

French



EMORY
LANEY
GRADUATE
SCHOOL



The French department offers a doctoral program with a strong critical, cultural, and historical orientation. In addition to their respective specialties in French and Francophone literature, the faculty pursues research in related disciplines such as philosophy, aesthetics, psychoanalysis, rhetoric, intellectual history, and postcolonial studies.

We offer two distinct doctoral programs: a Ph.D. in French, and a Ph.D. in French and Educational Studies, offered jointly with the Division of Educational Studies.

The Ph.D. in French

Our interdisciplinary curriculum is designed to train teachers and researchers who

- understand the nature of French literature and the theoretical idioms that inform and shape our understanding of that literature;
- are acquainted with the critical tradition, especially the main currents of continental theory that have in recent decades oriented literary critical studies in America;
- are familiar with current developments in the field of criticism, such as the rise of cultural studies; and
- know the fundamentals of second language acquisition and technology-aided instruction.

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

The Ph.D. in French and Educational Studies

Together with the Division of Educational Studies, we offer a cross-disciplinary doctoral degree. It examines and explores French language, culture, and literature as they pertain to teaching, educational issues, research and technology. The focus prepares participants to teach French, to conduct educational research, and to administer language programs, primarily in post-secondary institutions.

DISCOVER

the unexpected

Intellectual Community

Emory has a thriving intellectual community focusing around literature and cultural studies, whose members include the graduate programs in Comparative Literature, Spanish, English, Women's Studies, Film Studies, the Graduate Institute of the Liberal Arts, and the European Studies seminars.

The Department of French and Italian also regularly brings distinguished scholars and authors to campus for seminars and lectures. One of these lecturers each year is selected by the graduate students. Recent visitors include:

Christophe Bident, Rachid Boudjedra, Cynthia Chase, Tom Conley, James Creech, J. Michael Dash, Souleymane Diagne, Peggy Kamuf, Yasmina Khadra, Elisabeth Ladenson, Frank Lestringant, Serge Margel, D.A. Miller, Marie Ndiaye, Pascal Quignard, Jean-Michel Rabaté, Mireille Rosello, and Patrick Wald-Lasowski.

Program of Study

Ph.D. in French

Students are expected to take courses and engage in independent studies leading to: a comprehensive knowledge of the whole body of French literature; the capacity to use specific critical methods; a mastery of the chosen field of concentration; and a mastery of the language itself. All doctoral candidates must also demonstrate proficiency in one foreign language in addition to English and French. Medievalists must demonstrate knowledge of either Latin or Old French. The language requirement must be fulfilled before the presentation of the Ph.D. thesis proposal.

A normal graduate timetable would entail the following: Students admitted in full standing (with no previous graduate credit) take seventeen courses: eight in the first year, six in the second, and three in the fall semester of the third year. The doctoral qualifying exam, based on an assigned reading list, will be taken just prior to the beginning of the student's fifth semester. The Ph.D. orals, based upon a personalized list of readings in five areas related to the student's dissertation topic and drawn up in consultation with appropriate faculty advisors, will be taken in the semester following the completion of coursework. Students admitted in advanced standing (normally, with an M.A. in French) take fourteen courses: eight the first year and six the second; the doctoral qualifying exam will be taken at the beginning of the third semester, and the Ph.D. orals later that year.

Shortly after the Ph.D. orals, the students present a thesis proposal before the dissertation committee (three members from French and one from outside the program).

Every candidate in the program is encouraged to have the experience of and exposure to French intellectual and cultural life. Students may choose to spend the fourth or fifth year, or a portion of these years, in Paris. This experience will familiarize students with French cultural and critical events, as well as provide an expanse of time in which to undertake specialized research for the thesis project.

The dissertation should represent original research and writing on a topic of significance to the scholarly community. It will be presented to the four committee members, three in French and one from another department.

Ph.D. in French and Educational Studies

Before admission into the joint program, students must have earned a Master's degree in a field of specialization appropriate to the proposed doctoral work in French and Education.

Students take additional courses in the Division of Educational Studies, including Introduction to Educational Research, Professional colloquia (taken each semester during the program), Foundations of Education, and Research Methodology.

The qualifying examination for the joint program in French and Educational Studies consists of an empirical study. The study should provide evidence of a student's ability to identify an area of educational importance, to synthesize the scholarly knowledge, and to report the findings. The empirical study should also confirm that a student can select a question of educational importance, design an empirical study to answer the question, collect and analyze the data, and prepare a final report.

The dissertation should represent original research and writing on a topic of significance to the scholarly community. Once the dissertation has been approved by a student's dissertation chair and members of the dissertation committee, a formal open session will be scheduled for the presentation and defense of the dissertation study.

For more details about both programs of study, as well as examples of courses offered recently, please visit our website at www.french.emory.edu.

Professional Activities and Placement

Graduate students are encouraged to participate fully in their future profession by publishing papers and presenting them at professional meetings. Travel support is available for students who present papers at professional meetings, as is travel to the Modern Language Association Convention, for students seeking teaching positions.

Graduate Students are thoroughly prepared for the job market by their faculty advisors, who counsel them at every step of the process, from the composition of the application letter and the

preparation of sample syllabi, to the job interview, for which we hold practice sessions. We have had an excellent placement record, with recent graduates obtaining positions at such institutions as Princeton, UCLA, The University of Texas at Austin, Georgia Tech, The University of Pennsylvania, The University of the South, and Auburn University.

Training in Teaching

All graduate students must participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) program, developed by the Graduate School. TATTO represents a graduated approach to preparing graduate students to teach and requires:

- completion of a three and one-half day summer course prior to the student's first teaching experience;
- completion of "Problems in Foreign Language Teaching," a departmental methods course;
- teaching assistantship and/or associateship for at least four semesters.

Whenever possible, over the course of TATTO students will have the opportunity to teach a broad range of courses, including elementary and intermediate language, conversation and composition, introduction to civilization, and literature courses. Students who demonstrate exceptional research promise and teaching ability may be eligible to apply for appointment as Dean's Teaching Fellows. Teaching fellows have complete responsibility for one course each year.

Students

There are typically 25-30 French graduate students in residence. They work on a wide variety of topics, virtually always interdisciplinary in nature. Titles of some recent or current dissertations include:

- *The Letter Killeth: Rhetoric of Sodomy in De Planctu Naturae, the Roman de la Rose, and the Roman de Silence*
- *Translating Bodies: Sacred, Maternal, Voice*
- *Triangular Subjectivity: Self-Portraiture and Claude Cahun*
- *Erotobiography: Scripting Women's Identity in Post-1980 French Fiction*
- *Staging the Psyche: Theatrical Innovation in Twentieth-Century French and Francophone Drama*
- *Tortured Inscriptions: Literary Representations of Violence in the Algerian Context*
- *Self-Efficacy of College Intermediate French Students: Relation to Motivation, Achievement and Proficiency*

Faculty

For more detailed faculty information, please visit our website, at www.french.emory.edu/faculty.htm.

Contact Information

Director of Graduate Studies
Department of French & Italian
Emory University
Atlanta, GA 30322

Phone: (404) 727-6431

Fax: (404) 727-4579

See also our Web page at www.french.emory.edu



French Faculty

- **GEOFFREY BENNINGTON**
Asa G. Candler Professor
Chair, Comparative Literature Department
D.Phil. in French, Oxford University, 1984
Modern French Literature and Thought, Eighteenth-Century Novel, Literary Theory, Deconstruction.
- **PHILIPPE BONNEFIS**
Asa G. Candler Professor
Agrégation de Lettres Modernes, 1963;
Doctorat d'Etat, 1978
Nineteenth- and twentieth-century French literature, historiography, and critical theory.
- **CAROL HERRON**
Professor
Director of the Emory College Language Center, Director French Language Program, Director Joint Doctoral Program in French/Educational Studies
Ph.D. in French and Foreign Language Education, University of Wisconsin-Madison, 1978
French & Second Language Acquisition and classroom research, and technology.
- **DALIA JUDOVITZ**
National Endowment for the Humanities Professor
Ph.D. in French, The Johns Hopkins University, 1979
Seventeenth-century French literature and philosophy; modern and postmodern aesthetics.
- **CANDACE LANG**
Associate Professor,
Ph.D. in French, The Johns Hopkins University, 1979
Nineteenth- and twentieth-century French literature, autobiography, and critical theory.
- **VALÉRIE LOICHOT**
Associate Professor,
Ph.D. in French, Louisiana State University, 1996
Twentieth-century French and Francophone Literature, Caribbean Studies, Postcolonial Theory.
- **ELISSA MARDER**
Associate Professor
Chair, Department of French and Italian
Ph.D. in French, Yale University, 1989
Nineteenth- and twentieth-century French literature, feminist and psychoanalytic theory, photography and film.
- **CLAIRE NOUVET**
Associate Professor, Director of Graduate Studies
Ph.D. in French, Princeton University, 1981;
Graduate from the Emory University Psychoanalytic Institute, 2006
Medieval French literature, psychoanalysis, and critical theory.
- **JACOB VANCE**
Assistant Professor
Ph.D. in French, Johns Hopkins University, 2004
Sixteenth-century French literature and intellectual history.



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Requests for Additional Information:

RECRUITMENT AND ADMISSIONS

James T. Laney School of Graduate Studies
209 Administration Building
201 Dowman Drive
Atlanta, GA 30322

404-727-6028 (ask for the French program)
Fax: 404-727-4990

<http://www.graduateschool.emory.edu>
<http://www.french.emory.edu>