

Handbook for Ph.D. Program in Comparative Literature

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I. Introduction

The Department of Comparative Literature offers Ph.D. students a wide-ranging theoretical and interdisciplinary curriculum that prepares them to engage in research and teaching across traditional disciplinary boundaries and to interrogate the definition of literature or the “literary” itself. In doing so, we maintain a strong focus on the specificity of literary and linguistic forms and the crucial role that literature and the “literary” play in critical and experimental thinking in the humanities and beyond. Comparative Literature at Emory brings the traditional aims of a Comparative Literature degree – the comparison of literatures across national boundaries – into constellation with the aims of other disciplinary formations such as Philosophy and Psychoanalysis. We also recognize the significance of engaging “languages” more broadly defined – including, for instance, those virtual languages or symbolic systems that are central to developments in the sciences and technology. The Department thus encourages a theoretical reflection across linguistic and disciplinary boundaries that remains informed by vigilant attention to the intricacies and performative powers of language. Throughout our research and teaching, literature serves as the radical point of departure for thinking about the challenges and difficulties involved in any comparative field of study.

Faculty members in the Department of Comparative Literature at Emory have achieved national and international recognition. Most of them hold joint appointments reflecting their ongoing collaborations with other departments and programs across Emory. Distinguished faculty outside the department also teach in our Ph.D. program. Graduate students will find a departmental structure that allows for close working relationships with other departments and programs at Emory as well.

The Department’s particular areas of theoretical strength fall into five main interdisciplinary configurations. Students are encouraged to design their programs in one of these areas:

- 1) Psychoanalysis, Trauma and Testimony
- 2) Deconstruction and Philosophy
- 3) Aesthetics, Politics, and Postcolonial Studies
- 4) Literary Theory and Religious Discourse
- 5) Media, Technology and Human/Posthuman Studies

These fields represent the scholarly expertise of the Comparative Literature faculty as well as the interdisciplinary emphasis of the Department.

All students in Comparative Literature work with their committees to develop an individualized program of study that prepares them to conduct research having a comparative or interdisciplinary dimension within the general structure of their degree requirements. Emory's Laney Graduate School also offers a number of certificate programs that allow students to pursue further training in specific literary or disciplinary traditions outside of Comparative Literature, including national language or literature programs such as French and Spanish, Philosophy, Psychoanalytic Studies and Women's, Gender and Sexuality Studies. All of our graduate students are provided with pedagogy training and given the opportunity to design and teach their own courses.

Emory Ph.D. graduates in Comparative Literature are currently teaching in a wide variety of universities and colleges across the nation – in national language and literature departments and programs including English, Spanish and French as well as in interdisciplinary, humanities and World Literature departments and programs including Women's Studies and Religious Studies. Our Ph.D. graduates have also gone on to work in the non-profit sector and at major museums. The range and accomplishments of our alumni reflect the creativity and excitement of Comparative Literature at Emory.

II. Summary of Degree Requirements for the Ph.D. in Comparative Literature

The Department of Comparative Literature offers students a rigorous curriculum that prepares them to conduct research having a comparative or interdisciplinary dimension – for example, literary research in more than one linguistic tradition or theoretical investigations that cross disciplines between literature and other scholarly fields. The Department's structure of degree requirements provides students with a framework within which they develop an individualized program of study based on their own research interests and strengths.

Please note: The list below only provides a summary of all degree requirements. A more detailed description of each requirement may be found in the following sections of this handbook.

List of Requirements for students admitted into the program:

1. All students must complete 57 credit hours (including 39 hours of coursework and 18 hours of Supervised Research during the summer semesters) in their first two years of study.
2. Students must be enrolled in CPLT 750 and 735 during their first semester of study.
3. Students must demonstrate a high degree of proficiency in a language other than English.
4. Students must demonstrate a reading knowledge of a second language other than English.

5. Students must complete their pedagogical training as mandated by the Department under TATTO guidelines (including enrollment in CPLT 735 during their first semester of study). Students must attend all TATTO workshop activities as required by the Laney Graduate School.

6. Students must teach four courses assigned by the department as part of their pedagogical training. Please note that all Ph.D. students teaching in Emory's Freshman Writing program are required to have taken CPLT 735.

7. Students must participate in the Laney Graduate School Jones Program in Ethics (JPE) by attending JPE 600 (a six-hour workshop taken by all first-year Ph.D. students across the Graduate School), JPE 610 (four training sessions to be chosen from multiple sessions offered every year to Ph.D. students across the Graduate School), and six additional hours of training (to be completed by attending CPLT 750 and CPLT 735).

8. Students must pass the Qualifying Examination during their third year of study.

9. Students must pass the Ph.D. Examination by the beginning of their fourth year of study.

Note on candidacy: *Upon completion of requirements 1-9, students are formally admitted into candidacy for the Ph.D. degree. Students must enter candidacy no later than Sept. 15 of their fourth year of study.*

10. Students must submit a Dissertation Prospectus to their dissertation committee no later than Mar. 15 of their fourth year of study.

11. Students must submit a Dissertation to their dissertation committee to receive the Ph.D. degree.

Note on advising: *Upon entering the program, students meet with the Director of Graduate Studies for consultation about their coursework and general advising until they have selected an official advisor to consult about their ongoing progress. Throughout a student's graduate career, the advisor serves as the student's key intellectual and professional guide and mentor. However, it is students' responsibility to be aware of the state of their progress and to confer with both the Director of Graduate Studies and their advisor about all issues of concern. Students should also use the Checklist and Timeline in the final section of this handbook to help keep track of their progress (also see [XIII. Progress Toward Degree and Annual Review](#) for further details).*

III. Course Requirements

All students are registered for 57 credit hours (39 hours of coursework at the 500 level or above and 18 hours of Supervised Research during the summer semesters) in their first two years of study. All students are required to take the following two courses:

1. CPLT 750, "Literary Theories," establishes a theoretical and critical framework for the study of Comparative Literature. This course is taken during the fall semester of a student's first year of study;

2. CPLT 735, "Composition Pedagogy," provides a theoretical and practical introduction to the teaching of writing. This course is taken during the fall semester of a student's first year of study. (Students who are interested in foreign language teaching may request to replace CPLT 735 with appropriate language pedagogy training.)

In selecting all their additional courses, students are encouraged to design a program of study along the lines of their particular strengths and interests in consultation with the Director of Graduate Studies and other faculty mentors. Courses of relevance to a student's research and teaching interests may be selected from course offerings in any relevant field, including Comparative Literature, language and literature departments (e.g. English, French and Italian, Spanish and Portuguese, German, Russian and East Asian Languages and Cultures, Middle Eastern and South Asian Studies), area studies programs (e.g. African Studies, East Asian Studies), and related discipline-based or interdisciplinary departments, divisions or programs (e.g. Philosophy, Religion, Art History, Film and Media Studies, Women's, Gender and Sexuality Studies). In special circumstances, students may request permission from the Director of Graduate Studies to design an individual tutorial with a designated faculty member in the area of the faculty member's expertise.

In addition to the two required courses listed above, students should follow certain general guidelines in putting together their program. A graduate program of study in Comparative Literature should include the following:

1. A range of literatures in the form of at least one primary and one secondary body of literature representing different linguistic, national, and/or cultural traditions.

2. A set of defined theoretical, critical, and/or historical areas of inquiry that are pursued within the framework of students' designated literatures. These areas of inquiry may be defined in either literary terms (e.g. questions of literary history or periodization, questions of genre, questions of textual form) or theoretical terms (e.g. a set of questions in philosophy, aesthetics, linguistics, or anthropology). Students should be able to articulate their theoretical concerns as well as the bearing of these concerns on their specific areas of research. By focusing their coursework on particular theoretical, critical, and/or historical areas of inquiry, students lay the groundwork for future independent research projects engaging those areas.

IV. M.A. in Comparative Literature

The Department of Comparative Literature offers Ph.D. students the option of applying for an interim M.A. degree upon completion of requirements 1-10 (see [II. Summary of Degree](#)

[Requirements](#)). Students who have not previously received an M.A. in Comparative Literature may apply to Laney Graduate School for their interim M.A. degree after the Dissertation Prospectus has been approved during their fourth year of study (see [IX. Dissertation Prospectus and Defense](#) for further details). Laney Graduate School does not offer the interim M.A. degree retroactively to students who have already completed their Ph.D. program.

The Department of Comparative Literature also offers a terminal M.A. degree *under exceptional circumstances*. In the event that a student is not advanced into candidacy or finds it necessary to leave the Department prior to completion of the Ph.D., application for the M.A. may be made to the Chair.

In the case of a terminal M.A., students must:

1. Demonstrate reading ability in a language other than English. This can be accomplished by a written examination or coursework (see [V. Language Requirements](#) below for further details).
2. Complete at least 18 credit hours of coursework.
3. Pass the M.A. Examination (either a four-hour written exam or a two-hour oral exam). This exam should be based on a reading list established in consultation with the student's advisor. At least two faculty members must be involved in the design and evaluation of the student's exam.
4. Submit an M.A. Thesis of 50-75 pages in length (double-spaced), including a bibliography. It must be evident that students have worked with texts originally written in their primary language of study. Students must select a Director and a Second Reader for their Thesis, at least one of whom must be a member of the Comparative Literature Core Faculty.

V. Language Requirements

Ph.D. Students in Comparative Literature must demonstrate language skills in two languages in addition to English. Students must show a high level of proficiency in their primary language and reading knowledge in their secondary language. Students for whom English is a second language may use their first language to fulfill the language requirement if this language is relevant to their research. Students working in languages not represented by academic departments at Emory should consult with the Director of Graduate Studies and their faculty advisors to arrange for language certification.

Students must demonstrate proficiency in their primary language within their first two years of study and reading knowledge in their secondary language prior to the oral Ph.D. Examination by the end of their third year of study.

Students may demonstrate proficiency and reading knowledge in the following ways:

For Modern Languages

1. Primary Language (high level of proficiency required):

A graduate course involving extensive work in the primary language. The course does not have to be taught in the language and may be cross-listed with Comparative Literature. Students are responsible for requesting certification from the course instructor confirming that their work for the class involved extensive work in the language;

or

A translation exam, if available in the primary language, administered by the relevant language department. Students are responsible for obtaining the dates of these exams and arranging to take them. If necessary, students may also consult the Director of Graduate Studies in Comparative Literature for assistance with arranging these exams.

2. Secondary Language (reading knowledge required):

A reading course in the secondary language (e.g. GER 210, "German for Reading Comprehension") with a final grade of at least B-;

or

Any of the qualifications for demonstrating proficiency in the primary language.

For Ancient and Classical Languages

1. Primary Language (high level of proficiency required):

A 300-level course or above with a grade of at least B and certification by the course instructor confirming proficiency in the language;

or

An exam, if available in the primary language, administered by the relevant language department.

2. Secondary Language (reading knowledge required):

A 200-level course or above with a grade of at least B-;

or

Any of the qualifications for demonstrating proficiency in the primary language.

Alternative forms of certification: *In special cases, students may present an M.A. degree in the language or certification by a recognized language institute as a form of language certification. Students should consult the Director of Graduate Studies on these options.*

VI. Laney Graduate School Jones Program in Ethics

The Laney Graduate School Jones Program in Ethics (JPE) provides students with a foundational, cross-disciplinary introduction to the question of ethics for their research, training and careers. Additionally, program-specific JPE training introduces Ph.D. students to the professional habitus of Comparative Literature—customary behaviors, unwritten rules, and professional courtesies. Requirements to complete JPE include the following:

1. JPE 600: A six-hour core course in scholarly integrity, supported by the Laney Graduate School in collaboration with the Center for Ethics. Participation in this course will be recorded on the student's transcript. All first-year Ph.D. students in the Graduate School take this course.
2. JPE 610: Minimum of four Educational Sessions (lectures, workshops or training sessions). These sessions are sponsored by the Laney Graduate School or the Center for Ethics and may include other relevant occasional lectures or workshops. Students will register for these sessions individually, and participation will be recorded on the student's transcript. Students can participate in these sessions at any point during their program of study, and the sessions do not need to be taken in any particular order.
3. Six additional hours of Comparative Literature-based training or preparation in scholarly integrity. This training must be completed before students enter candidacy. (Students receive all six hours of their training in CPLT 750, "Literary Theories," and CPLT 735, "Composition Theory.")

The Laney Graduate School webpage includes more information about the JPE and a list of upcoming events that fulfill JPE 610:

<https://www.gs.emory.edu/professionaldevelopment/jpe/index.html>

VII. Qualifying Examination

The Qualifying Examination is a written exam in which students demonstrate competence in three separate areas of study developed in conjunction with their examination committee. The purpose of this exam is to build a foundation of basic historical and theoretical knowledge on which future independent research can be built. This exam lays the groundwork for the oral Ph.D. Examination and the dissertation prospectus, but it remains preliminary to the more advanced work required by these later projects. For the Qualifying Exam, students should focus

on the “basics”—getting an initial, largely canonical grounding in the fields that they will later be teaching to undergraduates as well as developing into their own research areas.

The Qualifying Exam is a three-part open-book written exam that is taken over two days (48 hours) and not to exceed 30 pages in length (double-spaced). For each part of this exam, one committee member submits two written questions, one of which the student chooses to answer in an essay of 5-10 pages in length. Students should take their written exam in late fall or early spring of their third year of study.

Note on certificate programs: *Certain certificate programs (e.g. French) require that students take the Qualifying Exam in the program that grants the certificate. Comparative Literature Ph.D. students pursuing certificates in these programs are not required to take an additional Qualifying Exam in Comparative Literature but are only required to take the exam offered by the certificate-granting program. Students pursuing certificates should consult with the head of the certificate program about Qualifying Exam requirements by the end of their second year of study.*

For students taking the Qualifying Exam in Comparative Literature: By the end of their second year of study, students should strike an examination committee of three faculty members, one of whom must be a member of the Comparative Literature Core Faculty and will act as the student’s advisor and chair of the exam. Students should design three reading lists that will serve as the basis for the exam, working closely with one committee member on each list. Taken together, the reading lists should lay the foundation for a comparatist or interdisciplinary research project, reflecting the student’s work in more than one linguistic, national and/or cultural tradition as well as theoretical or critical problems concerning these traditions. The reading lists should also be designed with special attention to their historical contexts. Each list should include twenty texts for a total of no more than sixty texts for the entire exam.

What might a Comparative Literature Ph.D. student’s reading lists for the Qualifying Exam look like? To offer a fairly traditional example, a student working on the nineteenth-century novel in France and England with a particular theoretical interest in the literary form of the novel might design one list of twenty major French nineteenth-century novels (e.g. works by Balzac, Hugo, Flaubert, Maupassant and/or Zola), another list of twenty major British nineteenth-century novels (e.g. works by Dickens, Gaskell, Eliot, Trollope, C. Brontë and/or Hardy) and a third list on narratology (e.g. works by Propp, Barthes, Chatman, Genette, Brooks, Prince and/or Moretti).

VIII. Ph.D. Examination

The Ph.D. Examination or “orals,” as it is commonly called, is an oral exam in which students articulate their dissertation project and discuss its historical and critical contexts. This exam builds on the foundation of the Qualifying Examination, but it is more research-oriented and requires a more specialized focus on the student’s dissertation project.

The Ph.D. Exam is a two-hour oral examination that is administered by the student's examination committee. Students should take their oral exam in late spring of their third year of study.

The examination committee is comprised of three or four faculty members, one of whom must be a member of the Comparative Literature Core Faculty and will chair the exam. Students are responsible for setting the date and time of the exam as well as for designing the reading list for the exam in consultation with their committee. The reading list should include approximately seventy-five texts altogether, to be determined by the interests of the student and the recommendations of the committee. While a portion of this list may overlap with the reading lists designed for the Qualifying Exam, the reading list for the Ph.D. Exam should reflect the student's deeper and more rigorous engagement with these texts.

To use the example given above (see [VII. Qualifying Examination](#)), a student whose Qualifying Exam was focused on the nineteenth-century novel and narratology may design their reading list for the Ph.D. exam by adding texts in another area of study that is important to their theoretical work in narratology such as psychoanalysis or theories of melodrama, by revising one of their lists on the nineteenth-century novel in order to focus on a particular group of authors who will be central to their dissertation or by adding more "non-canonical" texts in order to extend the reach of their dissertation project. In each case, the point is to design the reading list for the Ph.D. Exam so that it enables the student to articulate their dissertation project and to show a command of its historical and critical contexts.

Note on candidacy: All students must enter candidacy by completing both the Qualifying Examination and the Ph.D. Examination no later than Sept. 15 of their fourth year of study. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds and may forfeit financial support. These sanctions will be lifted once the student enters candidacy. Students are responsible for ensuring that all the necessary paperwork concerning their candidacy and dissertation committee has been filed according to Laney Graduate School guidelines.

IX. Dissertation Prospectus and Defense

Students must submit a Dissertation Prospectus to their dissertation committee before writing the Dissertation. The Prospectus should be 15-25 pages in length (double-spaced) and contain the following:

1. A brief introduction to the topic, formulating the research question to be addressed by the dissertation project as well as the historical and/or theoretical issues that are at stake in it.
2. An overarching description of the range and scope of the dissertation project, including the authors and texts to be explored as well as the theoretical and methodological approaches that will inform the student's research.

3. An assessment of the ways in which the dissertation project builds on or departs from previous scholarship on the topic, including a literature review.
4. A chapter-by-chapter outline of the dissertation project, giving a brief summary of how each chapter contributes to the student's larger argument.
5. A provisional bibliography.

Students must pass the Dissertation Prospectus Defense in order to have their Prospectus approved by the dissertation committee. Students must submit a copy of their Prospectus to each member of the dissertation committee at least one week in advance of the Defense. The Defense lasts 60-90 minutes in total, consisting of a brief oral presentation delivered by the student to their dissertation committee that is followed by an extended question period. If the student passes the Defense, the dissertation committee will file its approval with the Department Chair and the Director of Graduate Studies. A copy of the approved Prospectus must be filed with the Departmental Office for inclusion in the student's file.

Once the Prospectus has been approved, students should devote the rest of their time in the program to completing their Dissertation along with any remaining teaching that they owe to the Department.

Note on Prospectus: *Students should submit their Prospectus three to four months after their Ph.D. Examination. Students must submit their Prospectus and pass their Defense no later than Mar. 15 of their fourth year of study. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds and may forfeit financial support. These sanctions will be lifted once the student's Prospectus has been approved.*

X. Dissertation

The Dissertation is the culmination of a Ph.D. student's career and the defining accomplishment of the doctoral degree. In the field of Comparative Literature, the Dissertation is typically a book-length manuscript of 175-275 pages in length (double-spaced). In their Dissertation, students fully develop and present the results of their independent research on a scholarly or critical problem that they have formulated. Orientations may vary widely—they may be, *inter alia*, interpretive, historical, theoretical, cultural, or formalist—but the Dissertation should ultimately reflect the highest professional standards for original contributions to the field. For most scholars, the Dissertation provides the basis for many of their first publications, whether in the form of their first book or a series of articles. Students should also bear in mind that their Dissertation will largely determine the kinds of academic jobs for which they can reasonably apply.

In initially designing their dissertation project, students should consult with their dissertation committee. The dissertation committee typically consists of an advisor and two additional readers. The advisor and at least one reader on the dissertation committee must be part of the

Comparative Literature Core Faculty. This rule may be waived at the discretion of both the Department Chair and the Director of Graduate Studies if the student can demonstrate the necessity for working with faculty members outside the Department. External readers from outside Emory are allowed on the dissertation committee only by permission of the Dean of Laney Graduate School (see the [Graduate School Handbook](#)). Two (but no more than two) co-directors may share advising duties if the dissertation project requires it.

XI. Certificate Programs and the Certificate in Comparative Literature

Students are encouraged to consider the possibility of pursuing one of the certificate programs that are offered by other departments at Emory. Certificate programs typically involve taking a number of required courses and meeting certain additional requirements during the early years of study. These programs can strengthen students' research background in particular areas and help to build their research profile for future academic jobs. Students who are interested in pursuing a certificate program must first consult with the Director of Graduate Studies in Comparative Literature and subsequently consult with the Program Director in the relevant department.

Certificate programs are offered by the following Departments and Programs at Emory:

English
Film and Media Studies
French
Jewish Studies
Psychoanalytic Studies
Women's, Gender, and Sexuality Studies (WGSS)

The Certificate in Comparative Literature: The Department of Comparative Literature also offers a Certificate in Comparative Literature to students in other Ph.D. degree programs at Emory. The Certificate option allows students to develop their disciplinary studies in conjunction with more extended literary and theoretical research. General requirements for the Certificate involve the incorporation of Comparative Literature into all levels of students' graduate study, including coursework, exams and the dissertation.

The requirements for the Certificate in Comparative Literature include the following:

1. Demonstration of a high degree of proficiency in a language other than English.
2. Demonstration of a reading knowledge of a second language other than English.
3. Completion of CPLT 750, "Literary Theories."

4. Completion of five graduate courses in Comparative Literature in addition to CPLT 750. These courses may include courses offered in Comparative Literature, courses cross-listed with Comparative Literature and individual directed readings.
5. Integration of Comparative Literature into Qualifying and Ph.D. exams. The Comparative Literature component should make up approximately one-third of the entire exam.
6. Incorporation of Comparative Literature into the dissertation. The Comparative Literature component should make up approximately one-third of the entire dissertation.
7. Inclusion of a Comparative Literature Core Faculty member on both the examination committee and the dissertation committee.

XII. Pedagogical Training and TATTO

Pedagogical training forms an essential part of graduate study in Comparative Literature at Emory. Students are given the opportunity to gain classroom teaching experience under the rubric of the Teacher Assistant Training and Teaching Opportunity program (TATTO). The Laney Graduate School offers pedagogical preparation for all graduate students at Emory in conjunction with the discipline specific-training that is provided by each department or program.

The TATTO program comprises four stages that are intended to provide students with substantive pedagogical training and teaching experience while ensuring that they are not overtaxed with teaching responsibilities during their graduate program of study:

1. A short course offered in late summer, before the fall semester begins. This course should be taken immediately prior to the student's first teaching experience. Faculty instructors for this course are drawn from among the best teachers across Emory. The syllabus covers general topics of importance to all students, including syllabus design, grading, lecturing and leading discussions, the use of writing as a pedagogical tool and the use of new technologies. Because this course is offered between semesters, it is credited to students' transcripts when they are registered for TATT 600 the following fall.
2. Training provided by particular departments and programs that addresses intellectual problems and teaching strategies from the perspective of specific disciplines. Students in Comparative Literature receive this training in the graduate course CPLT 735, "Composition Theory," during the fall semester of their first year of study. Students pursuing a certificate program may be required to take an additional pedagogy course offered by the relevant department.
3. The **teaching assistantship**. The defining characteristic of the teaching assistantship across all

departments and programs is a controlled and carefully monitored initial teaching opportunity. Students are registered for TATT 605 during the semester of the teaching assistantship.

4. The **teaching associateship**. This position advances students to a teaching opportunity with greater responsibilities. Teaching associates are mentored by the Director of Graduate Studies and other graduate faculty members. Students are registered for TATT 610 during the semesters of the teaching associateship.

Note on teaching: *Students may serve no more than a total of four semesters in any combination of teaching assistantships and associateships during their first four years of study.*

For students in Comparative Literature, the third and fourth stages of TATTO partly overlap. All students teach undergraduate courses offered by the Department beginning in their second year of study. Students are required to teach four courses for the Department between their second and fifth years of study with no more than one course per semester.

In their teaching experience at Emory, students are given the opportunity to design their own undergraduate courses within the general rubric that they are assigned. All students begin by teaching CPLT 110, "Introduction to Literary Studies," a writing intensive course for first-year undergraduate students that fulfills Emory's First-Year Writing Requirement. This course may be designed following a broad range of interpretations by the graduate student assigned to teach it, but it should include a selection of assigned readings from more than one linguistic or literary tradition. (At this introductory level, all readings that were originally written in a language other than English are taught in English translation.)

Subsequent teaching assignments may include CPLT 110 as well as the following core courses for the Comparative Literature Major and Minor undergraduate programs: CPLT 201, "Reading Comparatively," and CPLT 202, "Literatures, Genres, Media." These courses may also be designed following a broad range of interpretations by the graduate student assigned to teach them. The Curriculum Committee determines graduate students' teaching assignments and notifies them of their teaching schedule in January.

The Department thus offers graduate students substantial experience in teaching both 100- and 200-level courses, teaching undergraduate majors and non-majors, teaching literature as well as writing skills and, most importantly, designing their own courses within the available frameworks.

Note on teaching observation: *It is crucial that graduate students invite faculty to observe their teaching, preferably more than once, while they are still teaching courses at Emory. Faculty who observe students' teaching may give them valuable advice and write them teaching observation letters for future teaching fellowship, post-doctoral fellowship, and academic job applications. Students should not enter the academic job market without at least one letter from a faculty member who is able to address their teaching from first-hand observation. It is the student's*

responsibility to ask faculty to observe their teaching and to obtain teaching observation letters from faculty in a timely manner.

The Registrar notes TATTO credit on student transcripts documenting the fulfillment of the degree requirement. Completion of the TATTO program is a degree requirement of the Laney Graduate School. Exemption from any TATTO requirements must be approved in writing by both the Department of Comparative Literature and the Laney Graduate School. Exemptions are granted only in rare circumstances.

Alternative teaching opportunities: Some students and their advisors may consider it important for them to gain experience teaching in other departments in order to gain additional pedagogical training that would better prepare them for future academic job opportunities. For example, a student who plans to apply for jobs in a French department may feel that they should teach in the Department of French and Italian at Emory and/or take pedagogy courses that are offered by this Department. However, while the Department of Comparative Literature supports its students in taking these initiatives, teaching assignments in Comparative Literature are given priority over assignments in other departments and programs. It may be possible for students who are interested in foreign language teaching to replace CPLT 735 with appropriate language pedagogy training and to replace their teaching assignment in CPLT 110 with another assignment. In any case, students must consult with the Director of Graduate Studies in Comparative Literature as well as the Program Director in the relevant department to work out a viable plan for all alternative teaching opportunities.

Dean's Teaching Fellowship: Students who have demonstrated exceptional teaching skills may be eligible to apply for the Dean's Teaching Fellowship. In order to be eligible for consideration, students must have completed all Comparative Literature and Laney Graduate School degree requirements except for the Dissertation and must have been admitted to candidacy. Dean's Teaching Fellows are completely responsible for the courses that they teach. The Laney Graduate School offers a number of these fellowships to students in their sixth year of study on a competitive basis. Students must apply for the Dean's Teaching Fellowship through the Department. However, the Department is only permitted to nominate a limited number of applicants.

Note on teaching portfolio: *Students should assemble a teaching portfolio in preparation for entering the academic job market. The teaching portfolio varies according to students' teaching experience and their professional direction, but it typically includes a teaching philosophy statement, sample course syllabi, copies of teaching observation letters, copies of teaching and course evaluations (both numerical and narrative) and samples of other teaching materials if applicable.*

XIII. Progress Towards Degree and Annual Review

All students enrolled in a graduate degree program at Emory are required to register every semester of every academic year until they have completed their program of study. Students

who fail to register without applying for a leave of absence will be assumed to have withdrawn from the program and will no longer be considered active candidates for a graduate degree. Students who have been withdrawn but wish to be readmitted into the program must submit an application for readmission to the Chair.

Students who have completed their coursework but have not entered candidacy yet should register for CPLT 798, "Supervised Research." Students who have entered candidacy should register for CPLT 799, "Dissertation Research."

Advising Support and Reminders: As noted above (see [II. Summary of Degree Requirements for the Ph.D. in Comparative Literature](#)), *it is students' responsibility to be aware of the state of their progress and to confer with both the Director of Graduate Studies and their advisor about all issues of concern.* Upon entering the program and regularly thereafter, students meet with the Director of Graduate Studies for consultation about their coursework and general advising until they have selected an advisor to consult about their ongoing progress. Once students have selected an advisor, they work primarily with their advisor to make sure that they are following the requirements and guidelines for progress in the Ph.D. program in a timely fashion and that they remain in good standing. Students may also work with their other committee members for advice and guidance. *Students should also use the Checklist and Timeline in the final chapter of this handbook to help keep track of progress.* Students may request exceptions or extensions to degree requirement deadlines only if they can demonstrate that their request has been made for sufficient intellectual or personal reasons and approval of the request is necessary for their completion of the program. Any exception or extension requires approval from the Director of Graduate Studies.

Good Standing and Academic Probation: The Laney Graduate School sets the minimal standards that all Emory graduate students must meet in order to remain in good standing. If students do not meet these standards, their academic performance is deemed unsatisfactory. The Laney Graduate School defines unsatisfactory academic performance as follows:

1. A GPA in any semester of less than 2.7.
2. Receipt of a grade of F or U in any course. (According to Laney Graduate School policy, an Incomplete grade converts to a grade of F after one year. An F grade can only be removed from a student's transcript for a "compelling reason" that has been documented by the course instructor who assigned the grade and with approval from the Dean.)
3. Receipt of two or more incompletes in a semester.

In order to remain in good standing, students in Comparative Literature must also complete their coursework, exams and other degree requirements in a timely manner. Coursework is considered to have been completed in a "timely manner" when students complete their work in the same semester during which they take the course.

Students whose academic performance is deemed unsatisfactory will be placed on probation for one semester. During their probationary semester, students must receive no failing grades, reduce the number of incompletes on their record to one, and attain a cumulative GPA of at least 2.7. Furthermore, they will not be allowed to take incompletes in any courses without permission from the Laney Graduate School. Students who meet these conditions of probation will be reinstated to good standing. The reinstatement happens automatically, and the student will not be notified of the action. Students must be in good standing to be eligible for discretionary teaching opportunities in the Department, for summer funding and for internal awards.

Students who fail to meet these conditions of probation will be placed on probation for a second semester. Students who are placed on probation for a third semester are subject to expulsion from Emory. The Laney Graduate School will terminate students who merit a third consecutive probationary semester unless the Department provides written justification for their continuation in the program and the Laney Graduate School grants approval.

Leaves of Absence: Students who are forced to interrupt their program of study for personal reasons or who wish to take advantage of a unique professional opportunity may request a leave of absence. Students must submit a letter of request to the Director of Graduate Studies along with a letter of support from their advisor. If the leave of absence is approved by the Department, the request will be sent to the Dean of the Laney Graduate School for final approval. Students must be in good standing in order to apply for a leave of absence. For further information on leaves of absence, students should also see the [Laney Graduate Student Handbook](#).

Extensions: Students are expected to complete their dissertation and apply for their Ph.D. degree within six years. If a student has not completed the degree requirements by the end of their seventh year of study, the Department may grant them a one-year extension. The Department must submit notice of this extension to the Dean no later than Aug. 1 of the student's seventh year of study (before the beginning of their eighth year). This notice must contain a timeline for completion of the degree that has been signed by the student as well as the dissertation committee chair or co-chairs. Students who are registered for the one-year extension are responsible for paying tuition.

If a student has not completed the degree requirements by the end of their eighth year of study, they may continue to pursue their degree for a maximum of one additional year and only with approval from the Dean. To obtain approval, the Department must submit a request to the Dean no later than Aug. 1 of the student's eighth year of study (before the beginning of their ninth year). This request must:

1. Outline the reasons the student has not completed the degree requirements.
2. Consider whether the student needs to repeat any requirements for candidacy or to obtain approval for a new Dissertation Prospectus.

3. Present a detailed timeline for completion of the degree that has been signed by the student as well as the dissertation committee chair or co-chairs.

Students who are registered for this additional extension year are responsible for paying tuition. For further information on extensions, students should also see the [Laney Graduate Student Handbook](#).

Annual review: At the end of every academic year, the Comparative Literature faculty conducts an annual review of each graduate student in the program. The purpose of this review is to determine whether students are making timely progress in the program and to raise and address any problems or challenges that a particular student may be facing. Based on this review, faculty may charge the Director of Graduate Studies with contacting students about their ongoing work and progress in the program and with recommending any changes that they may need to make in their program of study.

XIV. Funding Links

Graduate students in the Department of Comparative Literature are fully funded for their first five years of study, provided that they remain in good standing. They receive tuition costs, a stipend and a subsidy for health insurance. They also receive guaranteed supplementary funds for conference travel and attendance (\$650 a year for domestic travel and \$1000 a year for international travel up to a total \$2500 lifetime limit). Students may also apply for training and research funds (up to a \$2500 lifetime limit) with the further possibility of competing for additional funds.

The following links provide more detailed information on these funding sources:

Laney Graduate School Scholarships and Stipends:

<https://www.gs.emory.edu/funding/scholarships/index.html>

Laney Graduate School Professional Development Support Funds:

<https://www.gs.emory.edu/professional-development/pds/index.html>

Students are also strongly encouraged to apply for external funding. For more information on external fellowships and grants, see the following link:

<https://www.gs.emory.edu/professional-development/fellowships/external.html>

XV. Department Committees and Graduate Student Groups

1. The *Curriculum Committee* is composed by the Chair, the Director of Graduate Studies and the Director of Undergraduate Studies. The Committee assigns teaching responsibilities to

graduate students under TATTO guidelines and ensures that the teaching needs of graduate students as well as the curricular needs of undergraduate students are met in accordance with Emory College and Laney Graduate School guidelines. The Committee manages the Department's course offerings at both the graduate and undergraduate levels; it also approves and initiates cross-listings with other departments.

2. The *Admissions Committee* is composed by four or five Comparative Literature Core Faculty members and is chaired by the Director of Graduate Studies. The Committee reviews applicant files, interviews candidates for admission, and selects students for admission into the graduate program.

3. The *Graduate Student Speakers Committee* is composed by two or three Comparative Literature graduate students. The Committee usually invites one or two guest speakers to Emory campus every year. The speaker gives a campus-wide talk in addition to holding a seminar for faculty and students in Comparative Literature. The speaker may also meet with students individually or in small groups to discuss their research and other issues of shared concern.

4. The *Comparative Literature Seminar Series* is a Comparative Literature graduate student group that is coordinated by three officers who are elected by their fellow students to the positions of President, Vice President, and Treasurer. In consultation with the Chair who acts as their faculty advisor, the Group organizes several events throughout the year, including: the Grad/Fac Talks, in which one Comparative Literature graduate student or faculty member presents a talk on their current research each semester; the Theory Reading Group, in which Comparative Literature graduate students hold regular meetings to discuss selected readings in critical theory; and the Teaching Discussion Group, in which graduate students across Emory meet once a semester to share their teaching experiences.

XVI. Fellowships and Prizes

The Laney Graduate School offers a number of additional fellowships to support students who expect to finish writing their dissertation during their sixth year of study. The Graduate School also offers several prizes in recognition of students who have produced outstanding work as researchers and teachers.

These fellowships and prizes include the following:

1. Dean's Teaching Fellowship

For information on this fellowship, see [XII. Pedagogical Training and TATTO](#).

2. Fox Center for Humanistic Inquiry Dissertation Fellowship

The Fox Center for Humanistic Inquiry offers a Dissertation Completion Fellowship that offers graduate students one year of residence at the Center during which they can finish writing their dissertation. The purpose of this Fellowship program is to support the timely completion of the Ph.D. degree; it is designed for students who can reasonably expect to complete their dissertation during the academic year of residence. In addition to completing their dissertation, Dissertation Completion Fellows are expected to participate in the intellectual life of the Center and all its programs. Fellows are also expected to deliver a public presentation on their research during their residence at the Center.

3. Robert W. Woodruff Library Graduate Fellowships

Funded by the Laney Graduate School, the Robert W. Woodruff Library awards nine- and twelve-month fellowships to advanced graduate students who expect to complete their dissertations by the end of the fellowship period. Fellows work for 16 hours per week in an area of the library that is related to their scholarly interests. Fellows may work in such areas of the library as the Manuscripts, Archives and Rare Books Library (MARBL); the Lewis H. Beck Center for Electronic Collections and Services; the Electronic Data Services Center; Research and Instruction; Collection Management; Digital Programs and Systems Division; Circulation and Reserves; and Library Planning and Assessment, among other selected areas.

4. Center for Women at Emory Graduate Fellow

The Graduate Fellow assists the director and staff of the Center for Women at Emory (CWE) in carrying out the Center's mission to provide a strong informational network for all members of Emory's community. The Center promotes women's intellectual, cultural, ethical, and spiritual life at Emory, advocating for gender equity across the university and fostering interdisciplinary inquiry into gender issues.

5. The Lore Metzger Prize

The Lore Metzger Prize was established in honor of Lore Metzger, Emory's first female full professor and a former faculty member in the Department of Comparative Literature, the Department of English, and the Institute for Women's Studies (which would later become the Department of Women's, Gender, and Sexuality Studies). The prize is awarded biennially to a graduate student in one of these three Departments and judged by a committee composed of faculty members from these Departments as well for a dissertation on literary and social issues in these areas. Students submit a copy of their dissertation to the committee during the spring semester along with a letter of support from their advisor. The application deadline is announced each year.

For more detailed information on these fellowships and prizes including eligibility criteria and application procedures, see the following link: <https://www.gs.emory.edu/professional-development/fellowships/advanced.html>

XVII. Grievance Policy

Students who have a grievance that is related to their program of study in the Department of Comparative Literature should report it to the Director of Graduate Studies. The student should describe the grievance in a letter addressed to the Director who will try to resolve the grievance in conversation with the student and all concerned parties if possible. If the grievance cannot be resolved this way, the Director will appoint a committee of three faculty members from Comparative Literature (or outside Comparative Literature if the situation warrants it) or may consult with an existing standing committee who will review the grievance and propose an appropriate solution. If the grievance cannot be resolved by this committee or within the administrative structure of the Department, the Director will forward the grievance to the Office of the Senior Associate Dean of Laney Graduate School. From this point onward, the grievance will be handled according to the Grievance Procedure that is outlined in the Laney Graduate Student Handbook. If the grievance concerns the Director of Graduate Studies, the student should report it directly to the Senior Associate Dean of Laney Graduate School.

XVIII. Job Placement

The Comparative Literature faculty is dedicated to working closely with graduate students to help place them in academic, teaching-related, and/or research-oriented jobs. From the beginning of their program, students should consult with the Director of Graduate Studies, the Job Placement Officer, their advisor, and their committees on how to best prepare themselves for academic jobs that match their particular interests. In some cases, faculty may suggest additional pedagogical training or teaching experience in specific fields or areas such as Film Studies, Religious Studies, or a national literature in order to enhance the student's qualifications for jobs in these fields or areas. All students are strongly encouraged to discuss the present demands of the academic job market with their advisors and committees throughout their program of study at Emory. Students should also take advantage of opportunities to present their work at seminars, colloquia, and/or workshops on campus as well as at national and international conferences in preparation for the academic job market.

The Department sponsors a series of Job Placement events and activities throughout the academic year for advanced graduate students who are nearing completion of their dissertation and entering the academic job market. These Job Placement events and activities are intended to help students with their job application materials including cover letters, curriculum vitae, research statements and teaching statements. Comparative Literature faculty also conduct mock interviews for advanced students in order to prepare them for job interviews, while students are offered the opportunity to present mock job talks in preparation for campus visits.

Emory Ph.D.s in Comparative Literature are currently teaching in a wide variety of universities and colleges across the nation—in national language and literature departments (including English, Spanish, and French) as well as Interdisciplinary, Humanities and World Literature departments and programs (including Women’s Studies and Religious Studies). Our Ph.D.s have also gone on to work in the non-profit sector and at major museums. The range and accomplishments of our alumni reflect the creativity and excitement of Comparative Literature at Emory.

XIX. Laney Graduate Student Handbook and Graduate School Website

The Laney Graduate Student Handbook contains important information about Graduate School rules and procedures including codes of conduct. All students entering the graduate program in Comparative Literature are strongly encouraged to read the Laney Graduate Student Handbook as well. The Handbook may be found at the following link: <https://gs.emory.edu/handbook/>.

The Laney Graduate School website also contains helpful information about Emory University and the city of Atlanta in addition to a calendar of events including special workshops and lectures on professional development that may be especially useful for students. All students are encouraged to check the Laney Graduate School website on a regular basis. The website may be found at the following link: <https://www.gs.emory.edu>.

XX. Checklist and Timeline

Students should use the following checklist and timeline to help keep track of their progress in the graduate program and to enable completion of the Ph.D. degree within five years. Many students’ dissertation projects require more than five years to complete; the realities of graduate study in a field as diverse and complex as Comparative Literature necessarily entail occasional digressions. Nonetheless, graduate students as well as their advisors are encouraged to consult the following checklist and timeline during the first five years of study which are fully funded. The checklist and timeline may be downloaded or printed from the following links: [Checklist](#) and [Timeline](#) for Comparative Literature Ph.D. Program.