specifying the language to be tested, at least thirty days prior to the exam date set by the Committee for the semester in which they wish to be tested.
2. The Director of Graduate Studies will ask the Translation Studies Committee to help find a qualified examiner from among the members of the CMLT faculty (or other departments, if needed). The examiner shall have the responsibility of preparing an appropriate exam to be given on the scheduled date.
  - a. Each exam will require the student to translate two passages from literary works in the foreign language into English prose. Passages may be in poetry or prose. Passages for translation will be between 10 and 20 lines long if poetry and approximately 200 words long if prose. The exam sheet will identify the author of each passage and the title of the work from which each passage is taken. Students may use a bilingual dictionary. The exam will normally be given in the CMLT conference room. Students whose native language is not English may also use an English/native language dictionary.
  - b. In addition to translating each passage, students should comment briefly in English on their choices in translating, particularly in the case of work or phrases in the original that pose special challenges for translation (e.g., grammatical forms that have no parallel in English, idiomatic and figurative expressions, verbal ambiguity or multiple meaning).
  - c. Students will have up to two hours to complete the exam. Students whose native language is not English will be given an additional half-hour.
3. The Translation Studies Committee will coordinate the evaluation of the exam and report the grade to the student and the DGS within two weeks of the exam. Each exam will normally be graded by the examiner and an additional reader.
4. Students who do not receive a grade of pass will have the opportunity to request a new exam.

### THE MASTER'S PROJECT

Every candidate for the M.A. degree must complete a Master's Project. The purpose of this requirement is to give students the experience of carrying out a limited scholarly investigation, under expert guidance, to the fullest of their potential. This requirement should be met by the end of the candidate's second year in the Comparative Literature Department. The Master's Project must show:

1. A clear understanding of what constitutes a comparative topic
2. Ability to conceive and carry out an original project of a scholarly nature, including the use of primary and secondary texts in the original language, as appropriate
3. An advanced level of critical or theoretical insight
4. Command of expository English, and
5. Competence in the proper use of research and bibliographic tools.

#### Options

There are three ways to meet the requirement:

Option A: by submitting a suitable term or seminar paper, without revisions, as a Master's Essay (no credits)

OR substantially revised and expanded (up to four credits) OR

Option B: by submitting an original Master's Essay (4 credits) OR

Option C: by writing a formal Master's Thesis (6 credits).

For all three options, a committee consisting of at least three members, one of whom will serve as the project director, must approve the completed project. In most cases, at least two committee members will be from the Comparative Literature faculty.

In the interest of time, Option A is strongly recommended. Students who choose this option and who are asked to make revisions in their papers will normally enroll for up to two credits of C805, which will count toward the required 30 hours of course work for the M.A. The number of credit hours allowed for a revised term paper depends on the extent of the revision. A seminar paper

accepted as a Master's Project without revision will not receive C805 credit. Permission of the M.A. Project Director or the Director of Graduate Studies is required before students will be permitted to register for C805.

#### Guidelines

**Option A** involves the submission, and usually the revision and expansion, of a paper prepared for a course. To be acceptable, the paper must:

1. Meet the five criteria listed above AND
2. Be modeled, both in format and in intellectual substance, on articles in scholarly journals.

In all formal matters, the paper should follow the guidelines of the most recent MLA Handbook for Writers of Research Papers. Students considering this option are advised to choose courses, select paper topics, conduct their research, and structure their papers with this goal in mind. A translation prepared for C581 may be developed into a Master's Project; for details, see the section headed Translation Projects below. There is no set length, but papers will normally be between twenty and thirty pages, double-spaced.

Students who choose Option A should review the completed term paper with the prospective project director (normally the instructor of the course for which the paper was written) to determine if it is suitable for a Master's Project and what kinds of revisions will be required to make it acceptable. Not every good term paper will necessarily satisfy the criteria governing the Master's Project.

The student will then prepare an abstract or proposal (one or two pages) listing the authors and works dealt with, explaining the comparative problem involved, and stating the paper's thesis. It must be accompanied by a list of primary and secondary works used. The abstract, signed by the candidate and the project director, along with a tentative list of committee members, will be submitted to the Department Chair or the Director of Graduate Studies for approval. The Chair or the Director of Graduate Studies will then routinely ask the project director to convene a meeting of the candidate and his or her committee for a discussion of the nature and extent of the required revisions, a protocol for submission of the revised essay for comments, and a timetable for completion of the project. (In case all committee members consider the paper acceptable without revision, such a meeting is not called; the candidate will simply be informed of the committee's approval.)

**Option B** is submission of an original Master's essay that is not based on a previous term paper. A student may be granted as many as four credits of C805 as part of the thirty credit hours required for the degree. As in Option A, the paper should be modeled, both in formal and in intellectual substance, on articles in scholarly journals; in formal matters, it should follow the guidelines set forth by the most recent MLA Handbook for Writers of Research Papers and will normally be between twenty and thirty pages in length.

Students electing to write an original Master's Essay should consult a full or associate member of the graduate faculty who specializes in the area of the proposed topic. Once the nature of the project has been defined and a faculty member has agreed to direct the writing of the Essay, the student should prepare a project proposal with a preliminary bibliography and have it approved by the director.

The proposal should be prepared early. It should help candidates to clarify their thinking about the project and allow those who will review it to offer guidance and make suggestions while the project is still in its formative stages. The proposal, usually two pages long, should describe the nature of the project to be undertaken and, where necessary, justify its choice; it should define the comparative problem, name the works on which the study will focus, and indicate the approaches or methods to be used. The bibliography should support the contentions of the proposal. If the project is a translation, the proposal should describe the text to be translated and explain why its translation is important; it should also indicate clearly the topics to be dealt with in the introduction (see section headed Translation Projects below). Sample proposals are on file in the Graduate Studies Office.

The proposal, bearing the signatures of the candidate and the Project Director, must be submitted for approval to the Department Chair or the Director of Graduate Studies along with a list of tentative committee members..

**Option C** is submission of a formal Master's thesis. A student may be granted as many as six credits of C805 as part of the thirty hours required for the degree. It should normally be forty to sixty pages long. Students who have reason to choose this option should follow all steps as outlined for Option B above.

Translation Projects

Translations of literary and critical texts, especially of texts which have not previously appeared in English, are acceptable as part of a Master's Project. A translation must be accompanied by a substantial theoretical, critical, or historical essay. Usually this essay will contain a discussion of the problems encountered in translating the particular text and of the criteria applied in resolving these problems; however, it may, alternatively, focus on some other comparative issues. The introduction should follow the usual format of a scholarly paper, including notes and a bibliography. Translations of lyric poems should be accompanied by the original texts. The student may earn up to six credits of C805. Approval of a translation project is based upon an abstract or proposal submitted according to the guidelines above.

Evaluations

A completed Master's Project must be acceptable to all committee members. Each reader will assign it a letter grade and will write and sign an evaluation, which will be kept in the student's personal file; these are open to the student's inspection. If the student applies for admission to the Ph.D. program in Comparative Literature, the evaluations are an important part of the application file; no file will be reviewed until the evaluations have been received by the Graduate Studies Office. All Master's Projects enter the competition for the Tutungi Award.

Submission of the Master's Project

Students choosing Option A or B must submit a hardcopy of the final, committee-approved version of their Master's Project to Graduate Studies Office. The document must include an acceptance page signed by the director and readers and inserted after the title page. **No copy is forwarded to the Graduate School.**

Submission of the Master's Thesis (Electronic)

Detailed instructions about electronic submission of the Master's thesis can be found here:

<http://graduate.indiana.edu/theses-dissertations/submission/masters.shtml>

Starting with August 2011 degree recording, the Master's thesis may now be submitted electronically to the University Graduate School. The two main benefits of this option are cost and speed. The student will no longer have to pay binding fees and they will be able to have their degree recording better reflect when they completed their thesis.

You will receive an email from the Masters Recorder when your thesis has been accepted or if formatting changes must be made. Since emails will come from the Masters Recorder through ProQuest, they may be filtered into your junk mail folder and you should monitor your email. With the exception of May and December (when deadlines are earlier), please observe the following timeline for submission and acceptance of your thesis:

By the 15 <sup>th</sup> of the month:	Submission deadline to be eligible for a degree recorded that month
	Student will receive notification of any format changes within one week of this deadline
By the 27 <sup>th</sup> of the month:	Final copy of approved thesis must be received
	All paperwork must also be received and approved by this date

The format of the electronic submission will follow the same guidelines as the bound thesis. The exception will be how the acceptance page must be submitted. The electronic copy also includes the acceptance page but it must not contain signatures. Instead, the original signed paper copy of the acceptance page must be submitted by the monthly 27<sup>th</sup> deadline. This copy does not have to be on 100% cotton paper. Failure to submit the acceptance page by the 27<sup>th</sup> will result in a delay in recording the degree to the next month.

Submission of the Master's Thesis (Bound Hardcopy)

Detailed instructions about bound hardcopy submission of the Master's thesis can be found here:

<http://graduate.indiana.edu/theses-dissertations/submission/masters.shtml>

Students who choose Option C must submit three (one original and two photocopies) bound copies of the thesis. Most students have an additional copy bound for their own records. Each copy of the thesis must contain a signed acceptance page and a vita page.

Book binderies

Smith Bookbindery  
112 W. 10th St  
Bloomington, IN 47404  
(812) 332-2743

National Library Binding Co.  
55 South State Ave.  
Indianapolis, IN 46201  
(317) 636-5606

*Hours:* Monday & Tuesday: 12-5:30PM  
Friday: 12-5PM  
Closed Wednesday and Thursday

Monday – Friday, 8AM-5PM

Smith Book Bindery requires three weeks' notice while National Library Binding may be able to accommodate a shorter timeline. Please call the binderies directly for information and assistance. Keep the bindery receipt and bring it to the Master's Recorder of the Graduate School in Kirkwood Hall. The three copies will have to be mailed to the Graduate School, preferably by certified mail.

The Graduate School will **not** recommend the candidate to the Board of Trustees for the degree until after the bound copies of the thesis have been received.

### **THE DUAL MASTER'S DEGREE PROGRAM IN THE GRADUATE SCHOOL**

Students admitted to the Dual Master's Degree Program will earn two Master's degrees through a combination of work in two departments of the College of Arts and Sciences Graduate Division. The Dual Master's Program allows students to count credits earned to satisfy major requirements in one department simultaneously as elective credits in another. Specifically, the dual Master's degree is governed by the following regulations:

1. The student must be formally admitted by both departments and by the Graduate School
2. The student must meet fully all degree requirements of both departments (course credits, research and foreign language skills, examination, and essay or thesis or preparation of portfolio, etc.)
3. Where both departments require a thesis, the student will be allowed to write a single thesis that meets the standards and requirements of both fields, with equal representation for both departments on the thesis committee, and the thesis credit split between both
4. The dual degree program must be completed within six years from the semester in which the student first enrolled in courses counting toward a dual degree
5. The student must complete the requirements for both departments at the same time (i.e., not receive the degree in one department before the other).

From the University Graduate School Bulletin: "Students who are concurrently enrolled in two departments may qualify for two master's degrees under a provision that allows credit earned to satisfy the major requirements of one department to count as elective credit in a second department. Dual master's degrees require a minimum of 50 credits, with at least 21 credits earned in each of the programs. To be eligible for this program, a student must be formally admitted by both departments and by the University Graduate School. All requirements of both degrees must be met, including passing any departmental examinations and satisfying foreign-language/research-skill requirements. If both departments require a thesis, the student may write a single thesis that meets the requirements of both fields. The thesis committee will comprise an equal number of representatives of both departments, and the thesis credit will be split between the two. All course work for the program must be completed within a period of six years."

Dual M.A. students will have a file and an advisor in each department. Both departments must certify completion of the degree requirements.

Dual M.A. students who are subsequently admitted to the Ph.D. program can count the work done to satisfy the second M.A. degree toward completing an intensive minor.

## **THE DUAL MASTER'S DEGREE IN THE DEPARTMENT OF COMPARATIVE LITERATURE AND THE SCHOOL OF LIBRARY AND INFORMATION SCIENCE (M.A. /M.L.S.)**

The interdisciplinary nature of graduate studies in Comparative Literature, including the demonstration of proficiency in foreign languages, provides students interested in pursuing a career in librarianship with a strong background. Students with dual master's degrees in Comparative Literature and the School of Library and Information Science (SLIS) will be competitive for positions in academic libraries and for certain positions in public libraries. Language skills and a strong liberal arts background are two qualifications sought after by academic libraries.

The joint degree consists of a total of at least 50 credit hours – a minimum of thirty credit hours in Library and Information Science and a minimum of 20 credit hours in Comparative Literature. The student must be admitted by the Department and by both the Graduate School and the School of Library and Information Science.

### Library Science Requirements

1. Completion of SLIS courses from the common core (15 credit hours)
2. At least 15 credit hours of SLIS elective courses appropriate to the student's background and interest, chosen in consultation with the student's advisor.

### Comparative Literature Requirements:

At least 20 credit hours of course work in Comparative Literature, including C501, and one course on European literature in the pre-modern period (C505, C521, C523, or C525), a course taken as a proseminar, and completion of a Master's Project. Emphasis in course work may be on Western literatures, cross-cultural literary relations, or studies in literature and the arts (music, film, and the visual arts). Certification of reading proficiency in two foreign languages is required, but no credit for courses in foreign language study will count toward the required 20 hours. The dual degree must be completed within six years from the semester in which the student first enrolled in courses counting toward a dual degree. The students must complete the work in SLIS and the Department of Comparative Literature at the same time (i.e., not receive the degree in one before the other). A dual Master's Degree student will have a file and an advisor in each department. The student may apply for financial support from either department, or from both. Both departments must certify completion of the degree requirements.

For details and additional information regarding the graduate programs in SLIS please contact:

School of Informatics and Computing  
 Department of Information & Library Science  
 Indiana University  
 1320 E. 10<sup>th</sup> St., LI 011  
 Bloomington, IN 47405-3907  
 (812)855-2018  
 ilsmain@indiana.edu  
 slis.indiana.edu

## **THE MASTER OF ARTS FOR TEACHERS (M.A.T.) DEGREE IN COMPARATIVE LITERATURE**

Secondary school teachers or prospective teachers interested in qualifying to teach world literature or interdisciplinary humanities courses can obtain an M.A.T. degree in Comparative Literature by satisfying the following requirements.

### Prerequisites

1. Certification of reading proficiency in at least one foreign language
2. B.A. degree in Comparative Literature or an individual literature (e.g., English, French, Spanish, etc.)

### Course Requirements

A total of 36 hours of course work with a minimum of 20 hours in Comparative Literature including C305 or C501. Of these no more than six hours may be in approved courses at the 300 or 400-level that do not normally carry graduate credit. Emphasis in course work may be on any area of literary study including, cross-cultural literary relations, or literature and the arts (music, film, and the visual arts).

Candidates are encouraged to include in their course load some teaching-oriented courses offered by other graduate programs or the School of Education, as well as Comparative Literature C507 and C509. The choice of courses should be planned carefully in consultation with the departmental Graduate Advisor and the advising staff of the School of Education.

### Examination

When other requirements are completed, the M.A.T. candidate takes a 90-minute written exam comparing two texts, based on individual reading lists. One text may be a work of art in a non-literary medium. If two literary texts are compared, one must be in a foreign language. The student must choose two readers for his or her examination. The student must consult with the Director of Graduate Studies for approval of readers and reading list.

## **TIMELINE FOR M.A. DEGREE COMPLETION**

### Master's Requirements

Master's Degrees must be completed within 5 years of the last month of the first semester.

Dual Master's Degrees must be completed with 6 years of the last month of the first semester. **Please note, however, that in order for Comparative Literature graduate students to be making satisfactory progress, they must follow the guidelines established by the Department. See section on Progress Toward the Degree.**

The Application for Advanced Degree form should be submitted by the student through OneStart at least six weeks before the date of graduation.

Degrees are granted monthly. All necessary paperwork required to finalize the Master's Degree should be submitted to the University Graduate School no later than the 27<sup>th</sup> of each month. If the 27<sup>th</sup> of the month falls on a weekend, then the deadline will be the Friday prior to the weekend. For the month of February the 24<sup>th</sup> will be the deadline. For the months of December and May the Thursday prior to Commencement will be the deadline. Paperwork for the M.A. degree received after the 27<sup>th</sup> will be conferred the following month.

Diplomas are mailed to the student's permanent address by the Office of the Registrar. It is the student's responsibility to verify that the Office of the Registrar has the proper address on file. Diplomas are mailed by the Office of the Registrar two to three months after the degree is conferred.

*Please Note: Should the Graduate School Recorder discover any problems, degree conferral may be postponed.*

## **THE PH.D. DEGREE IN COMPARATIVE LITERATURE**

### Course Requirements

A total of 90 credit hours, including 65 credit hours of course work, of which 35 credit hours must be in Comparative Literature. Up to 30 credit hours earned for the Master's Degree may be counted toward this total, but the research hours given for the doctoral dissertation may not. The dissertation must not exceed 25 credit hours of C810. All graduate students will be required to take C501 (Introduction to Contemporary Literary Studies), C502 (Fields and Methods of Comparative Literature), and two literary survey courses offered by the Department, one dealing with the pre-modern periods and one dealing with the modern period. The first survey requirement is normally met by taking C505, C521, C523, or C525; the second survey requirement is normally met by taking C506, C529, C533, C537 or C538. In addition, Ph.D. students must complete a proseminar chosen from any graduate course in Comparative Literature, with the exception of C501. (See discussion of the proseminar requirement under M.A. Degree Coursework Requirements.) In special cases, petitions to substitute courses for the periods course listed above may be submitted to the Director of Graduate Studies or the Department Chair.

Certain courses from other departments involving a comparative approach may be counted toward the Comparative Literature major. These courses are listed under the heading “Comparative Literature” in the University Graduate School Bulletin. If a question arises, consult the Department Chair or the Director of Graduate Studies. With the consent of his or her advisor, a student may also apply to have a course that is not cross-listed count toward the Comparative Literature major. Approval for such an arrangement should be obtained from the Department Chair or the Director of Graduate Studies before the student enrolls in the course. Only by way of exception can a student ask that a course offered by another department be counted as a Comparative Literature course. Note: All requests for exceptions must be approved with the written consent of the Director of Graduate Studies.

**WARNING:** Only courses listed in the latest version of the University Graduate School Bulletin carry graduate credit. Students are also responsible for ascertaining if a course they wish to take in a foreign language, music, or another supplementary area will count for a specific degree.

If graduate students majoring in Comparative Literature receive a grade of C+ or lower in C501/C502 (or any required Comparative Literature course) they must either repeat the course (under the same or different instructor) or meet the conditions for making up the deficiency as set by the original instructor.

The Comparative Literature Department offers a flexible curriculum. Students may take courses in virtually any language or literature, as well as in a wide variety of other fields, and apply the credit toward the Ph.D. The criteria for course selection should include consideration of the qualifying examinations as well as the need to establish an area of specialization. Detailed descriptions of Comparative Literature course offerings are available online and from the departmental office no later than the pre-registration period for any given semester or summer session.

#### Revalidation of Graduate Credit

“Normally, a course may not be counted toward degree requirements if it has been taken...more than seven years prior to the passing of the Qualifying Examination for Ph.D. students” (University Graduate School Bulletin). However, the Director of Graduate Studies “may recommend to the Dean that course work taken prior to the above deadline be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current...Each course for which consideration for revalidation is being requested should be justified separately” (University Graduate School Bulletin). See the Bulletin for the various ways in which currency of knowledge may be demonstrated.

#### Language Requirements

Entering doctoral students are normally expected to have a good command of at least two foreign languages. Students will ultimately need certified reading proficiency in three foreign languages in order to be eligible for the Ph.D. qualifying examinations. The procedures for certifying proficiency in a foreign language are essentially the same for doctoral students as for master’s students.

#### Ph.D. Minor Requirements

As part of the doctoral degree, majors in Comparative Literature must complete the requirements for at least one minor field (subject concentration), to be chosen in consultation with the Director of Graduate Studies or the student’s faculty mentor. The requirements for minor fields vary with each unit granting minors, and students must contact the department or program in which they intend to minor in order to be certain of the requirements. Most minors require a minimum of 12 credit hours. It is the sole responsibility of the student to have the appropriate minor department(s) notify both the Comparative Literature Department and the Graduate School that the respective minor requirements have been met. Students are normally expected to obtain prior approval of their plans for course work in a minor field from the Graduate Advisor (or comparable officer) in the minor department or program. For those who plan to teach, a solid grounding in an area other than Comparative Literature (for example, in a national literature) is strongly recommended. Since many teaching positions will be joint appointments, competence in more than one area is critical.

Besides Ph.D. minors granted by individual departments or programs, many interdepartmental minors are available. The Minor in Literary Theory, which is jointly administered by the departments of English and Comparative Literature, is described on page 22.

For information about the following interdepartmental minors, see the [University Graduate School Bulletin](#):

Ph.D. Minor in Biblical and Literary Studies

Ph.D. Minor in Cultural Studies

Ph.D. Minor in Film Studies

Ph.D. Minor in Gender Studies

Ph.D. Minor in Jewish Studies

Ph.D. Minor in Human Sexuality

Ph.D. Minor in Medieval Studies

Ph.D. Minor in Renaissance Studies

Ph.D. Minor in Semiotic Studies

### Qualifying Examinations

Students will not be allowed to take the Ph.D. qualifying exams until authorized by the Director of Graduate Studies. The Department has approved these steps in order to prevent misunderstanding on the part of students or faculty about the form, content, or procedures involved in the exams and to underscore the importance of these exams in preparing students for the final stage of the doctoral program.

### Eligibility

Students become eligible to take the Ph.D. qualifying examinations when they have completed the following requirements:

1. Official application and admission to the Ph.D. program in Comparative Literature.
2. An "Appointment of Advisory Committee" form has been submitted via OneStart and is on file the Graduate School.
3. Certification of reading proficiency in three foreign languages, or two foreign languages plus approved substitution of 27 credit hours in a non-literary discipline. (See the information under "Language Requirements.") Written certification of foreign language proficiency must be received by the Department before students will be allowed to schedule their exams.
4. Completion of the Ph.D. minor, to be completed and certified in writing by the appropriate department.
5. Completion of all required courses and credit hours. All incompletes in courses counting toward the major or minors must be removed before students may take their qualifying exams.

### Procedures

A student wishing to be designated eligible to take the qualifying exams should follow these steps:

1. The student should notify the Director of Graduate Studies in writing of his or her intent to take the qualifying examinations. (Double majors will need to consult with the DGS of the other major as well.)
2. The student should obtain from the Graduate Studies Office a copy of the "Guidelines for the CMLT Ph.D. Qualifying Exams" and sign the "CMLT Ph.D. Qualifying Exam Checklist."
3. The student should then consult with his or her faculty mentor and propose topics and reading lists for the three examination sections, the names of three to six prospective examiners, and possible dates for the written and oral examinations. Each section of the examinations requires two examiners, and one examiner may serve on no more than two sections. The student's Ph.D. minor field(s) should be represented by an examiner, unless the minor field DGS waives participation in the examinations. Whenever possible, the examination committee should be arranged so that the student's faculty mentor is included among the examiners. In that event, the faculty mentor should serve as the chair of the student's examination committee; otherwise, the Director of Graduate Studies will ask one of the other examiners to serve as chair of the committee. The chair will coordinate the final designation of topics and reading lists so that they form a reasonable and coherent set, without significant overlap or duplication.
4. **At least six weeks prior to the proposed written examination date**, the student should submit the signatures of the examiners and a copy of the reading list for each examination section to the Graduate Studies Office in order to obtain written approval of the slate of examiners, date of exams, topics, and reading lists from the Director of Graduate Studies, who will also certify that the student has met all other requirements. Only under extraordinary circumstances will the Director waive the required six-week preparation period.



### Exam Topics

The three sections of the examinations have different topics, each of which involves comparisons among works deriving from different national, linguistic, or cultural traditions, or different artistic media.

**Synchronic Topic:** Students must choose a topic that emphasizes comparisons among works created within a specified period of time, though not necessarily related to each other developmentally.

**Diachronic Topic:** Students must choose a topic that emphasizes developmental relationships among works created at different periods of time and that examines chronological sequence, historical relationship, generic definitions, or theoretical concerns.

**Special Topic:** Students must choose a topic that focuses on a comparative problem or question of special interest to them, usually related to a topic under consideration for the doctoral dissertation.

Students and faculty may view examples of previously approved qualifying exam topics and reading lists, available upon request from the Graduate Studies Office.

### Reading Lists

1. Students should prepare a reading list of primary and secondary works for each of the three topics. Ample and repeated consultation with the examiners is needed to develop the reading lists.
2. Approval of signatures of both examiners must be on each reading list submitted to the Graduate Studies Office at least six weeks prior to the examination date.
3. The student's minors and languages must also be noted on each reading list.

### The Written and Oral Examinations

Two weeks prior to the written exam date, the examiners for each section will provide three questions that the students must be prepared to answer. During this two-week period, the examinee may consult with the examiner(s) to clarify any aspect of the examination that may be unclear.

The written examination will consist of three questions out of the nine questions previously distributed (one question from each of the three sections). The choice of questions will be made known to the student only at the examination. Candidates are permitted to bring their reading lists with them to the examination. Foreign students are also permitted to bring a dictionary of their native language and English to the examination. Candidates are not permitted to bring any other written materials to either examination, nor are they allowed to make notes on their reading lists. The examination will normally consist of two sessions, one of four hours and one of two hours, with a one hour break between the two sessions. Students may choose to have the long session in the morning and the short session in the afternoon, or reverse the order. Two questions, to be designated by the examiners, will be assigned during the long session; the candidate will receive the third question at the start of the short session.

One week after the written examination, the student will sit for an oral examination of at least one hour but no more than two and a half hours, as the examiners see fit. Copies of the answers to each of the three questions on the written examination will be distributed to all examiners as soon as possible. All examiners are expected to attend the oral examination, which will be presided over by the exam committee chair.

The examiners are at liberty to ask questions not only about the answers that were formulated on the written examination, but also about the six questions that were not addressed on the written examination, and indeed on any part of the reading lists.

Examiners will not assign a grade, discuss the oral examination with the student, or divulge their opinion of the written examination to the student during the week preceding the oral examination. It will therefore be important for the student to avoid contact with the examiners before the oral examination takes place.

The results of the examination will include an evaluation of the written and oral sections. Shortly after the conclusion of the oral examination, the examiners will make a formal evaluation of the overall performance, both written and oral, for each section of the examinations. Each section of the examinations should be assessed a grade of "fail" or "pass." Ideally, the two examiners for each section should try to determine a single overall assessment of the student's performance (even if they inevitably differ in

their personal assessments of the examination). In the event of an irresolvable disagreement between the two examiners as to whether the candidate should pass or fail, the Chair of the department shall identify a third reader from the examination committee to adjudicate. In rare cases, the Committee as a whole may agree to award the entire examination a grade of “distinction.”

Students may arrange for the oral examination to be held any time that the 3-6 examiners can be convened, although the times should be within the usual hours the departmental offices are open.

In the event that a student fails one or two sections of the examination, he or she need stand again for only the section(s) of the examinations that he or she failed. The student does not have to retake the section(s) of the examinations that have been passed. The student will take both the written and oral examinations for the section(s) he/she has failed. However, in the written examination, instead of writing on the same question written on before, the student will be asked to write on one of three questions submitted by the examiners two weeks before the new examination. These questions may or may not include the two on the earlier examination on which the student was not asked to write. The student, however, will also be responsible in the oral examination for the question for which the previously provided answer was judged inadequate, and indeed for any question relating to the original reading list for that area.

If the student has failed all three sections of the examination, the examining committee for the retake of the written and oral examinations will consist of all examiners; if the student fails one or two sections, the committee will consist of at least three examiners, the original examiners in the failed section(s) plus at least one additional member of the original committee, to be designated by the Director of Graduate Studies.

At least one month, but not more than six months, should transpire before a student is to be examined again. Whenever possible, the same two examiners should be involved when the student is examined again on a topic failed; in those (presumably rare) instances when this is not possible, an alternative examiner should be identified by the DGS in concert with the student and the chair of the examination committee. Under no circumstances should both examiners be replaced.

A student may stand for the qualifying examinations a total of three times. In other words, she/he is limited to two additional opportunities to pass any part of the examinations if she/he should fail the first time.

In the event that an emergency prevents an examiner from participating in the oral examination, it will be postponed until a later date, unless the chair of the committee and the student agree to hold it at the scheduled time.

While preparing for the Qualifying Examinations, students who have completed all necessary course work are not required to enroll for any graduate credit. Enrollment may still be advisable in order to obtain certain rights and privileges, or to satisfy visa requirements. However, once a student achieves candidacy, enrollment for at least one hour per semester is required (see below).

#### Candidacy (from the University Graduate School Bulletin):

Following the passing of the qualifying examination and the completion of all course work and departmental language or research-skill requirements (if any), the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School. Upon approval of the dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy. The date of successful completion of the qualifying examinations (not the date of final approval of candidacy) is the one used in determining the seven-year periods for currency of courses (see Qualifying Examination) and completion of the dissertation (see Submission of the Dissertation).

#### Continued Enrollment

Students are required to enroll for at least one hour of credit each fall and spring semester until they complete their degree or until their candidacy expires seven years from the date of their qualifying examination. If a student fails to register for one or more semesters, they will be required to register retroactively before his or her degree will be granted. This involves paying the tuition and a \$250.00 retroactive fee for each semester. If a student's candidacy expires, his or her student status will be suspended and registration will not be allowed until candidacy has been reinstated according to Graduate School's procedures. Once reinstated, the student must again register for each fall and spring semester until completion of the degree or until candidacy lapses after three years. Failure to meet these requirements will automatically terminate the student's enrollment in the degree program.

A candidate who will be graduated in June, July, or August of any year must enroll in a minimum of one credit hour as described above in either the current or the immediately preceding summer session. (See the University Graduate School Bulletin).

#### Lapse of Candidacy and Reinstatement

The student must submit and have received acceptance of his or her dissertation within seven years after passing the qualifying examination. Failure to meet this requirement will result in the termination of candidacy and of the student's enrollment in the degree department. Any student whose candidacy lapses will be required to apply to the Graduate School for reinstatement before further work toward the degree may formally be done. To be reinstated to candidacy in the Graduate School, the student must (1) obtain the permission of his or her departmental chairperson; (2) fulfill the departmental requirements in effect at the time of the application for reinstatement; (3) pass the current Ph.D. Qualifying Examinations or their equivalent (defined in advance); and (4) request that the Dean of the Graduate School reinstate him or her to candidacy. Such reinstatement, if granted, will be valid for a period of three years. See the University Graduate School Bulletin.

According to the University Graduate School Bulletin, "a department must define in advance specifically what is meant if an 'equivalent' examination is to be used, and that definition must be approved by the Dean of the Graduate School." The equivalent to the Qualifying Examination in Comparative Literature to be taken by students applying for reinstatement to candidacy will consist of three essays to be written in two sittings not to exceed a total of six hours. Each essay will be on one of the three topics on which the student originally passed the qualifying examination. The exam questions will be based on a reading list for each of the three topics that will consist of a selection of the primary works and major critical texts from the original list and of the recent literature in the theory and criticism of the areas. The questions for each of the three exam areas are to be written, and the essays to be evaluated, by the examiners designated by the Graduate Director. One week after the written exam, the student will undergo an oral exam of 1 ½ to 2 ½ hours, with questions on any of the texts on the reading list for each topic. A single grade of "Pass" or "Fail" will be given for each topic.

#### The Dissertation

A dissertation is required and is graded under C810 or G901. The number of credits granted under C810 varies since the credits should bring the student's total hours to 90. Only one credit hour of C810 or G901 is required for acceptance of the dissertation; no more than 25 credit hours of dissertation research (C810) may be included in the minimum of 90 credit hours required for the doctoral degree. G901 credit hours do **not** count toward the 90 hours required for the Ph.D. The grade of "R" is automatically awarded for work on the dissertation until it is defended and accepted. To be eligible for enrollment in G901, doctoral students must have accumulated at least 90 credit hours that will count toward the degree and must have completed all graduate degree requirements except for the dissertation. **Students who have not yet passed their qualifying examination are ineligible to enroll in G901.**

Besides being a contribution to scholarship, the dissertation represents the culmination of the student's course work. Translations are normally not acceptable projects for dissertations. In line with current Graduate School policy, no dissertation may be published prior to its formal acceptance by the committee in charge; however, portions of a dissertation-in-progress may be submitted for publication with the permission of the committee.

Candidates choose their dissertation director and dissertation committee in consultation with the Department Chair or DGS. The committee is usually composed of four or sometimes five faculty members. Four must be members of the IU Graduate Faculty and of these at least two, including the director, must have the endorsement to direct dissertations. (For a list of the Graduate Faculty and for specific regulations concerning the composition of the dissertation committee, students should consult the University Graduate School Bulletin). The committee normally includes at least two members of the Comparative Literature Faculty or adjunct faculty and a representative from the student's minor (or from each minor if more than one). Minor departments or programs may choose to waive this last requirement; waivers must be certified in writing by the Chair or Graduate Advisor of the minor. Emeritus faculty are eligible to serve on dissertation committees and to direct dissertations with the approval of the Department Chair, as are faculty from other departments. Under rare circumstances involving special expertise, a scholar from another institution may be invited to serve as an outside member of a dissertation committee; this arrangement requires the approval of the Department Chair or DGS and the Dean of the Graduate School.

Both the dissertation prospectus and the membership of the research committee must be approved by the Graduate School at least six months before the defense of the dissertation (see below). Committee members who, because of absence or illness, are

unable to continue serving on the candidate's committee will inform the director so that a suitable replacement can be named by the Department Chair or DGS after consultation with the candidate.

#### Dissertation Proposal

The proposal should be presented to one's dissertation director shortly after admission to candidacy. It should be three to five pages in length (excluding bibliography) and include the following elements:

- (A) Title of dissertation
- (B) Description of topic
- (C) The rationale behind the choice of topic, and the anticipated contribution of the proposed research to knowledge
- (D) Current state of research on the topic and basic bibliography
- (E) Method and plan of work, including the general approach.

The above elements should be presented in narrative form. The proposal need not present the actual arrangement of chapters, although in some cases this may be feasible and desirable. The proposal should mention the way in which the dissertation is comparative and what languages are involved.

Once the director has signed it, the proposal will be sent to the Department Chair for approval of the topic and the composition of the committee. Upon approving the proposal, the Chair will routinely ask the dissertation director to convene a meeting of the candidate and the dissertation committee for a detailed discussion of the project.

Candidates are advised to consult with their dissertation director concerning all procedures to be followed in preparing the dissertation. Early involvement of all members of the committee in the ongoing work is strongly recommended. All members are required to submit reader's reports.

It is recommended that students use the most recent edition of the MLA Handbook for Writers of Research Papers unless the dissertation committee suggests the use of another manual because the subject matter involved renders it more appropriate. The Graduate School's Guide to the Preparation of Thesis and Dissertations has additional information: <http://www.graduate.indiana.edu/preparing-theses-and-dissertations.php>.

#### Dissertation Defense

The dissertation defense is an oral examination held after the dissertation has been completed but before it is bound. The student must arrange the time and date of this defense with the dissertation director and the members of his or her committee at least five weeks in advance. Any member of the Graduate School faculty at Indiana University may attend the defense, which must be held on the Bloomington campus, but usually only the student's committee is present. A summary of no less than 150 words (maximum: one double-spaced, typed page) must be submitted to the Comparative Literature Graduate Studies Office. The announcement should be informative and contain a brief statement of the principal results and conclusions. It must be approved and signed by the dissertation director, and must be submitted to the Graduate School thirty days prior to the defense. It should conform to the approved format.

#### Graduate School Dissertation Requirements

The Graduate School has rules concerning the format of the dissertation. These must be strictly observed for the dissertation to be accepted by the University. Online submission through ProQuest is the preferred method; step-by-step instructions can be found here: <http://graduate.indiana.edu/theses-dissertations/index.shtml>

In addition to submission of the dissertation, the Graduate School must receive the items listed below in order for the degree to be awarded:

1. Acceptance page with original signatures
2. Abstract with original signatures
3. Survey of earned doctorates (the form can be downloaded from <http://graduate.indiana.edu/forms/index.shtml>)

After completing your online submission, please bring these items to the University Graduate School, Kirkwood Hall 111.

**You are still required to submit a bound copy of your dissertation to the Department.** You are not required to have your dissertation printed on 100% cotton. We recommend that you use Thesis on Demand to obtain a bound copy and have it sent directly to the Department. IU's ordering page can be found here:

<http://indiana.thesisondemand.com/ordersystem/index.php?uri=/orderform/orderform/&page=1>

Should you choose submit your dissertation using the unbound paper method, please follow the steps outlined here:

<http://graduate.indiana.edu/theses-dissertations/submission/doctoral.shtml>

#### Application for Degree

For doctoral students, submission to the Graduate School of copies of the completed dissertation and abstract as described above constitutes an application for the conferral of the Ph.D. degree. The dissertation in its final form and the abstract must be submitted to the Graduate School at least 30 days before the expected date of degree conferral. Doctoral students are reminded that (A) the 30-day announcement deadline prior to the defense of the dissertation and the 30-day deadline prior to degree conferral are non-overlapping time periods and (B) that following the defense of the dissertation, revisions, corrections, etc., are frequently required by a Research Committee and that these revisions must be made before the dissertation is ready for binding and submission to the Graduate School.

### **THE DOUBLE PH.D. IN COMPARATIVE LITERATURE AND A SECOND DEPARTMENT**

Comparative Literature students may complete their requirements for the Ph.D. in Comparative Literature while simultaneously pursuing a second major in another department. Such a program of study requires approval by the Comparative Literature Department, the other department, and the Dean of the Graduate School, and is subject to the following general conditions set down by the Graduate School:

- There must be a substantive relationship between the two major fields, particularly with respect to the topic of the student's dissertation; and all degree requirements for each major must be fulfilled, including the passing of two sets of qualifying examinations. In some instances it may be possible to count the same work toward requirements in both departments (e.g., a specific foreign language acceptable in both programs). The exact courses of study and examinations required are to be determined by members of the research committee from each of the majors. Any area of substantial overlap in the two courses of study or in the examination is to be negotiated by the committee as a whole and approved by the dean. Students enrolled in a double Ph.D. program do not need to declare a minor field, though they are free to do so.
- There must be at least four faculty members on both the advisory and research committees for a double major, with two from each of the majors. If other minor fields are involved, a representative must also be present from each of these.
- A total of 90 credit hours are required for the Ph.D. degree with a double major. While judicious program planning may permit completion of some double majors within the 90 credit hours, other students may accrue additional hours due to the programs of study required for each major. In recognition of such a possibility, students in the program will be allowed one additional year before they must take the qualifying examinations. For rules governing double majors, Comparative Literature students should consult the Director of Graduate Studies.

### **TIMELINE FOR PH.D. DEGREE COMPLETION**

#### Ph.D. Requirements

If applicable, the student should request the Department to apply for Transfer of Graduate Credit before taking the qualifying examinations. (Please consult the Comparative Literature Graduate Studies Office for details.)

The qualifying examinations must be passed at least 6 months before the degree can be awarded.

The Department will initiate the Nomination to Candidacy form after the student passes the qualifying examination.

The Nomination of Research Committee form must be approved by the University Graduate School at least 6 months before the defense of the dissertation.

At least 30 days prior to the scheduled defense of the dissertation, the candidate must submit to the University Graduate School a one-page announcement of the final examination. (See the format for the announcement in the “Preparation of Theses and Dissertation Guide,” available from the University Graduate School). *By this point, students must have completed a total of 90 applicable credit hours (excluding G901) before the degree can be awarded.*

The student must defend his/her dissertation and submit the unbound and bound copies to the University Graduate School within 7 years after passing the qualifying examination.

Degrees are granted monthly. If the unbound and bound copies of the dissertation are submitted to the University Graduate School by the 27<sup>th</sup> of the month, the degree can be awarded the same month; otherwise, it is granted the following month.

Students who have passed the qualifying examination must enroll each semester thereafter (excluding summer sessions unless the student is to graduate in June, July, or August). Candidates graduating during these months must enroll in one hour of credit in the current or immediately preceding summer session. Students enrolling in G901 must be:

1. Doctoral students who have completed 90 credit hours or more of graduate coursework
2. Doctoral students who have completed all requirements for their degree except the dissertation
3. Doctoral students who have not enrolled in more than 6 semesters of G901

*Should the Graduate School Recorder discover any problems, degree conferral may be postponed.*

If the 27<sup>th</sup> of the month falls on a weekend, then the deadline will be Friday prior to the weekend. For the month of February the 24<sup>th</sup> will be the deadline. For the months of December and May, the Thursday prior to the Commencement will be the deadline. Paperwork for the Ph.D. degree received after the 27<sup>th</sup> will be conferred the following month.

Diplomas are mailed to the student’s permanent address by the Office of the Registrar. It is the student’s responsibility to verify that the Office of the Registrar has the proper address on file. Diplomas are mailed by the Office of the Registrar two to three months after the degree is conferred.

### **PH.D. MINOR IN COMPARATIVE LITERATURE**

To fulfill the requirements for the Ph.D. minor, students are expected to complete successfully, (i.e., with a grade of B- or better) at least 4 courses in Comparative Literature, including C501, “Introduction to Graduate Studies in Comparative Literature.” Since most courses carry four credits, a minor will usually amount to taking between twelve and fifteen credit hours. With the approval of the Director of Graduate Studies, one of the four courses (at most) may be an independent reading course (C604) supervised by a member of the Comparative Literature Faculty or adjunct faculty; such a course must carry a minimum of three credits. Students must also demonstrate a fluent reading knowledge of at least one foreign (non-native) language.

The choice of courses should be made either with the idea of supporting areas of special interest in the student’s major or with a view to a reasonable degree of coherence within the area of comparative literary studies. To plan their Department courses, students should consult with the Director of Graduate Studies of the Comparative Literature Department as soon as they have decided to take a minor in the field. Detailed descriptions of Comparative Literature course offerings are available online and from the Office by the beginning of the preregistration period of any given semester or summer session.

An examination in the minor is not required; but a member of the Comparative Literature faculty must serve on the student’s dissertation committee, unless this requirement is waived by the Department.

All inquiries about a minor in Comparative Literature should be directed to the Director of Graduate Studies.

## PH.D. MINOR IN LITERARY THEORY

Jointly administered by the departments of English and Comparative Literature, the minor requires a minimum of three courses, including one selected from Group I and one from Group II. An intensive minor in Literary Theory requires a minimum of six courses, including two selected from Group I and two from Group II. Remaining courses may come from Groups, I, II, or III. Courses not listed below may qualify, but require written approval in advance; consult the Graduate Advisor in English or Comparative Literature.

### GROUP I

C503  
C504  
C601  
C602

### GROUP II

L605  
L607  
L608  
G660  
L707

### GROUP III

French and Italian (F564)  
French and Italian (F584)  
French and Italian (F647)  
Germanic Studies (G505)  
Slavic Languages and Literature (R598)  
Spanish and Portuguese (S473)  
Spanish and Portuguese (S512)  
Theatre and Drama (T555)  
Theatre and Drama (T556)

### COMPARATIVE LITERATURE

Topics in World Criticism and Theory I  
Topics in World Criticism and Theory II  
Studies in the History and Theory of Criticism  
Contemporary Theoretical Issues and Approaches

### ENGLISH

Contemporary Approaches to Literature  
History of Literary Criticism to the Enlightenment  
History of Literary Criticism from 1750 to 1960  
Stylistics  
Studies in Literary Theory and Criticism

### ADDITIONAL COURSES

Issues in Literary Theory  
Stylistics and Semantics  
Contemporary French Theory and Criticism  
New Literary Theory and the German Text  
Literary Theory in its Russian and East European Context  
Hispanic Literature and Literary Theory  
Theory and Criticism  
Drama Theory I  
Drama Theory II

## CERTIFICATE IN LITERARY TRANSLATION

The Certificate in Literary Translation provides students with certification of a successfully completed course of study in the practice and theory of literary translation. The Certificate offers an additional credential to M.A. and Ph.D. students going on the job market.

### Course Requirements

Students intending to complete the Certificate in Literary Translation should inform the chair of the Translation Studies Committee and the Graduate Studies Office, who in turn, will maintain a record of the student's progress. Each student will plan out a coherent program of study in consultation with the Translation Studies Committee. Approval for coursework intended to fulfill certificate requirements must be obtained in advance from the Committee.

### Language Requirements

The Certificate in Literary Translation usually comprises 21-24 credits. These must include: C580 (History and Theory of Translation); C581 (Workshop in Literary Translation), plus one other translation workshop. **The student must also demonstrate advanced knowledge of one foreign language.** Normally, this is done by taking three additional relevant courses in either Comparative Literature or one of the foreign language departments, such as graduate-level literature courses using original language texts (documentation of this is required) or advanced courses (300 level or above) in the language itself. **In exceptional cases, the student may petition the Translation Studies Committee to accept, in lieu of one or more of these courses, other evidence of advanced knowledge of the language, such as extensive undergraduate or overseas training or educated native proficiency.**

### Translation Project

The student is required to present a substantial translation project, approved by an advisor who in turn has been approved by the Translation Studies Committee. The project will consist of the translation of a literary or scholarly work or works into English, accompanied by an essay explicating theoretical and/or practical issues salient in the translation process. Though the scope of the project will be negotiated among the student, the advisor, and the Translation Studies Committee, the translation and essay together will typically be around 40-60 pages in length. A student revising a translation originally prepared to satisfy the workshop requirements may receive up to three credits for the revision and introductory essay. If the Translation Project is completed in partial fulfillment of the requirements for the M.A., guidelines for the M.A. project/thesis pertain.

#### Translation Studies Committee

A three-to-four member Translation Studies Committee appointed by the Chair of Comparative Literature oversees the coordination of the ongoing coursework, requirements, standards, and evaluations associated with the Certificate in Literary Translation. The committee evaluates the Translation Project, consulting when necessary with the student's advisor and with other faculty members both inside and outside Comparative Literature faculty.

### **REQUESTING A GRADE OF INCOMPLETE IN A COURSE**

Normally, a student who registers for a course is expected to complete the requirements for that course before grades are due for the semester. Occasionally, however, a student confronts a serious and unexpected obstacle to completing the final required coursework within the semester deadlines. In this case, the student has the option of requesting a grade of Incomplete from the course instructor. A student should make the request for an Incomplete in writing and prior to the end of classes. No professor is under obligation to agree to the request for an Incomplete or to grant an Incomplete without an explicit request from the student. A student who has trouble completing course requirements before midterm should consider withdrawing from the course. (Check the academic calendar on the Office of the Registrar's website for the deadlines for withdrawing from a course. All students should recognize the responsibility they accept when they ask a professor for an Incomplete in a course.) An Incomplete is not a substitute for completing the requirements of a course or an open-ended deferral of the requirements of the course. Some requirements for a course cannot be completed after the course has stopped meeting. Students should therefore consult with the professor before the end of classes, in order to determine which work deadlines can be extended and which cannot.

If a student requests and receives an Incomplete, his or her plan should be to complete the work for the course within the next six months, if not earlier. Staying on schedule to complete the work for a course is the student's responsibility, not the professor's or the department's. A student may not enroll a second time in a course in which he or she has a grade of Incomplete. The Registrar's Office automatically turns Incompletes into F's if twelve months have elapsed and the professor has not turned in a grade. Remember that your professor has other instructional and administrative responsibilities and will need sufficient time to read and grade your late work after you hand it in.

A grade of Incomplete that turns into an F will seriously lower your GPA, which in turn will lower your chances of receiving associate instructorships and fellowships, as well as admission into the doctoral program, since these usually require a GPA of 3.5 or higher. Incompletes can often have the same effect, even before they turn into F's, since they suggest a student has difficulty meeting academic responsibilities. Low GPA or multiple Incompletes can also lead to academic probation and dismissal from the Graduate School.

If you are experiencing difficulty completing work for which you have received an Incomplete, seek advice from your instructor. You may be able to request an extension of Incomplete, giving you additional time before the I becomes an F. Extensions of the grade of Incomplete beyond twelve months are not automatic; they require a written request explaining the reason for the extension and must be approved by the Department and the Graduate School, as well as by the instructor.

#### Methods for Removing Incompletes

A grade of Incomplete may be removed in one of the following ways:

- (1) By the student completing the course within the time limit and the instructor sending the appropriate Removal of Incomplete form to the Office of the Registrar
- (2) By the Dean of the student's school authorizing the change of Incomplete to W
- (3) By the Dean of the student's school authorizing the change of Incomplete to F



## ASSOCIATE INSTRUCTORSHIPS

It is the policy of the Comparative Literature Department to provide teaching experience for as many qualified graduate students as possible; however, the Department is not in a position to guarantee teaching assignments or to offer an already-appointed Associate Instructor (A.I.) a guarantee of support for a specific number of years. A student who is hired as an A.I. may be eligible for Graduate Fee Scholarships or Remissions.

At the present time, the following courses regularly employ Associate Instructors from the Comparative Literature Department: C110, C151, C255, and COLL E103. The specific qualifications and duties for each course are listed at the end of this section. Students interested in applying for an Associate Instructorship are urged to talk with the appropriate course supervisor well in advance of the application deadline in order to gain further information about the course. Preferences will be given to students who prior to applications have sat in on the course they are being considered for.

To be considered for appointment as an Associate Instructor in Comparative Literature, a student has to apply to the department. Applications will be emailed to the graduate student listserv and must be returned by the announced deadline. Students who are not native speakers of English must pass the Indiana English Proficiency Exam (IEPE) and the Test of English Proficiency for International AI Candidates (TEPAIC) in order to be certified to teach on the Bloomington campus. Normally, students must be certified at the C1 (Outstanding) level to teach C110, since this course involves instruction in English composition. Students who receive C2 (Satisfactory) or C3 (Adequate) certification may request further evaluation by the Department if they have had prior experience teaching English composition courses at the college level in the United States. The internal evaluation procedure, which will be conducted by the AI Affairs Committee, will consist of teaching demonstration, correcting and commenting on sample essays, and an interview. Students must notify the Director of Graduate Studies by January 10<sup>th</sup> if they wish to schedule a departmental evaluation in time to be considered for teaching the following academic year. The Dean of Faculties grants each department final judgment in determining whether a student's English proficiency meets the needs of an A.I. appointment. For further information, visit <http://www.indiana.edu/~dsls/publications/Introduction.htm>

The Committee responsible for providing a ranking list of applicants for Associate Instructor positions to the Department Chair is the Associate Instructor Affairs Committee, whose function it is to advise the Chair on all matters pertaining to the A.I. policy.

The following factors are relevant in the ranking and selection process for A.I. positions:

1. Graduate students majoring in Comparative Literature will receive preference over students in other departments
2. Usually, a student can be appointed only after he or she has completed a minimum of one year's full time graduate study, preferably with at least four courses in Comparative Literature
3. To be eligible for appointment a student must be in good academic standing and making satisfactory progress toward his/her degree. Students with "Incompletes" on their records will not normally be appointed. The student's total academic performance will be taken into consideration in the selection process. Students who are appointed despite having incompletes on their record must have them removed before July 1st of the new academic year; otherwise, their appointment may be cancelled.
4. In reappointing Associate Instructors, a number of different factors will be taken into consideration. The student's academic progress, the evaluation and recommendation of the course supervisor, and teaching evaluations solicited from the A.I.'s students are the most important. As a rule, good teaching will be rewarded; careless and indifferent or clearly ineffective teachers will not be reappointed.
5. Students who have not completed the M.A. degree requirements by the beginning of their fifth semester of study are normally not considered to be making sufficient academic progress.
6. In the spring semester of each year the Committee will submit to the Chair a ranked list of candidates which balances experienced Associate Instructors with new ones. After the Associate Instructor has taught the equivalent of three years, his or her position in the ranking, all other things being equal, will begin to drop. This disadvantage of having taught for a number of years may be offset by other factors. For purposes of this reckoning, a normal year's teaching load is two sections; one section will count as a half-year.
7. Associate Instructorships need not be consecutive and are not guaranteed.

The student's financial situation is not considered in the selection process.

### Courses That Regularly Use Associate Instructors

**C110:** Students who apply for a position in C110 must have a firm command of the fundamentals of English expository style and must be willing to devote a large amount of time and effort to the teaching of basic composition skills, which include grammar, spelling, punctuation, and mechanics. Students must understand that they will be expected to correct and grade student essays according to a standard handbook of English composition. In addition, teachers of C110 are expected to teach a pre-selected list of works of literature from a wide range of periods and national language groups. The candidate for a teaching position must be willing to work closely with the faculty supervisor for the course and with all the others who are teaching the course. In addition, all C110 instructors are expected to complete assignments on the books which are taught and to attend regular staff meetings, as well as other pedagogical workshops held during the course of the semester.

**C255:** Candidates for teaching positions in C255 are expected to demonstrate familiarity with an art other than literature. Every teacher of C255 must audit the course before teaching it. There is no guarantee, however, that those who audit the course will be offered Associate Instructorships. All sections of C255 are taught according to a standard syllabus. Instructors are expected to attend weekly meetings conducted by the course supervisor. While the course only satisfies the COLL Intensive Writing requirement when taught by faculty, all sections have the same heavy writing assignment (five papers) and thus require much grading time.

### Required Courses for Associate Instructors

During the first semester of their appointment, new Associate Instructors must enroll in C508: Teaching Literature and Composition (1 cr.), which covers the methodology, theory, and practice of teaching literature and English composition. The course includes pre-semester training sessions, weekly workshops, Teaching Resources Center lectures, and selected readings in the field. It may be repeated once for credit.

### Test of English Proficiency for International AI Candidates (TEPAIC)

Departmental memos will be required before any international graduate students may register for the TEPAIC. Students may bring individual memos from the academic department which intends to hire them as AI's. All international students who wish to teach for the Department of Comparative Literature are required to take the Indiana English Proficiency Exam (IEPE) as well as the TEPAIC. The Department does not offer exemptions from the IEPE based on TOEFL scores.

The TEPAIC exam currently consists of a 15-minute oral interview. If new international students do not pass the 15-minute oral interview and receive an NC4 – Borderline Fail score, they can appeal this result and register to take an Appeal Exam, which includes a 5-10 minute oral interview, a 10-minute teaching demonstration, a 5-minute office-hour role play, and a 5-minute question-answer section.

Students who fail the TEPAIC or the Appeal Exam may enroll in G530. This graduate course will help students improve their language skills, teaching presentation skills, and knowledge of the U.S. education system. Students who successfully complete the course will receive an automatic TEPAIC “Certified” score. **G530 does not count toward a degree in Comparative Literature.**

As noted above, the Department of Comparative Literature normally requires international AI candidates to pass the TEPAIC with a rating of C1-Outstanding before they can be considered as instructors for C110. Students who receive their certification by passing the Appeal Exam or completing G530 will need to retake the TEPAIC or undergo further departmental evaluation as described above if they wish to be considered for C110 appointment.

## **FOREIGN EXCHANGES**

The Department maintains an exchange agreement with the University of Paris Ouest Nanterre, which normally allows one graduate student a year to teach as a lecturer/lectrice in the Department of English. The term is one academic year, beginning in September and ending in June. (The agreement is contingent upon Indiana University accepting a Nanterre student in return, which in some years may not be feasible.) According to rules established by the French Ministry of Education, students wishing to apply for the exchange must be citizens of a country in which English is the official language and have the M.A. degree in hand before they begin their appointment. Given the time required to process the applications, it is best to have completed the M.A. before applying for the exchange. Priority is given to candidates whose program of study would be demonstrably advanced

by a year in France. Knowledge of French and good teaching evaluations are essential. Opportunities to teach at other foreign universities may also be available. For further information see the Chair or the Director of Graduate Studies.

## **GRADUATE STUDENT AWARDS AND PRIZES**

### A.I. Award for Distinguished Teaching

Since 1977, the Department has given a special award to an Associate Instructor upon the recommendation of the A.I. Committee, in recognition of excellence in classroom teaching. It is hoped that this award will serve to reinforce the high quality of instruction rendered by graduate students. Recent recipients of the Distinguished Teaching Award have been:

2003	Robert Bayliss, Shawn Conner and Gwen Stickney
2004	Heather Haffner and Theodore Bouabre
2005	Lilly Li and Kristin Reed
2006	Laila Amine
2007	Olga Volkova
2008	Edward Chamberlain
2009	Raina Polivka
2010	Julia Whyde
2011	Urszula Paleczek
2012	Holly Schreiber
2013	Elizabeth Geballe
2014	Cassie Berry

### Gilbert V. Tutungi Award

Since 1969, the Comparative Literature Department has awarded the Tutungi Prize for the best Master's Project submitted in the previous calendar year. The Tutungi Prize may not be conferred on a Master's Essay or Project which in an earlier version had won the Newton Stallknecht Prize. There is no restriction on the same student winning the Gilbert V. Tutungi Prize for a paper or project different from the submission which had earlier won the Stallknecht Prize. The prize is named in honor of the late Gilbert V. Tutungi, who received his Ph.D. in Comparative Literature at Indiana University. Recent recipients of the Tutungi Award have been:

2003	Peichen Liao
2004	Kristin Reed
2005	Anthony Lichi
2006	Michael Schlie
2007	April Witt
2008	Erin Plunkett
2009	Matthew Rowe
2010	Ashley Perez
2011	William Nichols
2012	Meg Arenberg & Elizabeth Geballe
2013	Allison Posner
2014	Sarah Morrell

### Newton P. Stallknecht Memorial Essay Prize

In 1981, friends of Newton P. Stallknecht established this award in his memory. Professor Stallknecht (1906-1981) began teaching at Indiana University in 1949. He served as chair of the Philosophy Department and as Director of the School of Letters, and was a Professor in the Comparative Literature Department from its inception. He officially retired in 1977, but continued to teach for another three years, while his health permitted it.

The prize is awarded each spring for the best essay written during the preceding calendar year by a graduate student in a Comparative Literature course. A student need not be a Comparative Literature major to be eligible for the prize. There should be no restriction on the same student who has won the Stallknecht Prize in a previous year from winning it again for a different

paper. Nominations are solicited from the faculty; interested students should consult with the appropriate faculty member, or with the Chair of the Department. Recent recipients of the Stallknecht Prize have been:

2003	Vanessa Nolan
2004	James Rasmussen
2005	Olga Volkova
2006	Kunio Hara
2007	Genevieve Oliver
2008	Megan Savage
2009	Ashley Perez
2010	Erik Bohman
2011	Ashley Perez
2012	Mallory Cohn
2013	Sally Morrell
2014	Alexandria Frauman

#### The C. Clifford Flanigan Memorial Colloquium Prize

In 1995 the friends of C. Clifford Flanigan established this prize in his memory. Clifford Flanigan (1941-1993) began teaching in the Comparative Literature Program at Indiana University in 1973. He was the Department's main specialist in drama and medieval studies and a distinguished member of the Institute for Medieval Studies. The prize honors the best presentation given by a student in Comparative Literature in the C. Clifford Flanigan Memorial Colloquia Series organized by the Student Advisory Board. Recent winners of the Flanigan Prize:

2003	Paul Nelson
2004	Erin Plunkett
2006	Matt Rowe
2007	Kathryn Johnston
2008	James Rasmussen
2009	Laila Amine
2010	Natasha Vaubel
2011	Karen Yang
2012	Sarah Morrell
2013	Ashley Perez
2014	Emerson Richards

#### The Ilinca Zarifopol Johnston Award

The Ilinca Zarifopol Johnston Award is given in honor of the life of Professor Johnston, an accomplished translator, scholar, and teacher who earned her Ph.D. in Comparative Literature and then taught in the Department from the 1990's until her death in 2005. The award is given in alternate years to a graduate or an undergraduate student, chosen on the basis of GPA, breadth of interests, originality, academic and/or creative achievement, and overall promise. Faculty will bring to the attention of the Director of Undergraduate Studies or the Director of Graduate Studies their nominees for the award. Nominations will include a letter and any other relevant materials. Recent winners have been:

2007	Ioana Patuleanu
2008	Alison Howard
2009	James Rasmussen
2010	Sheila Akbar
2011	Sarah Williams
2012	Amanda Steinken
2013	Meg Arenberg & Ashley Perez
2014	Rebecca Ferber

## FINANCIAL AID

### General Information

Detailed information about financing graduate school can be found at the University Graduate School's website: <http://www.graduate.indiana.edu/fees-and-funding.php>. Information about specific fellowships and financial opportunities is frequently posted on the bulletin board in front of the Department's Graduate Studies Office. Since Comparative Literature is an interdisciplinary Department, its students can frequently qualify for scholarships and fellowships through area study committees and Departments which cover the student's language area. All students would do well to keep close tabs on the bulletin boards of the departments of their minors.

The PMLA Directory's annual list of grants and fellowships should be studied carefully for any grants in an area in which the student may be working. Currently the best resource for graduate students is Grantline/Online, available electronically. Grantline/Online is a database containing information on both faculty and student funding opportunities (more than 2,000 Departments are currently listed). For more information, please contact the GradGrants Center, IUB Main Library, East Tower Room 651, phone (812-855-5281), e-mail ([gradgrnt@indiana.edu](mailto:gradgrnt@indiana.edu)), web address (<http://www.indiana.edu/~gradgrnt/>.)

### **Other Sources of Financial Aid**

College of Arts and Sciences Graduate Student Travel Award (IU): The College will host two travel award competitions for the 2014-15 academic school year. One will be held in the fall term and one will be held in the spring term. Each department will set its own internal deadlines for review of its students' applications. For travel between July 2014 and March 2015, apply for the fall travel award. For travel between January 2015 and August 2015, apply for the spring travel award. <http://college.indiana.edu/graduate/office/awards.shtml#s5>

College of Arts and Sciences Dissertation Completion Fellowships (IU): Intended for students who will complete their dissertations before the beginning of the fall 2016 semester. Each Dissertation Completion fellowship will carry a stipend of \$25,000 plus health insurance. There are no fee remissions included with this award. Dissertation Completion Fellowships were funded by the Provost to help students in the humanities and humanistic social sciences complete their graduate degrees in a timely manner (within seven years). To be eligible for a Dissertation Completion Fellowship, College graduate students must be formally admitted to candidacy in a Ph.D. program in an [eligible department](#), have matriculated into a graduate program in fall 2009 or later, and expect to receive their degree before the beginning of the 2016 fall term. Students must be eligible for G901 during the fellowship year. One credit fee scholarships will be available in summer 2016 for fellowship students completing their degrees during the summer. Students are generally not permitted to accept other appointments, fellowships, or outside employment during the fellowship year. Students receiving Dissertation Completion Fellowships will not be eligible for additional student appointments from the College of Arts and Sciences following the fellowship year. <http://college.indiana.edu/graduate/office/awards.shtml>

College of Arts and Sciences Dissertation Year Research Fellowships (IU): Intended to assist advanced graduate students in the College to make significant progress on their dissertations. For 2015-16, the fellowship stipends will be \$20,000 each. During the fellowship year, students have the opportunity to focus full-time on their dissertation research and writing. Students must be formally admitted to Ph.D. candidacy by January 16, 2015 to be eligible for the fellowship. The fellowships do include student health insurance, but do not include fee remissions; students generally are not permitted to accept other appointments, fellowships, or outside employment during the fellowship year. <http://college.indiana.edu/graduate/office/awards.shtml>

Comparative Literature Conference Travel Subsidies (IU): Graduate students traveling to conferences in order to present a paper can apply to the Comparative Literature Chair for partial travel support. The Department will make funding decisions twice a year; application deadlines will be announced via email to the graduate student listserv. You may request funding for one scholarly meeting per academic year. The maximum award is \$200. Application forms must be completed fully, including (projected) dates of qualifying examinations, progress towards dissertation, etc. Preference may be given to those further along in the program, to those attending ACLA or other meetings of national or international standing, and whose papers are clearly comparative.

Dissertation Proposal Development Fellowship: Awarded through the Social Science Research Council. The Dissertation Proposal Development Fellowship (DPDF) Program helps early-stage doctoral students in the humanities and social sciences formulate innovative dissertation research proposals through workshops, exploratory summer research, and writing guided by

peer review and faculty mentorship. The program seeks young scholars who are interested in strengthening their dissertation research plans through exposure to the theories, literatures, methods, and intellectual traditions of disciplines outside their own. By the end of the fellowship, participating students will complete a draft proposal that can be reviewed with academic advisors and adapted for submission to an academic department and/or research funding agencies. <http://www.ssrc.org/fellowships/dpdf-fellowship/>

**Educational Opportunity Fellowships (IU):** For first-generation college students who do not fare well in conventional competition for graduate funding. Application information can be found here: <http://graduate.indiana.edu/about/diversity/index.shtml>

**John H. Edwards Fellowships (IU):** The John H. Edwards Fellowship is one of Indiana University's most prestigious academic awards. The Graduate Division of the College of Arts and Sciences may nominate up to three candidates each year for the committee's consideration. The John H. Edwards Fellowships, in accordance with the bequest, will be awarded on the following basis: "Good citizenship, character, especially attitude toward public service and the likelihood of future usefulness to society, scholastic ability, intellectual capacity, and upon such other bases and qualifications, and in such manner, as the Trustees of Indiana University in their discretion and judgment may determine from time to time, but always without regard to consideration of religion, creed, race, national origin, color, sex, or political affiliation." <http://college.indiana.edu/graduate/office/awards.shtml#s1>

**Foreign Language and Area Studies (IU):** Each year the United States Department of Education awards Foreign Language and Area Studies (FLAS) Fellowships to universities in order to promote the training of students who intend to make their careers in college or university teaching, government service, or other employment where knowledge of foreign cultures is a prerequisite for success. U.S. Citizenship or Permanent Residency status is required for eligibility. <http://www.iub.edu/~flas/>

**Fulbright Scholarships:** For graduate study in specified countries. Applicants must be United States citizens at the time of application. For application and additional information: <http://www.us.fulbrightonline.org/applicants/getting-started>

**Marshall Scholarships:** Two year grants which may be extended to three years of graduate study in the United Kingdom. Applicants must be United States citizens under the age of 26. Candidates are required to be screened by Indiana University. <http://www.marshall scholarship.org/>

**Mellon/ACLS Dissertation Completion Fellowships:** Support a year of research and writing to help advanced graduate students in the humanities and related social sciences in the last year of PhD dissertation writing. The program encourages timely completion of the PhD. Applicants must be prepared to complete their dissertations within the period of their fellowship tenure and no later than August 31, 2016. A grant from The Andrew W. Mellon Foundation supports this program. ACLS will award 65 fellowships in this competition for a one-year term beginning between June and September 2015 for the 2015-16 academic year. The fellowship tenure may be carried out in residence at the fellow's home institution, abroad, or at another appropriate site for the research. These fellowships may not be held concurrently with any other fellowship or grant. The total award of up to \$38,000 includes a stipend plus additional funds for university fees and research support. In addition to the monetary support that the fellowship offers, Dissertation Completion Fellows are able to apply to participate in a seminar on preparing for the academic job market. The seminar takes place over three days in the fall of the fellowship year. <http://www.acls.org/programs/dcf/>

**The Rhodes Scholarship for Graduate Study at Oxford University:** The Rhodes Scholarship has been awarded since 1902 to outstanding students from around the world. This scholarship is intended for students of intellectual achievement, integrity, leadership, energy, and concern for others. All fields of study are considered although the proposed course of study must be available at Oxford University. <http://www.indiana.edu/~iubhonor/hds/rhodes.php>

**Charlotte W. Newcombe Doctoral Dissertation Fellowships:** Designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help Ph.D. candidates in their fields to complete their dissertation work in a timely manner. <http://woodrow.org/fellowships/newcombe/>

**Woodrow Wilson National Foundation Fellowships for Women's Studies:** Encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Fellowships are provided to Ph.D. candidates at institutions in the United States who will complete their dissertations during the fellowship year. The most competitive applications include not

only a clear, thorough, and compelling description of the candidate's work, but also evidence of an enduring interest in and commitment to women's issues and scholarship on women. <http://woodrow.org/fellowships/womens-studies/>

Indiana University Overseas Exchange Fellowships (IU): Overseas Study awards over \$100,000 in scholarship support annually on the basis of financial need and academic merit. Scholarships are available in several categories. Stipends, travel grants, and deadlines for application vary. Specific information on overseas fellowships and application information can be found here: <http://overseas.iu.edu/first/financial-aid/scholarships/index.shtml>

Institute of German Studies Graduate Fellowships (IU): This fellowship is awarded for one year to M.A. and Ph.D. students in residence at Indiana University. The student's work must deal with some aspect of post-1945 Germany and may be within any discipline. Recipients may not hold a teaching position concurrent with this fellowship. Contact the Institute of German Studies: <http://www.indiana.edu/~germanic/institute/index.shtml>

## STUDENT EMPLOYMENT

In addition to holding appointments as associate instructors, students at the Bloomington campus have many opportunities for part-time employment. Students may find part-time jobs posted by Indiana University's Human Resources Department: <http://jobs.iu.edu>. Residential Programs and Services (RPS) lists jobs for graduate students on its website: <http://www.rps.indiana.edu/gradjobs.cfm> The Department regularly distributes all notices of employment opportunities that it receives via listserv.

## ENROLLMENT REQUIREMENTS

To be eligible for certain services and to maintain student status, students should be aware of the following rules set by agencies and institutions on the Bloomington campus. This is of particular interest to students taking their qualifying examinations, who otherwise would not need to be enrolled.

### Student Health Center

If a student is enrolled for three or more credits, a health fee is assessed; students enrolled for fewer than three credits are charged for each office visit. Students must be enrolled for at least one credit to be eligible for Student Health Center services.

### University Housing Services

For students taking qualifying examinations, it is usually sufficient to submit a memo from the student's department with that information in order to remain eligible for university housing.

### Library Services

Indiana residents may check out materials from the Main Library as well as from departmental and school libraries by showing their driver's license (or other reasonable I.D. proving their residency status.) A valid Indiana University I.D. likewise entitles its holder to check out materials for two weeks. Students who are enrolled while taking qualifying exams and who are not Indiana residents will usually be allowed to check out books by showing their I.U. I.D. card, if they were enrolled within the last year. If difficulties arise, a memo from the Department should solve them.

### Foreign Students: Visa Status

Foreign students staying in this country with a student visa must ordinarily be enrolled for at least twelve credit hours as undergraduates, or nine credit hours as graduates, to maintain their visa status; they need not be registered during the summer. Students taking their qualifying examinations must be enrolled for at least one credit hour and must in addition provide International Services with a written notice informing them about that fact and of the expected length of the examination period.

## IU CODE OF STUDENT RIGHTS, RESPONSIBILITIES AND CONDUCT

All new students should take time to read the IU Code of Student Rights, Responsibilities, and Conduct that can be found at this website: <http://www.indiana.edu/~code/code/index.shtml>

This site very important information that will help students avoid serious problems in their academic work and in living or working with other members of the university. It also provides information about what students should do if they need help with problems in their academic work or in interacting with other members of the university.

Students will find information covering rights and responsibilities, student complaint procedures, student academic and personal misconduct, and student disciplinary procedures. Students should pay special attention to the section on academic misconduct, which covers the following topics: (1) cheating, (2) fabrication, (3) plagiarism, (4) interface, (5) violation of course rules, and (6) facilitating academic dishonesty.

Please contact the Director of Graduate Studies or the Office of Student Ethics (<http://studentaffairs.indiana.edu/ethics-misconduct-legal/index.shtm>) if you have any questions.

## **GRADUATE STUDENT LEAVE OF ABSENCE**

**Purpose:** The College Graduate Student Leave of Absence provides students with an opportunity to take care of uncontrollable events that interfere with their ability to work towards a degree.

**Eligibility:** To be eligible for leave a student must be facing one of the following situations:

- a serious health condition requiring the absence of 3 weeks or more
- care of a child within 12 months of birth or adoption
- the serious health condition of a spouse, domestic partner, child or parent when the student is the primary or co-primary caregiver and the absence is anticipated to continue for at least three weeks
- death of a spouse, domestic partner, child, or parent
- military service (coordinated with Indiana University Veteran Support Services)

Further information regarding eligibility, Frequently Asked Questions and application procedures, see the College website at <http://college.indiana.edu/graduate/office/leave.shtml>

## **INTEGRITY IN GRADUATE STUDY**

Integrity in scholarly work has received considerable attention in recent years both in academic circles and in the news. Some notorious cases of fraud have made those in higher education sensitive to this issue. Some of these cases, especially in the sciences, have surfaced when attempts to replicate work have failed. In the humanities and social sciences plagiarism assumes greater prominence. Cheating, the bane of many high school and undergraduate teachers, surfaces as well at the graduate level. Moreover, in our ever more complex professional world, graduate students may find themselves embroiled in abuses of confidentiality or conflicts of interest. All of these problems are of major concern to graduate students, faculty, and other graduate educators.

### **Fraud**

Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: (1) fabrication of data, or (2) omission or concealment of conflicting data for the purpose of misleading other scholars. Any intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree that conflicting data is another person's irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is the careful and close supervision by the faculty advisor as well as the examples other members of the academic community provide. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways – by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, regular progress reports to the faculty advisor. Faculty should normally expect such communication, and in the absence of faculty initiative graduate students should instigate dialogues with faculty. Such communication will help the student develop intellectually and lessen the probability of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly with a clear regard to the rights of



the graduate student so that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any interested party.

### Plagiarism

Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another's words, ideas, or creative productions without proper attribution, i.e., without giving due credit to the original source. Flagrant cases of plagiarism may involve extensive borrowing of other's material from articles, books, or creative productions with perhaps only slight modifications. In such cases penalties are usually very severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, in rescinding of that degree. Less extensive cases of plagiarism may be either intentional or unintentional (carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people's work, one must cite that work in the texts or, more commonly, in footnotes and use either direct quotations or skillful paraphrasing for all ideas that are not one's own. Since most of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all who work in a discipline, it is unnecessary to footnote those facts and ideas which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a sub discipline thereof, lets one know when the distinctive works or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subject of their articles or books, serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an excuse at the undergraduate level. Graduate students, if in any doubt about this concept, should discuss plagiarism with faculty members. Students should expect faculty members to demand that they know what constitutes plagiarism.

There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, or paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if the other is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally, there is the problem of a graduate student's finding being used by his or her mentor without proper attribution to the student either in the article or book, indeed if not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, the Graduate School.

In nearly all of these instances of plagiarism, or variations thereof, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, Indiana University faculty should handle any suspicion of plagiarism with due regard to the student's rights, and any detections of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

### Cheating

Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is governed by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student's enrollment.

### Abuses of confidentiality

Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to

read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of the abuse of confidentiality is that in which the graduate student gains archival or library materials about living or recently living subjects and uses them in his or her research without permission from the library or archive or in some cases from the individual. Any research on live subjects can present similar dilemmas.

In some ways confidentiality is one of the forms of integrity which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student's mentor and that of the rest of the academic community is the best preventive.

#### Conflicts of Interest

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems which can occur when the research of a graduate student is inadequately acknowledged by faculty either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules which try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on grounds that such students may be perceived by others to have an unfair advantage. A business relationship including consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

Similarly, a student should not date an instructor while the student is enrolled in the instructor's course. And a student should not ask any instructor to serve as his or her thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or a business relationship with that instructor. If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove him or herself from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as an associate instructor and an undergraduate, constitutes a potential conflict of interest, especially as perceived by other students and faculty members. Both because of perceptions and because of possibilities for exploitation, such relationships should be scrupulously avoided.

## COMPARATIVE LITERATURE FACULTY

In order to enable Comparative Literature students to identify, and to consult with, faculty members with whom they share scholarly interest, the following questions were answered, in order of preference, by each faculty member. In this way, students can see how to use the scholarly resources of the Faculty more effectively, particularly for Ph.D. dissertations, M.A. theses, and Honors theses.

#### CHAIR

**Hertz, David**

Areas of Specialization

Special Topics Expertise

Professor of Comparative Literature and American Studies

Interrelations of the arts. Late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Eugenio Montale. Wallace Stevens. Theories of influence. Theories of evaluation.

Poetry. 19<sup>th</sup> and 20<sup>th</sup> century. Intersection of biography and creativity. Architectural history and comparative studies.

#### CORE FACULTY

**Akinwumi, Adesokan**

Areas of Specialization

Special Topics Expertise

Associate Professor of Comparative Literature

20<sup>th</sup> century African and African American/African Diaspora. Literature and cultures; global postcoloniality.

African cinema and contemporary global cinemas; non fictional prose; cultural theory.

**Emery, Jacob**

Assistant Professor of Comparative Literature and Slavic Languages & Literatures

<u>Areas of specialization</u>	Russian, South Slavic, and Scandinavian fiction. Rhetoric and figure. Marxism and critical theory. Metafiction.
<u>Special Topics Expertise</u>	Nineteenth and twentieth century European and American fiction. Theory. Science fiction and the fantastic. Translation.
<b>Johnston, Bill</b>	Professor of Comparative Literature and Second Language Studies
<u>Area of Specialization</u>	Literary translation.
<b>Julien, Eileen</b>	Professor of Comparative Literature, French and Italian, African American & African Diaspora Studies
<u>Areas of Specialization</u>	Postcolonial theory; “francophone literature”; African novels; Senegal; francophone Caribbean; African Diaspora; black Paris
<b>Losensky, Paul</b>	Associate Professor of Comparative Literature and Central Eurasian Studies
<u>Areas of Specialization</u>	Persian and Middle Eastern literature. Translation. World literature of the 16 <sup>th</sup> and 17 <sup>th</sup> centuries. Literary history.
<u>Special Topics Expertise</u>	Persian and Middle Eastern literatures. Translation. Literary theory. Lyrical poetry. World Literature. Orientalism. Pre-Modern Literatures.
<b>Marks, Herbert</b>	Professor of Comparative Literature and Adjunct Professor of English and Religious Studies, Director of Institute for Biblical and Literary Studies
<u>Areas of Specialization</u>	Literary history. Lyric and narrative poetry. Literary study of the Bible.
<u>Special Topics Expertise</u>	Modern fiction. Psychoanalysis and language.
<b>McGerr, Rosemarie</b>	Professor of Comparative Literature, Director of the Medieval Studies Institute, Director of Graduate Studies for the Department of Comparative Literature
<u>Areas of Specialization</u>	Medieval Latin and vernacular literatures, especially Middle English and French. Medieval allegorical narrative. Medieval manuscript studies. Medieval literature and the other arts. Representations of gender in medieval literature.
<u>Special Topics Expertise</u>	History and theory of narrative. Literature by women. Representations and revisions of medieval Europe in literature and film. Allegorical narrative. Arthurian literature.
<b>Peretz, Eyal</b>	Professor of Comparative Literature, Adjunct Professor of Germanic Studies
<u>Areas of Specialization</u>	19 <sup>th</sup> and 20 <sup>th</sup> century French and American literature and culture. Literary theory. Film theory. Continental philosophy. Psychoanalytic theory.
<b>Van der Laan, Sarah</b>	Assistant Professor of Comparative Literature, Director of Undergraduate Studies for the Department of Comparative Literature
<u>Areas of Specialization</u>	Classical and Renaissance Epic and Romance
<u>Special Topics Expertise</u>	Renaissance, lyric, drama, and humanism; literature and music; history of the book; mock epic; literature and religion in early modern Europe.
<b><u>JOINT TITLES</u></b>	
Hofstadter, Douglas	College Distinguished Professor of Cognitive Science, Computer Science, Comparative Literature
Multi-Douglas, Fedwa	Martha C. Kraft Professor of Humanities, Professor of Gender Studies, Professor of Comparative Literature, Adjunct Professor of Law
Peterson Royce, Anya-	Professor of Anthropology and Comparative Literature
<b><u>ADJUNCT PROFESSORS</u></b>	
Bieder, Maryellen	Professor of Spanish and Portuguese, Adjunct Professor of Comparative Literature

Bose, Purnima	Associate Professor of English, Adjunct Associate Professor of Comparative Literature, Director of the Cultural Studies Program
Breithaupt, Fritz	Professor of Germanic Studies, Adjunct Professor of Comparative Literature
Burkholder, J. Peter	Distinguished Professor of Musicology, Adjunct Professor of Comparative Literature
Chaouli, Michel	Associate Professor of Germanic Studies, Adjunct Associate Professor of Cognitive Science, Adjunct Associate Professor of Comparative Literature
Cohn, Deborah	Associate Professor of Spanish & Portuguese, Adjunct Associate Professor of Comparative Literature
Dove, Patrick	Associate Professor of Spanish & Portuguese, Adjunct Assistant Professor of Comparative Literature
Halloran, Vivian Nun	Associate Professor of American Studies and English, Adjunct Professor of Comparative Literature
Hanson, Karen	Rudy Professor of Philosophy, Adjunct Professor of Comparative Literature
Hawkins, Joan	Associate Professor of Communication & Culture, Adjunct Associate Professor of Comparative Literature
Hofstadter, Douglas	College Distinguished Professor of Cognitive Science, Computer Science, Comparative Literature
Kerler, Dov-Ber	Dr. Alice Field Cohn Chair in Yiddish Studies, Professor of Jewish Studies, Germanic Studies, and Adjunct Professor of Comparative Literature
Klinger, Barbara	Professor of Communication and Cultural Studies, Adjunct Professor of Comparative Literature
Leach, Eleanor W.	Professor of Classical Studies, Adjunct Professor of Comparative Literature
MacPhail, Eric	Professor of French & Italian, Adjunct Professor of Comparative Literature
Manring, Rebecca J.	Associate Professor of Religious Studies, Adjunct Associate Professor of Comparative Literature
Rasch, William	Professor of Germanic Studies, Adjunct Professor of Philosophy, Adjunct Professor of Cultural Studies, Adjunct Professor of Comparative Literature
Sadlier, Darlene	Professor of Spanish & Portuguese, Adjunct Professor of Comparative Literature
Sarra, Edith	Associate Professor of East Asian Languages & Cultures, Adjunct Associate Professor of Comparative Literature
Storey, H. Wayne	Professor of French & Italian, Adjunct Professor of Comparative Literature
Turk, Johannes	Associate Professor of Germanic Studies, Adjunct Associate Professor of Comparative Literature
Weiner, Marc	Professor of Germanic Studies, Adjunct Professor of Cultural Studies, Adjunct Professor of Communication and Culture, Adjunct Professor of Comparative Literature

#### **EMERITUS FACULTY**

Altoma, Salih	Professor of Comparative Literature, Near Eastern Languages and Cultures
Barnstone, Willis	Distinguished Professor of Comparative Literature, East Asian Languages and Cultures, West European Studies, and Spanish & Portuguese

Beltran, Luis	Professor of Comparative Literature and Spanish & Portuguese
Bernhardt-Kabisch, Ernest	Professor of Comparative Literature and English
Boerner, Peter	Professor of Comparative Literature and Germanic Studies
Bondanella, Peter	Distinguished Professor of Comparative Literature, French and Italian, West European Studies
Chaitin, Gilbert	Professor of Comparative Literature and French and Italian
Clüver, Claus	Professor of Comparative Literature
Cole, Bruce	Distinguished Professor of Comparative Literature and Fine Arts
Cooper, Henry	Professor of Slavic Languages and Literatures, Adjunct Professor of Comparative Literature
Eoyang, Eugene	Professor of Comparative Literature and East Asian Languages and Cultures
Gaither, Mary	Professor of Comparative Literature and English
Geduld, Harry M.	Professor of Comparative Literature, West European Studies, and Film Studies
Gros Louis, Kenneth	Professor of Comparative Literature and English
Herzel, Roger	Professor of Comparative Literature and Theatre and Drama
Hoesterey, Ingeborg	Professor of Comparative Literature and Germanic Studies
Iwamoto, Yoshio	Professor of Comparative Literature and East Asian Languages and Cultures
Jones, Sumie	Professor of Comparative Literature and East Asian Languages and Cultures, Adjunct Professor of Communication and Culture
Kenshur, Oscar	Professor of Comparative Literature, Adjunct Professor of Philosophy and English
Larson, Gerald	Professor of Religious Studies, Adjunct Professor of Comparative Literature
Lawlis, Merritt E.	Professor of Comparative Literature and English
Lloyd, Rosemary	Rudy Professor of French and Italian, Adjunct Professor of Comparative Literature
Maiorino, Giancarlo	Rudy Professor of Comparative Literature
Mitchell, Breon	Professor of Comparative Literature and Germanic Studies, Director of the Lilly Library
Naremore, James	Professor of Comparative Literature, English and Film Studies
Pao, Angela	Associate Professor of Comparative Literature
Stetkevych, Suzanne	Professor of Arabic Literature – Near Eastern Languages and Cultures, Adjunct Professor of Comparative Literature
Szegedy-Maszak, Mihaly	Professor of Comparative Literature, Central Eurasian Studies
Volkova, Bronislava	Professor of Slavic Languages and Literatures, Adjunct Professor of Comparative Literature
Weisstein, Ulrich	Professor of Germanic Studies, Adjunct Professor of Comparative Literature
Ziegler, Carl	Associate Professor of Comparative Literature and Germanic Studies

**FACULTY DIRECTORY 2014-2015**

<b>NAME</b>	<b>OFFICE</b>	<b>PHONE</b>	<b>E-MAIL (@indiana.edu)</b>
Adesokan, Akinwumi	BH 906	5-7935	adesokan
Bieder, Maryellen	BH 877	5-8297	bieder
Bose, Purnima	BH 431	5-5334	pbose
Burkholder, Peter	M225D (Simon Ctr)	5-7097	burkhold
Chaouli, Michel	BH 660	5-8847	chaouli
Cohn, Deborah	BH 870	5-5993	cohn
Dove, Patrick	BH 874	5-6136	pdove
Emery, Jacob	BH 515	5-3634	jacemery
Halloran, Vivian	BH 533	6-0500	vhallora
Hanson, Karen	Bryan 100	5-7088	hansonk
Hawkins, Joan	800 E 3 <sup>rd</sup> St Rm 211	5-1548	jchawkin
Hertz, David	BH 914	5-0381	hertzd
Hofstadter, Douglas	510 N Fess	5-6965	dughof
Johnston, Bill	BH 904	5-8432	billj
Julien, Eileen	BH 903	5-7537	ejulien
Kerler, Dov-Ber	BH 670	5-1951	dkerler
Klinger, Barbara	800 E 3 <sup>rd</sup> St Rm 225	5-1796	klinger
Leach, Eleanor	BH 569	5-6651	leach
Losensky, Paul	GB 207	5-4323	plosensk
MacPhail, Eric	BH 616	5-1952	macphai
Malti-Douglas, Fedwa	MM E130	5-0101	bethel
Manring, Rebecca	SY 213	5-6756	rmanring
Marks, Herbert	BH 906	5-7935	marks
McGerr, Rosemarie	BH 902	5-7627	rmcgerr
Peretz, Eyal	BH 921	5-9665	eperetz
Peterson Royce, Anya	SB 130	5-0248	royce
Rasch, William	BH 644	5-8242	wrasch
Sarra, Edith	GB 225	5-4031	essara
Sokol, Alina	BH 864	5-2083	sokola
Van der Laan, Sarah	BH 919	5-0737	spvander
Weiner, Marc	BH 668	5-2033	weiner

