

MEMORANDUM

TO: President Edward T. Foote II
FROM: Kamal Yacoub, Chairman, Faculty Senate
DATE: March 28, 1995
SUBJECT: Faculty Senate Legislation #94004(B) - Establishment of the Ph.D. Degree in Romance Languages

The Faculty Senate, at its meeting of March 27, 1995, voted to approve on first reading Faculty Senate Legislation #94004(B) - Establishment of the Ph.D. Degree in Romance Languages. The Senate also voted to waive the second reading of the proposal. The text of the proposal is attached.

This legislation is now forwarded to you for your approval.

KY/b

Attachment

cc: Provost Luis Glaser
Dean Tarek Khalil
Dean Ross Murfin
Dr. David Ellison, Chair
Mr. Robert Fuerst

Handwritten notes: 3/30/95, Kamal, Donna, Prankis, 322

CAPSULE: Faculty Senate Legislation #94004(B) -  
Establishment of the Ph.D. Degree in Romance Languages

RESPONSE BY THE PRESIDENT:

DATE: 2/30/95

APPROVED: Yes *ST*

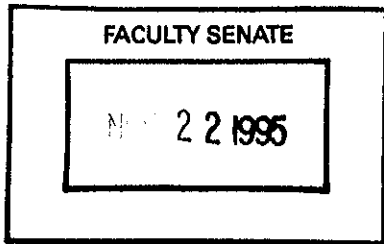
OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: Printed

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Kamal Yacoub  
Faculty Senate  
325 Ashe Building (4634)



CDFH

November 22, 1995

**MEMORANDUM TO:**

Executive Vice President and Provost  
Senior Vice Presidents  
Vice Presidents  
Vice Provosts  
Deans  
Victor J. Atherton  
Glen Cardwell  
Alan J. Fish  
L. Wayne Roberts, Jr.  
Roosevelt Thomas, Jr.

**FROM:**

Lourdes F. La Paz  
Secretary of the University

**SUBJECT:**

Executive Committee Actions

The Executive Committee of the University of Miami Board of Trustees met on Tuesday, November 21, 1995. A synopsis of actions taken is enclosed for your information.

If you have any questions about any of these actions or desire more detail on any of them, please do not hesitate to call me at 284-4025.

A handwritten signature in cursive script, appearing to read "Lourdes F. La Paz".

Lourdes F. La Paz

LLP:pl

Enclosure

SYNOPSIS\memo-adm.syn

Board of Trustees  
P.O. Box 248042  
Coral Gables, Florida 33124-4624  
305-284-4025  
Fax: 305-284-5425

**SYNOPSIS OF ACTIONS TAKEN**

by the  
**Executive Committee**  
University of Miami Board of Trustees  
Tuesday, November 21, 1995

**APPROVED** the establishment of a Ph.D. Program in Romance Languages.

**AUTHORIZED** the establishment of two quasi-endowment funds: \$50,000 to establish the Michael S. Gordon Chair Fund, Medical Training and Simulation Laboratory, School of Medicine, and \$50,000 to establish the Richard Hausler Chair Fund, School of Law.

**AUTHORIZED** the establishment of an account at Barnett Bank to disburse UM Care claims, with the standard corporate officers as signers.

**AUTHORIZED** the establishment of a lockbox account at Barnett Bank to process PCA premiums, with the standard corporate officers as signers.

**APPROVED** the appointment of Barbara Weintraub to serve as a member of the Board of Governors of the University of Miami Hospital and Clinics/Sylvester Cancer Center for a term of one year.

### Approval of the Minutes

The minutes of February 20, 1995 were approved as submitted. Excused absences were approved for Professors Bixby, Curtis, Holtmann, Mangrum, Masoud, Olson, Schwartz, and Waters.

### Ph.D. in Romance Languages (First Reading)

The Chair introduced Graduate School Dean Khalil who presented the proposal for a Ph.D. in Romance Languages. Dean Khalil stated that the proposal received unanimous approval from the Graduate Council and enthusiastic endorsement from outside consultants. Dean Murfin, College of Arts and Sciences, complimented the Department Chair on the improvement of the Foreign Languages programs. In response to a query, Professor Ellison, Chair of the Department of Foreign Languages and Literatures, spoke about strengthening the department and broadening its offerings. It was *moved* and seconded to approve the proposal. The *motion carried unanimously*. It was *moved* and seconded to waive the second reading and approve the proposal as submitted. The *motion carried*.

### New Joint Major in Pharmacology - Biology (First Reading)

Dean Murfin spoke about the concept of the proposed new major. Professor Yacoub introduced Professor Potter, Chair of the Department of Pharmacology, to describe the proposal. In response to a query about the mathematics requirement for the program, former Dean Wilson explained that since this would be a standard Arts and Sciences Bachelor of Science degree, calculus will be required, as well as all of the general education requirements. Professor Whelan assured the Senate that a 200-level Biochemistry course will be in place next fall. It was *moved* and seconded to approve the first reading of the proposed major and to put it on the April agenda for a second reading. The *motion carried*.


### Special Report from the Committee on Rank, Salary and Conditions of Employment

Professor Clasby distributed and summarized the Patent and Copyright Policy as outlined in the *Faculty Manual*. He presented a special report and recommendation from the Committee on Rank, Salary and Conditions of Employment which asked the Senate to look into the interpretation of the Patent and Copyright Policy as it pertains to the faculty as a whole. It was *moved* and seconded to adopt the recommendation of the Committee and to appoint an appropriate committee to clarify the issue. In answer to a query about the interpretation of the policy, the Provost stated that University Counsel and outside counsel had been consulted. The *motion carried*.



MEMORANDUM

To: Dean Ross Murfin  
College of Arts and Sciences

For: Kamal Yacoub   
Chair, Faculty Senate

Date: March 9, 1995

Subject: March 27 Meeting of the Faculty Senate

This is to inform you that the agenda for the next Faculty Senate Meeting includes two items related to your College.

- 1 - Ph. D. in Romance Languages
- 2 - New major in Pharmacology and Biology

The meeting starts at 3:00 p.m. As of now these two items head the agenda after remarks from the Chair and the President.

Please make sure that at least one representative from each program is available to present the issue and answer questions.

cc: Provost Luis Glaser  
Chair of the Department of Foreign Languages  
Chair of the Department of Biology  
Chair of the Department of Molecular and Cellular Pharmacology

KY/ca


c:\doc\yacoub\3-9-95.rm



MEMORANDUM

February 8, 1995

TO: Dr. Kamal Yacoub, Chairman  
Faculty Senate and Government

FROM: Tarek M. Khalil, Dean   
The Graduate School

SUBJECT: Proposal for Romance Languages Ph.D. Program

The Graduate Council unanimously approved the proposed Ph.D. program in Romance Languages at the February 7, 1995 meeting.

I am enclosing a copy of the proposal for your action. I am also enclosing a copy of the report submitted by the external reviewers and a report prepared by the Committee on Programs and Degrees.

TMK:nb

Enclosures

Copy to: Dr. David Ellison, Chair  
Department of Foreign Languages  
Dr. Ross Murfin, Dean  
College of Arts and Sciences

## Report of the Programs and Degrees Subcommittee Group II on the Proposed Ph.D. Program in Romance Languages

External Reviewers of the proposed Ph.D. Program in Romance Languages visited campus October 24 and 25. The reviewers were Professor Steven Ungar of the University of Iowa and Professor Gerald Prince of the University of Pennsylvania. The members of the subcommittee unanimously concur with the report of the external reviewers of the proposal to establish a Ph.D. in Romance Languages. In endorsing the proposal presented by the Department of Foreign Languages and Literatures, Professors Ungar and Prince conclude:

We see reason to support the department's proposal of a medium-sized program (25 to 35 students on campus seven to nine years after the start of recruitment), particularly in light of the University of Miami's international mission and its location in a multi-lingual and pluri-cultural environment. Expanding the current Ph.D. in Spanish to a Ph.D. in Romance Languages will benefit the former by invigorating its intellectual environment, not only by situating it in a wider Romance tradition; it will also raise the University of Miami's (inter)national standing and its visibility.

Like the external reviewers, the subcommittee finds the credentials of the faculty involved in the program impressive and equal to the challenge of starting a new Ph.D. program and fostering the scholarly climate necessary for such a program to thrive. Professors Ungar and Prince observe:

Recent appointments in French and Spanish have built a critical mass of active research faculty necessary for a Ph.D. program in Romance Languages.

Finding the faculty "particularly impressive," Ungar and Prince suggest that recent appointments to the faculty distinguish the program and create a unique opportunity:

Indeed we can think of no other university in which the number and quality of recent appointment in French holds as much promise for substantial upscaling and recognition.

The subcommittee's support of the proposal was bolstered by the external reviewers finding a need in our geographic region for a program such as the one proposed by the Department of Foreign Languages and Literatures. We were especially concerned about adding a new program at a time when many universities were cutting existing programs or cutting their size. The external reviewers reassured us that creating a new program would not result in a new unneeded program. Professors Ungar and Prince suggest quite the opposite:

Establishing such a program at the University of Miami would fill an existing need in the South Florida (at present no school in the region offers Ph.D.s in both French and Spanish) and Southeastern U.S. regions, as well as compete with comparable programs at the Univer



Report of the Programs and Degrees Subcommittee Group II  
on the Proposed Ph.D. Program in Romance Languages  
Page 2

sity of Virginia, University of Georgia, University of North Carolina-Chapel Hill, and Tulane University.

The subcommittee investigated in some detail the budget proposed by Professor David Ellison, the current chair of the Department of Foreign Languages and Literatures. Although the external reviewers do not attempt to analyze in detail the proposed budget, they do find the proposed library budget adequate for expansion of holdings to meet the needs of a new Ph.D. program. The subcommittee requested from the Dean of the Graduate School an analysis of the proposed budget to see how accurate its estimations were and whether the anticipated expenditures would insure a quality program without producing an unreasonable and unanticipated budgetary drain on the university. The Dean provided a budget analysis which is attached here.

Satisfied with the Dean's budget analysis and the thoughtful conclusions of the external reviewers, the subcommittee on programs urge a positive response to the proposal. We concur with Professors Ungar and Prince that "the potential for excellence set forth in the current proposal is likely to contribute to the University of Miami's international character.

In summation, the Subcommittee:

- Recommends the adoption of the program as outlined in the proposal submitted by the Department of Foreign Languages and Literature.
- Recommends the adoption of the attached budget.

February 1995

Subcommittee members:

- Dr. A. Barthelemy, English
- Dr. E. Clasby, Faculty Senate Representative
- Dr. J.P. Madou, Foreign Languages
- Dr. H. Thomas, History
- Dr. P. Wilson, Music

## Estimated Cost Breakdown of Proposed Ph.D. Program in Romance Languages

BUDGET					
EXPENSES & REVENUES	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
TA's		\$ 38,564.00 4 @ \$9,641.00	\$ 86,769.00 9 @ \$9,641.00	\$ 125,333.00 13 @ \$9,641.00	\$ 125,333.00 13 @ \$9,641.00
Staff		\$ -	\$ -	\$ -	\$ -
Library		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	-
Equipment (computers)		\$ 8,000.00	\$ -	\$ -	\$ -
Miscellaneous (Advertising, brochures, etc.)		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Tuition Waiver 18 credits @ \$706*/stu/yr = \$12,708/stu		\$ 50,832.00	\$ 114,372.00	\$ 165,204.00	\$ 165,204.00
<b>TOTAL EXPENSES</b>	\$ 1,000.00	\$ 107,896.00	\$ 211,641.00	\$ 301,037.00	\$ 291,037.00
Tuition Revenues (based on projected number of students in courses)		\$ 50,832.00 (4 Students)	\$ 114,372.00 (9 Students)	\$ 165,204.00 (13 Students)	\$ 165,204.00 (13 Students)
Projected Faculty Savings From Student Teaching (\$2,100/course/lecturer)		\$33,600.00 (16 courses)	\$75,600.00 (36 courses)	\$84,000.00 (40 courses)	\$84,000.00 (40 courses)
<b>TOTAL REVENUES &amp; SAVINGS</b>	\$ 84,432.00	\$ 84,432.00	\$ 189,972.00	\$ 249,204.00	\$ 249,204.00
<b>NET INCREMENTAL COST</b>	\$1,000.00	\$ 23,464.00	\$ 21,669.00	\$ 51,833.00	\$ 41,833.00

\* Estimated cost of \$706.00 per credit hour beginning Fall, 1995 (i.e., a 5% increase over current cost of \$672.00)  
All estimates are based on academic year 1995-1996 dollars.

According to department chairmen, plan anticipates no new faculty costs on slots associated with this program.

**Please note: THESE COST DO NOT INCLUDE TUITION REVENUE OFFSETS OF ANY POTENTIAL SELF-SUPPORTING STUDENTS.  
TUITION INCOME FROM NON-PROGRAM STUDENTS IS ALSO NOT INCLUDED IN BUDGET ESTIMATES.**

November 8, 1994

Dean Tarek M. Khalil  
The Graduate School  
University of Miami  
Coral Gables, FL 33124



Dear Dean Khalil:

We forward the attached report as part of our evaluation of the proposed Ph.D. in Romance Languages submitted by the Department of Foreign Languages and Literatures. We hope that it will prove useful to you and your colleagues in giving to this proposal the serious consideration that it deserves.

Please do not hesitate to contact either of us if you have questions or if we can be of further assistance to you in this matter.

Sincerely,

Handwritten signature of Steven Ungar in cursive.

Steven Ungar  
Professor of French and  
Comparative Literature  
The University of Iowa

Handwritten signature of Gerald J. Prince in cursive.

Gerald J. Prince  
Professor of French  
University of Pennsylvania

P.S. We are forwarding our expenses to your office individually under separate cover.

Report on the  
Proposal for a Doctor of Philosophy in Romance Languages at the  
University of Miami

by Steven Ungar (University of Iowa)  
and Gerald Prince (University of Pennsylvania)  
November 1994

#### INTRODUCTION

As external reviewers of the proposal for a Ph.D. in Romance Languages submitted by the Department of Foreign Languages and Literatures at the University of Miami, we studied the department's proposal and made a site visit to the Coral Gables campus on October 24 and 25. During the visit we interviewed faculty members, staff, and graduate students in French and Spanish. In addition, we spoke with Dean Ross Murfin, Provost Luis Glaser, and the Programs and Degrees Subcommittee chaired by Dean Tarek M. Khalil. We have composed this report jointly after comparing notes and exchanging drafts. In the interests of clarity and at the risk of clumsiness and repetition, we have organized our remarks following the eight subheadings in part II of the department's proposal.

#### RATIONALE

Recent appointments in French and Spanish have built a critical mass of active research faculty necessary for a Ph.D. program in Romance Languages. Establishing such a program at the University of Miami would fill an existing need in the South Florida (at present no school in the region offers Ph.D.s in both French and Spanish) and Southeastern U.S. regions, as well as compete with comparable programs at the University of Virginia, University of Georgia, University of North Carolina-Chapel Hill, and Tulane University. We see reason to support the department's proposal of a medium-sized program (25 to 35 students on campus seven to nine years after the start of recruitment), particularly in light of the University of Miami's international mission and its location in a multi-lingual and pluri-cultural environment. Expanding the current Ph.D. in Spanish to a Ph.D. in Romance Languages will benefit the former by invigorating its intellectual environment, not only by situating it in a wider Romance tradition; it will also raise the University of Miami's (inter)national standing and its visibility.

#### PHYSICAL RESOURCES

As Appendix A of the proposal argues in some detail, library holdings for journals and books in French literature and language could be brought up to par with holdings at institutions with comparable Ph.D.

programs through expenditures of \$30,000 allocated over three to four years.

Inadequate office space remains a serious (though not crippling) problem for faculty members and graduate students. The institutional space provided to an academic unit bears directly on the intellectual environment, research, and teaching. It also affects the unit's competitiveness to recruit and retain graduate students.

#### CURRICULUM

Listings of French courses in part II and Appendices D and E of the proposal are viable in terms of faculty resources. They constitute the kinds of offerings that a competitive Ph.D. program would be expected to provide on a regular basis. Parity between Spanish and French offerings benefit candidates in both tracks. Retaining a certain degree of autonomy will also facilitate cooperation between the French and Spanish tracks in a number of basic curricular endeavors. Established links between faculty in Spanish and French with colleagues in Philosophy, English, and Women's Studies are to be commended and could be extended through cross-listing and team-teaching. Other links could be fostered, for instance, with History and Film.

#### FACULTY

As suggested above, this key area is particularly impressive. Indeed we can think of no other university in which the number and quality of recent appointments in French holds as much promise for substantial upscaling and recognition. The appointments of Professors Heyndels, Pepper, Ellison, Madou, Wright, and Holdengräber over the past five years have energized other colleagues in French such as Barbara Woshinsky, Celita Lamar, and Gordon Browning. They have established a core of active teacher-scholars some of whom--Heyndels, Madou, and Ellison--already enjoy national and even international recognition.

Areas of particular expertise include literature and philosophy in 19th and 20th century France, literary criticism, and contemporary French thought. There are also clear signs of potential strength in Medieval, Renaissance, and Baroque periods and in the kind of training in philology and history that Michelle Wright brings to her interests in Arthurian studies. Along with the upcoming searches in Spanish and the possibility of future searches in German and Russian, the high quality of recent appointments in French (and in Spanish) is likely to affect other departmental programs in a positive way.

The leadership exercised by David Ellison as Chair of Foreign Lan-

guages and Literatures has been a boon to the unit. As a recognized scholar of twentieth-century French fiction and author of respected books on Proust and Camus, he remains the individual from whom senior and junior colleagues look for guidance. It should also be noted that the appointments of Ellison, Madou, Pepper and Holdengraber by Ralph Heyndels during his term as Chair were also instrumental in preparing the department to implement the kind of competitive Ph.D. program unit that is the objective of the current proposal.

#### STUDENTS

Our interview with about a dozen students in Spanish and French was lively and informative. It convinced us that they already have a sense of collective identity and that they see the proposed Ph.D. in Romance Languages as a means of meeting a number of shared concerns related to curriculum, office space, and financial support. Those now enrolled in the M.A. program in French spoke in particular about the desirability of greater emphasis on Francophone topics and literary theory. Additional remarks called for greater clarity in determining the transfer of graduate credits and degrees earned at other institutions. Such clarity is essential to recruitment efforts as well as to the students' morale and, most generally, to the efficient functioning of graduate programs.

Many of the students also expressed the hope that opportunities for study and/or research abroad (through exchange programs, for example) would become regularly available in years to come. Like them, we believe that the department should explore and promote such options. We further recommend that the typical duration of four years to complete the Ph.D. program (from entrance with a B.A. or its equivalent) be extended in some cases to a fifth year, especially when the dissertation project holds exceptional promise of publication.

#### ADMINISTRATION

The office staff whom we met struck us as professional, efficient, and courteous. The request for additional staff and telephone lines seems reasonable, as does the request for extra funding to publicize the new Ph.D. program, if and when it is approved and implemented. For the faculty member appointed as Director of Graduate Studies, the reduction of one course per year is in line with reductions at comparable institutions.

#### BUDGET

The transition from lectureships to teaching assistantships is a normal one for programs moving from the M.A. to the Ph.D. It is vital

that teaching experience be part of a normal graduate career for future colleagues expecting to compete for tenure-track appointments in a national and international market. It is also vital to provide financial support to these future colleagues during their training. As mentioned above in the section on physical resources, we find that the sum requested to upgrade the library's holdings in French literature is reasonable.

#### COMPARISON WITH PROGRAMS AT COMPARABLE UNIVERSITIES

Information on existing programs at Florida, Princeton, Michigan, North Carolina-Chapel Hill, and Virginia provides a sense of active Ph.D. programs on which the current proposal is grounded. It also identifies the potential pool of students from which the proposed Ph.D. in Romance Languages at Miami would hope to recruit. We believe that, if implemented, the new Ph.D. program will play in South Florida and the Southeastern United States the role that established graduate programs play in their regions and universities. We also believe that the proposed Ph.D. can compete successfully in Florida and the Southeastern United States and that with the right amounts of effort and support, it can within a decade or so move toward becoming one of the top twenty programs in the country.

#### CONCLUSION AND RECOMMENDATIONS

The initiative to establish a new Ph.D. program in Romance Languages at a moment when similar programs at other universities are being cut back is remarkable. Circumstances in the Department of Foreign Languages and Literatures and at the University of Miami have converged to create the human and physical resources necessary to establish and maintain a serious program with potential strengths in modern (post-Revolutionary) and early modern areas. The present faculty in French constitutes a concrete resource on which the proposed program can draw. Together with additions to library holdings and sustained efforts to oversee the recruitment of graduate students, the potential for excellence set forth in the current proposal is likely to contribute decisively to the University of Miami's international character.

In sum, we recommend support of the proposal.

# Proposal for a New Graduate Degree Program

## Doctor of Philosophy in Romance Languages

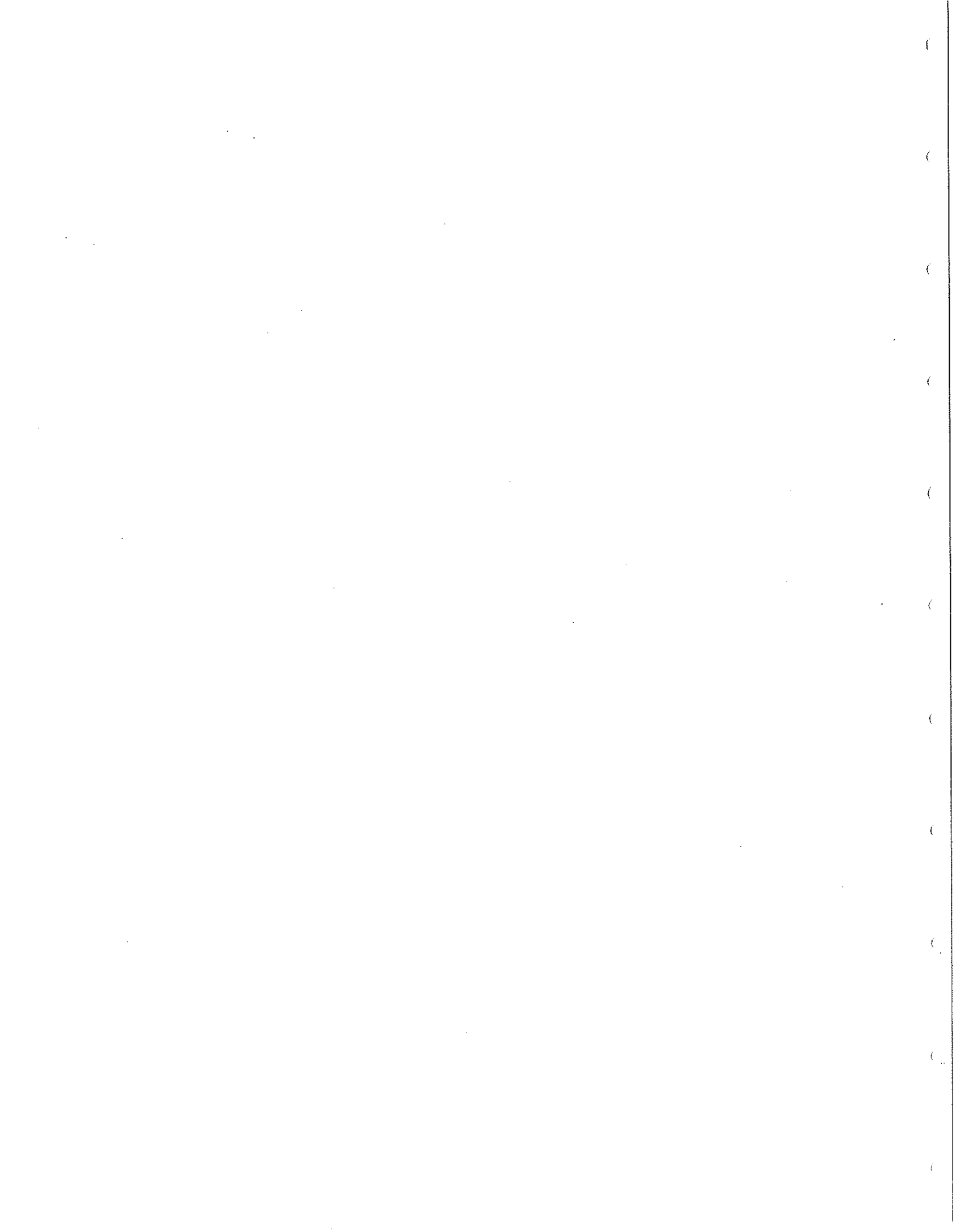
Submitted by the  
Department of Foreign Languages and Literatures

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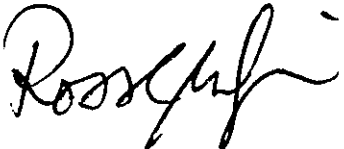




COLLEGE OF ARTS AND SCIENCES

*Office of the Dean*MEMORANDUM

**TO:** Tarek M. Khalil  
Dean of the Graduate School

**FROM:** Ross C Murfin   
Dean

**DATE:** February 2, 1995

**SUBJECT:** Ph.D. in Romance Languages and Literatures

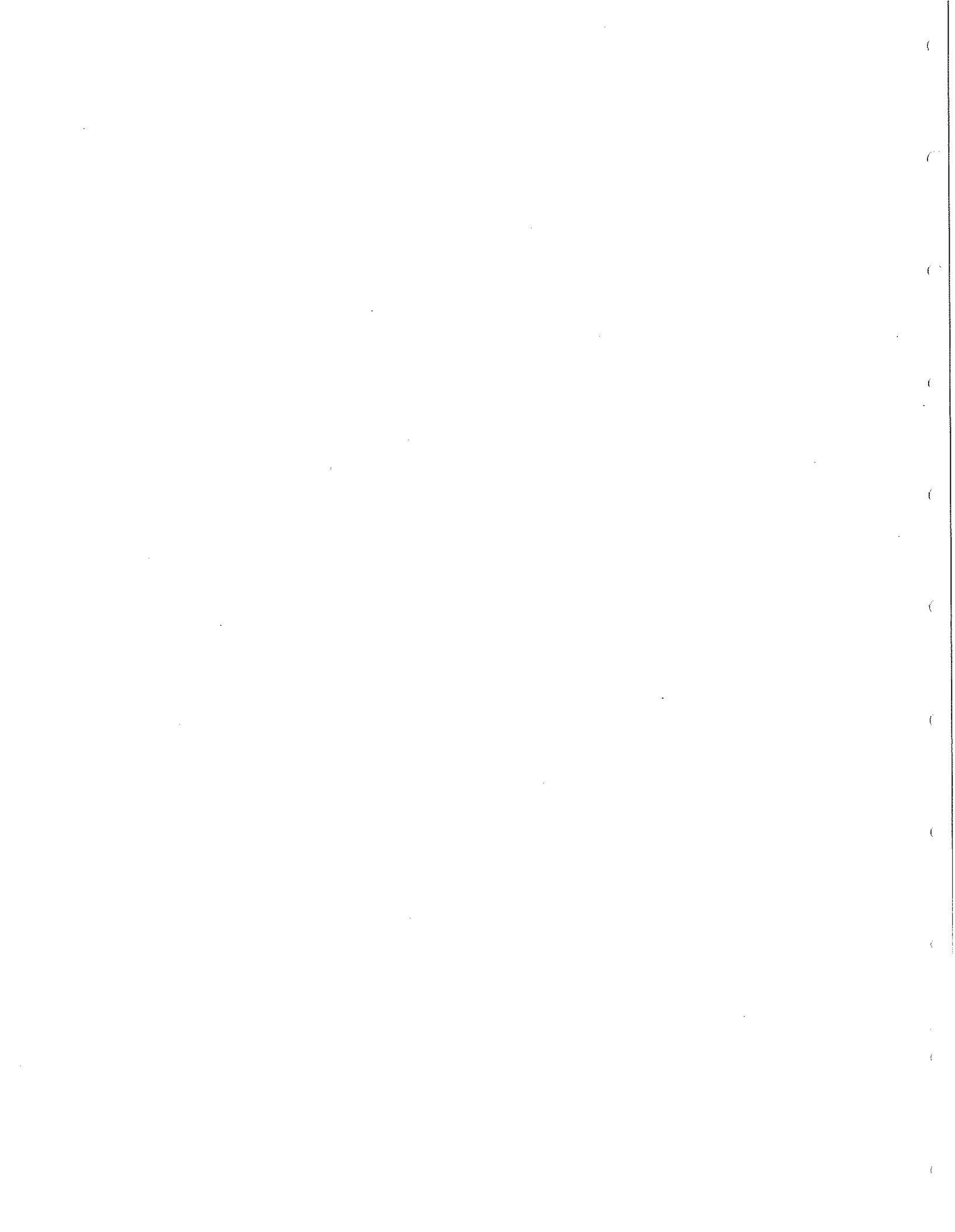
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I am happy to convey, via this memo, my enthusiastic support of the proposal by the Department of Foreign Languages and Literatures to expand its existing Ph.D. program in Spanish into a Ph.D. in Romance Languages and Literatures.

Even before the Graduate School-appointed team of external reviewers visited our campus, I believed strongly that recent additions to the faculty in the areas of French, comparative literature, and critical theory more than justified this kind of expansion in scope of the department's graduate program. Based on conversations I had with the reviewers and their subsequent report, I am now absolutely certain that the department is poised to offer a first-rate Ph.D. program in Romance Languages and Literatures.

The budget accompanying the proposal to establish this new degree program has my full approval. Although University finances are tight at the moment, the cost of adding 13 assistantships is relatively small, thanks to the fact that new TAs will obviate our need to continue hiring part-time and non-tenure-track faculty. All in all, I think that the new graduate program as outlined represents an exciting step forward for the College, a logical and strategic move for a University situated at the crossroads of Europe and the Americas, and a "good deal," financially speaking, as well.

pc: David Ellison, Chairperson  
Department of Foreign Languages and Literatures



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Like the external reviewers, the subcommittee finds the credentials of the faculty involved in the program impressive and equal to the challenge of starting a new Ph.D. program and fostering the scholarly climate necessary for such a program to thrive. Professors Ungar and Prince observe:

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Satisfied with the Dean's budget analysis and the thoughtful conclusions of the external reviewers, the subcommittee on programs urge a positive response to the proposal. We concur with Professors Ungar and Prince that "the potential for excellence set forth in the current proposal is likely to contribute to the University of Miami's international character.

In summation, the Subcommittee:

-Recommends the adoption of the program as outlined in the proposal submitted by the Department of Foreign Languages and Literature.

-Recommends the adoption of the attached budget.

February 1995

Subcommittee members:

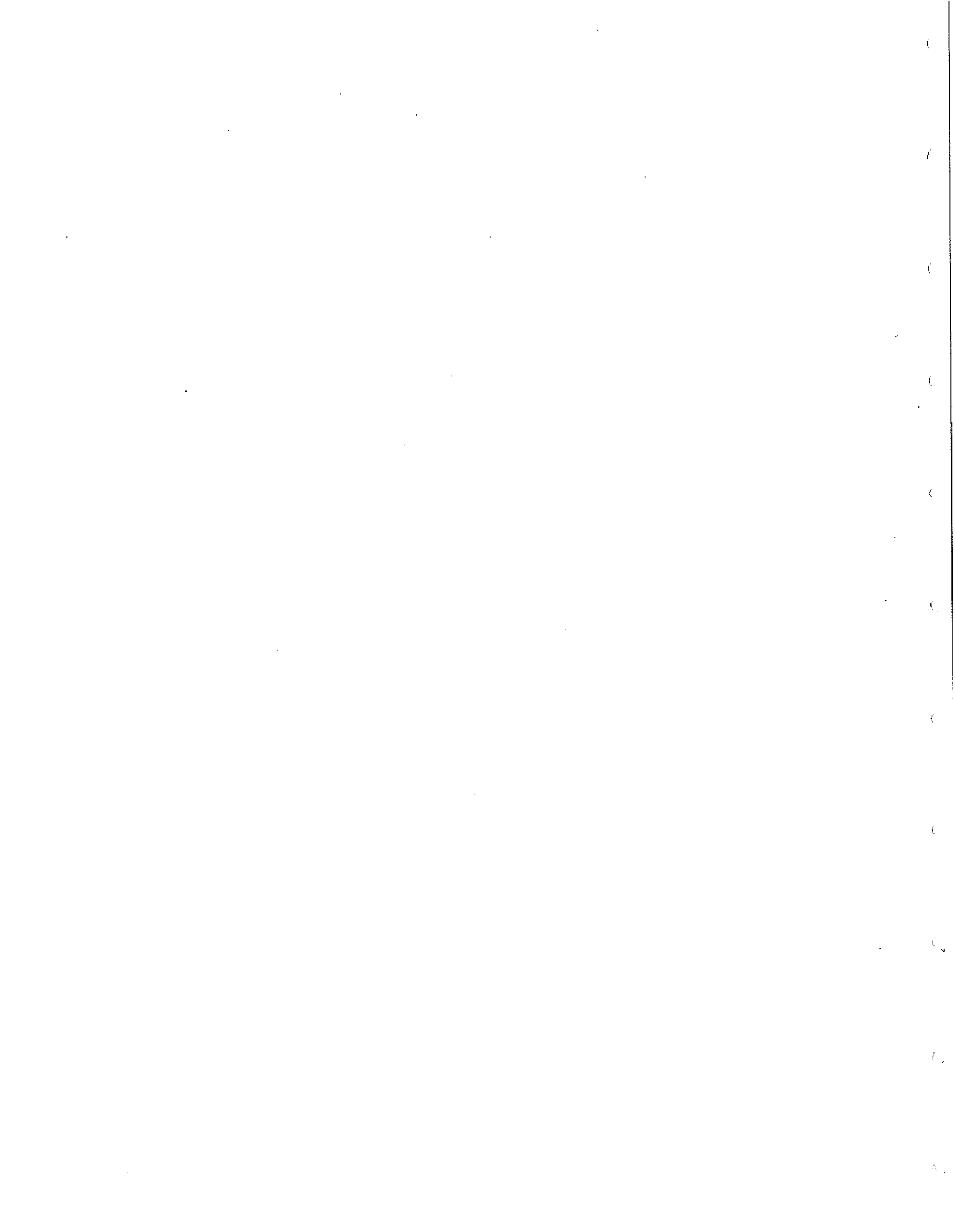
Dr. A. Barthelemy, English  
Dr. E. Clasby, Faculty Senate Representative  
Dr. J.P. Madou, Foreign Languages  
Dr. H. Thomas, History  
Dr. P. Wilson, Music

Estimated Cost Breakdown of Proposed Ph.D. Program  
in Romance Languages

BUDGET					
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Tuition Revenues (based on projected number of students in courses)		\$ 50,832.00 (4 Students)	\$ 114,372.00 (9 Students)	\$ 165,204.00 (13 Students)	\$ 165,204.00 (13 Students)
Projected Faculty Savings From Student Teaching (\$2,100/course/lecturer)		\$33,600.00 (16 courses)	\$75,600.00 (36 courses)	\$84,000.00 (40 courses)	\$84,000.00 (40 courses)
<b>TOTAL REVENUES &amp; SAVINGS</b>		\$ 84,432.00	\$ 189,972.00	\$ 249,204.00	\$ 249,204.00
<b>NET INCREMENTAL COST</b>	\$1,000.00	\$ 23,464.00	\$ 21,669.00	\$ 51,833.00	\$ 41,833.00

\* Estimated cost of \$706.00 per credit hour beginning Fall, 1995 (i.e., a 5% increase over current cost of \$672.00).  
All estimates are based on academic year 1995-1996 dollars.

According to department chairmen, plan anticipates no new faculty costs on slots associated with this program.  
Please note: THESE COST DO NOT INCLUDE TUITION REVENUE OFFSETS OF ANY POTENTIAL SELF-SUPPORTING STUDENTS.  
TUITION INCOME FROM NON-PROGRAM STUDENTS IS ALSO NOT INCLUDED IN BUDGET ESTIMATES.



Report on the  
Proposal for a Doctor of Philosophy in Romance Languages at the  
University of Miami

by Steven Ungar (University of Iowa)  
and Gerald Prince (University of Pennsylvania)  
November 1994

#### INTRODUCTION

As external reviewers of the proposal for a Ph.D. in Romance Languages submitted by the Department of Foreign Languages and Literatures at the University of Miami, we studied the department's proposal and made a site visit to the Coral Gables campus on October 24 and 25. During the visit we interviewed faculty members, staff, and graduate students in French and Spanish. In addition, we spoke with Dean Ross Murfin, Provost Luis Glaser, and the Programs and Degrees Subcommittee chaired by Dean Tarek M. Khalil. We have composed this report jointly after comparing notes and exchanging drafts. In the interests of clarity and at the risk of clumsiness and repetition, we have organized our remarks following the eight subheadings in part II of the department's proposal.

#### RATIONALE

Recent appointments in French and Spanish have built a critical mass of active research faculty necessary for a Ph.D. program in Romance Languages. Establishing such a program at the University of Miami would fill an existing need in the South Florida (at present no school in the region offers Ph.D.s in both French and Spanish) and Southeastern U.S. regions, as well as compete with comparable programs at the University of Virginia, University of Georgia, University of North Carolina-Chapel Hill, and Tulane University. We see reason to support the department's proposal of a medium-sized program (25 to 35 students on campus seven to nine years after the start of recruitment), particularly in light of the University of Miami's international mission and its location in a multi-lingual and pluri-cultural environment. Expanding the current Ph.D. in Spanish to a Ph.D. in Romance Languages will benefit the former by invigorating its intellectual environment, not only by situating it in a wider Romance tradition; it will also raise the University of Miami's (inter)national standing and its visibility.

#### PHYSICAL RESOURCES

As Appendix A of the proposal argues in some detail, library holdings for journals and books in French literature and language could be brought up to par with holdings at institutions with comparable Ph.D.



programs through expenditures of \$30,000 allocated over three to four years.

Inadequate office space remains a serious (though not crippling) problem for faculty members and graduate students. The institutional space provided to an academic unit bears directly on the intellectual environment, research, and teaching. It also affects the unit's competitiveness to recruit and retain graduate students.

#### CURRICULUM

Listings of French courses in part II and Appendices D and E of the proposal are viable in terms of faculty resources. They constitute the kinds of offerings that a competitive Ph.D. program would be expected to provide on a regular basis. Parity between Spanish and French offerings benefit candidates in both tracks. Retaining a certain degree of autonomy will also facilitate cooperation between the French and Spanish tracks in a number of basic curricular endeavors. Established links between faculty in Spanish and French with colleagues in Philosophy, English, and Women's Studies are to be commended and could be extended through cross-listing and team-teaching. Other links could be fostered, for instance, with History and Film.

#### FACULTY

As suggested above, this key area is particularly impressive. Indeed we can think of no other university in which the number and quality of recent appointments in French holds as much promise for substantial upscaling and recognition. The appointments of Professors Heyndels, Pepper, Ellison, Madou, Wright, and Holdengraber over the past five years have energized other colleagues in French such as Barbara Woshinsky, Celita Lamar, and Gordon Browning. They have established a core of active teacher-scholars some of whom--Heyndels, Madou, and Ellison--already enjoy national and even international recognition.

Areas of particular expertise include literature and philosophy in 19th and 20th century France, literary criticism, and contemporary French thought. There are also clear signs of potential strength in Medieval, Renaissance, and Baroque periods and in the kind of training in philology and history that Michelle Wright brings to her interests in Arthurian studies. Along with the upcoming searches in Spanish and the possibility of future searches in German and Russian, the high quality of recent appointments in French (and in Spanish) is likely to affect other departmental programs in a positive way.

The leadership exercised by David Ellison as Chair of Foreign Lan-

guages and Literatures has been a boon to the unit. As a recognized scholar of twentieth-century French fiction and author of respected books on Proust and Camus, he remains the individual from whom senior and junior colleagues look for guidance. It should also be noted that the appointments of Ellison, Madou, Pepper and Holdengraber by Ralph Heyndels during his term as Chair were also instrumental in preparing the department to implement the kind of competitive Ph.D. program unit that is the objective of the current proposal.

#### STUDENTS

Our interview with about a dozen students in Spanish and French was lively and informative. It convinced us that they already have a sense of collective identity and that they see the proposed Ph.D. in Romance Languages as a means of meeting a number of shared concerns related to curriculum, office space, and financial support. Those now enrolled in the M.A. program in French spoke in particular about the desirability of greater emphasis on Francophone topics and literary theory. Additional remarks called for greater clarity in determining the transfer of graduate credits and degrees earned at other institutions. Such clarity is essential to recruitment efforts as well as to the students' morale and, most generally, to the efficient functioning of graduate programs.

Many of the students also expressed the hope that opportunities for study and/or research abroad (through exchange programs, for example) would become regularly available in years to come. Like them, we believe that the department should explore and promote such options. We further recommend that the typical duration of four years to complete the Ph.D. program (from entrance with a B.A. or its equivalent) be extended in some cases to a fifth year, especially when the dissertation project holds exceptional promise of publication.

#### ADMINISTRATION

The office staff whom we met struck us as professional, efficient, and courteous. The request for additional staff and telephone lines seems reasonable, as does the request for extra funding to publicize the new Ph.D. program, if and when it is approved and implemented. For the faculty member appointed as Director of Graduate Studies, the reduction of one course per year is in line with reductions at comparable institutions.

#### BUDGET

The transition from lectureships to teaching assistantships is a normal one for programs moving from the M.A. to the Ph.D. It is vital

that teaching experience be part of a normal graduate career for future colleagues expecting to compete for tenure-track appointments in a national and international market. It is also vital to provide financial support to these future colleagues during their training. As mentioned above in the section on physical resources, we find that the sum requested to upgrade the library's holdings in French literature is reasonable.

#### COMPARISON WITH PROGRAMS AT COMPARABLE UNIVERSITIES

Information on existing programs at Florida, Princeton, Michigan, North Carolina-Chapel Hill, and Virginia provides a sense of active Ph.D. programs on which the current proposal is grounded. It also identifies the potential pool of students from which the proposed Ph.D. in Romance Languages at Miami would hope to recruit. We believe that, if implemented, the new Ph.D. program will play in South Florida and the Southeastern United States the role that established graduate programs play in their regions and universities. We also believe that the proposed Ph.D. can compete successfully in Florida and the Southeastern United States and that with the right amounts of effort and support, it can within a decade or so move toward becoming one of the top twenty programs in the country.

#### CONCLUSION AND RECOMMENDATIONS

The initiative to establish a new Ph.D. program in Romance Languages at a moment when similar programs at other universities are being cut back is remarkable. Circumstances in the Department of Foreign Languages and Literatures and at the University of Miami have converged to create the human and physical resources necessary to establish and maintain a serious program with potential strengths in modern (post-Revolutionary) and early modern areas. The present faculty in French constitutes a concrete resource on which the proposed program can draw. Together with additions to library holdings and sustained efforts to oversee the recruitment of graduate students, the potential for excellence set forth in the current proposal is likely to contribute decisively to the University of Miami's international character.

In sum, we recommend support of the proposal.

## PROPOSAL FOR A NEW Ph.D. PROGRAM IN ROMANCE LANGUAGES

### 1. Rationale

The University of Miami identifies itself to the outside world as a global institution of higher learning. At the crossroads between the Americas and in an increasingly strategic position for trade, commerce and intellectual exchange with Europe, Miami is the appropriate location for a university with a genuinely international focus.

For the past several years, with the support of the Provost and Dean of Arts and Sciences, the department of Foreign Languages and Literatures has been building on its strengths in both Spanish and French language, literature and culture. New colleagues have been hired at both senior and junior levels, and we now find ourselves able to propose a Ph.D. program in Romance Languages that would include both a Spanish and a French track. For our university to have an international focus, it is imperative that its academic programs in the two most-taught languages in the United States have both depth and breadth. For this reason we are presenting to the Graduate School a Ph.D. proposal that we feel is justifiable for two essential reasons: 1. by offering this Ph.D., we are responding to the intellectual needs of the community of South Florida, which has a very large Spanish-speaking population and an ever-growing population whose language of culture is French; 2. as we shall demonstrate at later points in this paper, we now have an internationally recognized research faculty in both Spanish and French whose expertise will attract excellent students from this country and abroad. We are proposing a graduate curriculum which is not only pedagogically sound, but

innovative in its interdisciplinary focus: we expect to create a Ph.D. that can compete with the best doctoral programs of the top research universities.

a. The title of the degree is Ph.D. in Romance Languages. Students who enroll for the degree will choose either the Spanish or the French track, and their transcripts will indicate clearly which language is their major field. By adopting this "umbrella" title for the degree, we can continue to accommodate those students pursuing the currently-existing Spanish Ph.D. program while simultaneously opening a track for students interested in French literature and culture. As you will see from the attached documents, we are proposing that the Spanish and French curricula be parallel in their structure. Although many of the Spanish 500 and 600-level courses will remain as they are, there will be some changes -- for purposes of symmetry with the French offerings, and in order to reflect certain transformations within the discipline of Spanish literature that have occurred in the past decade.

b. The degree has the usual purpose or goal of Ph.D. programs, which is to offer rigorous philological and literary training to students who contemplate a professional future in which specialized knowledge of Spanish or French language, literature and culture is required.

c. In Florida, only Florida State University and the University of Florida at Gainesville offer Ph.D.s in both French and Spanish. Florida International University is in the process of implementing a Ph.D. in Spanish only. Florida Atlantic University and the University of South Florida do not have doctoral programs in either field. Given the size of South Florida's population and given the international mission of the University of Miami, it is clear that the establishing of a Ph.D. program in Romance Languages will meet a real need and serve a worthy intellectual purpose.

Regionally, the University of Georgia at Athens offers a Ph.D. in Romance Languages (with majors in French, Italian, Portuguese, and Spanish); Emory University has Ph.D.s in both French and Spanish; the University of North Carolina at Chapel Hill has Ph.D.s in French, Italian, Portuguese, Spanish, and Spanish-American literature; and Duke University has Ph.D.s in both Spanish and French.

Other distinguished programs with which we would hope to compare ourselves on a national level and which currently have Ph.D. programs in Romance Languages and Literatures are: the University of Michigan; the University of Virginia; and Princeton University.

It has been reported in a number of academic publications that the expected large numbers of retirements of professors in the Humanities will free up positions for young scholars completing their Ph.D.s. Although the job market is still tight in the foreign languages, students with excellent training and credentials are able to find jobs in the best institutions. There are, of course, what might be called "local variations." In the job search our department has just completed for Assistant Professors of French and Spanish, there were far fewer applications for a position in French Medieval literature than there were for a position in modern Latin American literature. This would tend to indicate what many of us sense intuitively: that certain sub-fields within a discipline have experienced a glut of Ph.D.s, while others, comparably less populated, offer greater chances of success for each individual job candidate.

As we shall discuss more fully later in this document, we plan a modest-sized program, one that would meet the needs of our area and that would correspond to the interests and abilities of our faculty, but without producing an irresponsibly high number of new Ph.D.s in the current market situation.

d. The members of our faculty who would be teaching in the Romance Languages Ph.D. program all have broad interdisciplinary backgrounds. Some of us have a special interest in the relations between literature and philosophy, others between literature and the arts, still others work on issues such as gender studies, the sociology of literature, and literary theory. Hence our closest intellectual ties at the University of Miami would be with the departments and programs of philosophy, music, art, English, Women's Studies, history, sociology and anthropology.

(i) It should be noted that interactions with these departments are already well-established. We are co-sponsoring several lectures with the English department this year; a couple of team-taught courses are currently being organized between our department and Philosophy; one of our faculty will direct Women's Studies as of next year; and we have worked with the Chairman of the department of Anthropology to create a center for Critical and Social Studies at the University of Miami.

We are convinced that the creation of a Ph.D. program in Romance Languages would benefit other cognate fields at the University of Miami, and that the exchange of ideas between our department and those mentioned above would enhance the intellectual vitality of the institution, both for students and faculty.

e. It is perhaps no coincidence that our department has been working simultaneously on a fundamental review of its undergraduate curriculum as well as the creation of the Ph.D. in Romance Languages. The Ph.D. that you will see described on the following pages develops logically from pedagogical premises that we have sought to establish for the teaching of language, literature and culture at all levels. Particularly relevant to the present proposal is the redesigning of our 500-level courses -- which can be taken by advanced

undergraduates and graduate students. We conceive of our curriculum as a continuity, and think that the collaborative work of advanced undergraduates and graduate students in 500-level seminars will be beneficial to both groups, and will serve to encourage our best undergraduate majors to remain at the University of Miami for the M.A. and Ph.D.

## 2. Physical Resources

a. Library Holdings: See Appendix A.

b. and c. We do not require "laboratory equipment" as such, this being a program in the Humanities and not the Sciences. However, it is important to note that we do have an up-to-date, technologically sophisticated language laboratory that can be used in upper-level as well as lower-level Civilization and Culture courses. Since our Ph.D. program would be small in size, there would be no need for additional funding in the language lab due to the arrival of new students at the graduate level.

d. As we bring in new graduate students, we will need computers for them to share. We estimate needing a total of three new computers and printers.

Most importantly, we will require considerably more office space than we currently have on the fifth floor of the Ashe Building to accommodate the new Ph.D. program. We have just hired two new faculty members, one in Spanish and one in French. When they arrive, in August 1994, all offices on our floor will be occupied. We shall begin the hiring process for two associate professors of Spanish in Fall 1994. These future colleagues have no offices to occupy if we are not granted new space before August 1995.

Perhaps most dramatically, in our current configuration we have twenty-four lecturers who share three offices, and ten TAs who share two offices.



We now have nine graduate students in Spanish, all of whom are TAs. By the time our Romance Languages Ph.D. program has gone through a full four-year cycle, we will have 24 graduate students in Spanish and French, or 17 more than we now have. For such an increase in the number of TAs, we will need substantially more office space. If we reduce the number of lecturers and TAs to a manageable number in each office (3 or 4 per office instead of 6 or 7), it becomes clear that we will need some 8 new offices for our department within the next three years, and at least 4 new offices by Fall 1995.

### 3. Curriculum

a. The major divisions of the discipline in which graduate degrees in the French track will be offered are :

- Middle Ages
- Sixteenth Century
- Seventeenth Century
- Eighteenth Century
- Nineteenth Century
- Twentieth Century
- Literary Theory
- Women's Studies
- Francophone Studies

We now offer the following in Spanish:

- Middle Ages
- Golden Age
- Eighteenth and Nineteenth Century
- Twentieth Century
- Colonial Literature
- Contemporary Latin American Literature
- Literary Theory
- Women's Studies

b. We are revising the undergraduate program with a strong emphasis on literature. The new undergraduate program will be more adequate to the proposed degree. Of the 18 required credits at the 300 level and above, 6 must be at the 500 level (we are now requiring one more 500-level literature course than in the past).

c. No proposed additions, deletions or changes to our current curricular structure.

d. Five Professors in our department are affiliated with the department of Philosophy for Directed Readings and forthcoming seminars with Dr. John Knoblock: D.R. Ellison, J-P. Madou, R. Heyndels, P. Holdengräber, Th. Pepper. These faculty have also collaborated with the Chairman of the department of Anthropology to create a center for Critical and Social Studies.

Jane Connolly is on the Advisory Committee for the Master of Arts in Liberal Studies (M.A.L.S.) program.

Barbara Woshinsky and Celita Lamar are members of the Women's Studies Faculty.

We are initiating plans for a faculty exchange program on the graduate level with the University of Lausanne (Switzerland).

e. Description of the proposed program

(i) Requirements for Admission to the Ph.D. Program in Romance Languages

The deadline for applications for the Fall semester is 15 January. (Only under exceptional circumstances will students be considered for admission to the program for the spring semester). To qualify for admission to the program, students must have a minimum G.P.A. of 3.5 and a major in French or Spanish or Comparative Literature with French and/or Spanish as a substantial component. Applicants must submit test scores from the GRE

(domestic students) or the TOEFL (international students), an extensive statement of purpose, writing samples in French or Spanish and English (such as previously-written term papers), and three letters of recommendation.

### Retention in the Program

In order to remain in the Romance Languages Ph.D. program, students must adhere to the rules and regulations stipulated on pp. 46-47 of the Graduate Studies Bulletin (1993-94 edition) of the University of Miami. Especially important are the stipulations contained in the sections "The Supervisory and Dissertation Committees" and "Qualifying Examinations"; students should make themselves familiar with these guidelines. The rules on retention in the Romance Languages Ph.D. program will be the same as those outlined in the Bulletin on pages 46 and 47.

### Specific Degree Requirements for the French Track

Requirements for the graduate program in Romance Languages and literatures (French track). These requirements approximate those already in existence in our current Spanish Ph.D. For a run-down of Spanish requirements, see Appendix B.

Requirements for the Ph.D. in Romance languages (French track) will be satisfied through :

1. passing satisfactorily a minimum of 45 credits in approved courses, at least 24 of which must be at the 600 level; of the 45 credits, the student must take 3 credits in each of the following areas:

- Middle Ages
- Renaissance and Baroque
- Seventeenth Century
- The Enlightenment
- Nineteenth Century
- Twentieth Century
- Literary Theory

2. demonstrating reading knowledge of Latin and two languages other than English and French to be decided in consultation with the designated adviser.
  3. demonstrating competence in textual analysis by making an oral presentation by the end of the second semester in residence.
  4. passing a qualifying examination consisting of four parts: genre, period, critical theory, and literature as related to a cognate field such as philosophy, art history, music, sociology, film, etc. Students must pass the qualifying examination by the end of the fifth semester. Students have the option to take two of the four parts of the qualifying examination at the end of the fourth semester.
  5. submitting a dissertation prospectus within 1 semester of completion of the qualifying examination.
  6. presenting and defending an acceptable dissertation.
  7. satisfying the requirements of the Graduate School as stated in the Bulletin.
- (ii) Sample tracks have been illustrated above and in Appendix B.
- (iii) Following are Course Descriptions for the proposed French track. (For the Spanish offerings, see Appendix C).

## COURSE OFFERINGS IN FRENCH

(For syllabi of 500-level course proposals, see Appendix D;  
For 600-level course proposals, see Appendix E)

- FRE 5-- FRENCH SEMINAR
- FRE 5-- STUDIES IN MEDIEVAL LITERATURE (3 crs.): Cultural and literary trends of the Middle Ages: Epic, drama, Arthurian romance, lyric poetry.
- FRE 5-- STUDIES IN THE RENAISSANCE (3 crs.): Cultural and literary trends of the Renaissance: Pléiade poetry, Louise Labé, Maurice Scève, Rabelais, Montaigne.
- FRE 5-- STUDIES IN SEVENTEENTH CENTURY LITERATURE AND CULTURE (3 crs.): Cultural and literary trends of the French 17th century: Classical theatre, the *roman psychologique*, the *Fables* of La Fontaine, the Moralists.
- FRE 5-- STUDIES IN EIGHTEENTH CENTURY LITERATURE AND CULTURE (3 crs.): Epistolary novel, *roman philosophique*, Exoticism and the myth of the Orient, literature and science, the cultural phenomenon of the *Encyclopédie*.
- FRE 5-- STUDIES IN NINETEENTH CENTURY LITERATURE AND CULTURE (3 crs.): Development of the novel from Balzac to Zola; poetry and theatre from Romanticism to Symbolism.
- FRE 5-- STUDIES IN TWENTIETH CENTURY LITERATURE AND CULTURE (3 crs.): Surrealism, Existentialism, the experimental novel, theatre of the absurd, the film as artistic medium.
- FRE 5-- FRANCOPHONE LITERATURES (3 crs.): Francophone literatures and cultures outside of France: Africa, Maghreb, Antilles, Quebec, Europe.

- FRE 5-- WOMEN IN FRENCH LITERATURE (3 crs.): Women writers and representation of women from the Middle Ages to the present day.
- FLL 5-- LITERARY THEORY (3 crs.): Readings in literary theory and criticism from Aristotle to the present.
- FRE 6-- TOPICS IN FRENCH STUDIES: THE MIDDLE AGES (3 crs.): Specific genres, works, authors, of the Middle Ages. Possible topics: the narrative voice in the chanson de geste, the status of the author in medieval culture, conventions and transgressions in courtly love, the rhetoric of the lyrical ballad, medieval drama and religious thought, etc. Prerequisite: FRE 5-- or permission of instructor.
- FRE 6-- TOPICS IN FRENCH STUDIES: RENAISSANCE (3 crs.): Specific genres, works, authors, movements of the Renaissance. Possible topics: Melancholy and Madness, Montaigne's rhetoric of the self-portrait, theological issues in poetry, rhetoric and cosmology in the XVIth century, poetics of desire and Neo-Platonism, Reformation and Counter-Reformation in literary texts, etc. Prerequisite: FRE 5-- or permission of instructor.
- FRE 6-- TOPICS IN FRENCH STUDIES: SEVENTEENTH CENTURY (3 crs.) Specific genres, works, authors, movements of the seventeenth century. Possible topics : Tragedy and History, Comedy and Nature, the decay of the mythological Baroque fiction and the birth of the psychological novel, women and mysticism, etc. Prerequisite: FRE 5--or permission of instructor.
- FRE 6-- TOPICS IN FRENCH STUDIES: EIGHTEENTH CENTURY (3 crs.) Specific genres, works, authors, movements of the eighteenth century. Possible topics : Ideology and fiction, exoticism as related to political theory, the epistolary novel, etc. Prerequisite: FRE 5--.

- FRE 6-- TOPICS IN FRENCH STUDIES: NINETEENTH CENTURY (3 crs.): Specific genres, works, authors, movements of the nineteenth century. Possible topics: the theory of the sublime in early French Romanticism, Symbol and Allegory in Romanticism, Naturalism and the Uncanny, the legacy of the Fleurs du Mal, Mallarmé and the Symbolist movement. Prerequisite: FRE 5-- or permission of instructor.
- FRE 6-- TOPICS IN FRENCH STUDIES: TWENTIETH CENTURY (3 crs.): Specific genres, works, authors, movements of the twentieth century. Possible topics : Autobiography and Fiction, Paris 1913, Surrealism, the existentialist novel, the Nouveau Roman, new trends in contemporary poetry, contemporary drama, literature and human sciences, etc. Prerequisite: FRE 5-- or permission of instructor.
- FRE 6-- HISTORY OF THE FRENCH LANGUAGE (3 crs.): Evolution of the French language from pre-Roman and Roman times in its phonology, syntax, morphology, and semantics. Prerequisite: permission of instructor.
- FRE 6-- TOPICS IN FRENCH THOUGHT (3 crs.): French thought in its European context. Possible topics include: Montaigne and the essay; Descartes and the *Discours de la méthode* as self-portrait; Condillac and Rousseau on language; Bergson and Bachelard on the question of Time; Sartre and Merleau-Ponty on the phenomenological method; Feminism and *Ecriture féminine* from de Beauvoir to Cixous; Deleuze, Lyotard, Derrida.
- FLL 6-- ROMANCE PHILOLOGY (3 crs.): Historical and comparative study of phonology, syntax, and semantics from Latin to the early stages of Romance languages. Philological readings of selected texts from vulgar Latin to modern French. Prerequisite: permission of instructor.

FLL 6-- LITERARY THEORY (3 crs.): Representative works of critical theory as related to philosophy, sociology of culture, psychoanalysis, hermeneutics, deconstruction, etc.

FRE 621-- DIRECTED READINGS (1 - 3 crs.)

FRE 720 MASTER'S THESIS (1 - 6 crs.)

FRE 725 RESEARCH IN RESIDENCE (0 cr.)

FRE 730 DOCTORAL DISSERTATION (1 - 12 crs.)

FRE 750 RESEARCH IN RESIDENCE (0 cr.)

(iv):

Schedule of French course offerings for the first three years  
(Spanish offerings have already been scheduled):

Two 500-level courses and two 600-level courses will be offered each semester.

First Year:

Fall

FRE 5-- Studies in Nineteenth Century Literature and Culture  
(Holdenraber)

FLL 5-- Literary Theory (Pepper)

FRE 6-- Topics in French Studies: Twentieth Century (Ellison)

FRE 6-- Topics in French Studies: Seventeenth Century  
(Woshinsky)

Spring

FRE 532 The Contemporary Novel (Madou)



FRE 5-- Studies in the Renaissance (Raffini)

FLL 6-- Romance Philology (Wright)

FRE 6-- Topics in French Studies: Eighteenth Century  
(Heyndels)

Second Year:

Fall

FRE 5-- Francophone Literatures (Lamar)

FRE 5-- Studies in Seventeenth Century Literature and Culture  
(Woshinsky)

FRE 6-- Topics in French Studies: Nineteenth Century  
(Holdengräber)

FLL 6-- Literary Theory (Heyndels)

Spring

FRE 5-- Studies in the Renaissance (Raffini)

FRE 532 The Contemporary Novel (Ellison)

FRE 6-- Topics in French Studies: The Middle Ages (Wright)

FRE 6-- French Thought in its European Context (Madou)

Third Year:Fall

FRE 521 Advanced Readings in French (Browning)

FRE 5-- Studies in Nineteenth Century Literature and Culture  
(Holdenraber)

FRE 6-- History of the French Language (Wright)

FRE 6-- Topics in French Studies: Twentieth Century (Pepper)

Spring

FRE 5-- Studies in Eighteenth Century Literature and Culture  
(Heyndels)

FRE 5-- Women in French Literature (Woshinsky)

FRE 6-- Topics in French Studies: The Renaissance (Raffini)

FRE 6-- Topics in French Studies: Twentieth Century (Madou)

f. Teaching

We will have small classes taught in a seminar format.

g. Graduate students will be distributed evenly among advisors, but will report to the DGS for all official matters involving credits and fulfillment of requirements.

#### h. Colloquia, Seminars, Conferences

Since the fall of 1990, the Department of Foreign Languages and Literatures has developed an active lecture program which reflects the interests, strengths, and diversity of the department. This program, which is now largely overseen by our Lecture Committee, consists of invited lecturers, conferences and symposia, a faculty colloquium, and a graduate student colloquium. Following is a partial list of the invited speakers: Jean Baudrillard (French sociologist, University of Paris X). Françoise Gaillard (French, University of Paris VII), Andrew McKenna (French, Loyola University of Chicago), José Hierro (Spanish poet), Luce Lopez-Baralt (Spanish, University of Puerto Rico), Isabel Allende (Argentine writer), Edouard Glissant (Francophone poet from Martinique), François Rigolot (French, Princeton), Luisa Valenzuela (Argentine writer), Victor Brombert (French, Princeton), Saul Sosnowski (Spanish, University of Maryland), William Calin (French, University of Florida), Nancy Kason (Spanish, University of Georgia), Ronald Tobin (French, University of California-Santa Barbara), Raymond Gay-Crosier (French, University of Florida), Moshe Lazar (French, University of Southern California), Alan Deyermond (Spanish, University of London), Allen Shoaf (English, University of Florida). The lecturers for the current academic year are: Charles Grivel (French, University of Mannheim), Philippe Bonnefis (French, Emory University and the University of Lille), Philippe-Joseph Salazar (French, University of Cape Town), John Guillory (English, The Johns Hopkins University), Elena Poniatowska (Mexican writer), Margarita Zamora (Spanish, University of Wisconsin), Francesca Duranti (Italian writer), Angelo Morino (Spanish, University of Aquila), Alan Deyermond (Spanish, University of London), Pierre Ronzeaud (French, Université de Provence).

Each year the Department organizes a two-day interdisciplinary symposium in Medieval, Renaissance and Baroque Studies. The symposia (1992 "Travel, Exploration and Pilgrimage," 1993 "Madness," 1994 "The Comic") have attracted participants from the United States, Canada, and Europe in numerous fields: literature, theatre, art, philosophy, history, music, psychiatry, sociology. In 1991 the Department served as the host for the annual meeting of the South-East American Society for French Seventeenth-Century Studies. In 1992 the Department and the Bass Museum co-sponsored a symposium on the Spanish writer and artist Federico García Lorca; this symposium was held at the Bass Museum in conjunction with an exhibition of Lorca's drawings. Additional conferences and symposia are: "German Unification and Its Impact on Europe" (1990), "The Work of Isabel Allende" (1991), "The World of Nélida Piñon" (1992), and "Montaigne's Renaissance" (1992).

The Department initiated a Faculty Colloquium in 1991 at which faculty members present both their research in progress and papers given at conferences. Thus far most faculty have given a talk at the Colloquium at least once. Finally, the graduate students in Spanish have organized their own colloquium; many of the papers delivered there have since been given at national conferences.

#### 4. Faculty

a.

The members of the French Faculty who will be teaching courses at the 500 and 600 level are:

Gordon Browning

David Ellison

Ralph Heyndels

Paul Holdengräber  
Celita Lamar  
Jean-Pol Madou  
Thomas Pepper  
Christine Raffini  
Barbara Woshinsky  
Michelle Wright

The members of the Spanish Faculty who will be teaching courses at the 500 and 600 level are:

Rebecca Biron  
Jane Connolly  
Gerald Curtis  
Viviana Diaz-Balsera  
Nélida Piñon  
Donald Randolph  
Gemma Roberts  
Michael Ruggerio

Complete CVs for all faculty in the French and Spanish sections of the department can be found in Appendices F and G, respectively.

## 5. Students

a. We would like to begin with a total of six entering students per year (typically three in Spanish and three in French). If the program thrives the way we expect it will, we may wish to expand that number to eight (four in Spanish, four in French) after the first few years of operation. Our recent experience in the Spanish Ph.D. program indicates that we can expect to admit three excellent students per year (while having to reject others whose qualifications are not at the appropriate level for a rigorous doctoral course of study). Since we plan to

advertise our program nationally and internationally, the pool would not just be local, but would, of course, include a strong contingent from South Florida.

b. Requirements for Admission: See Program Requirements, Question 3e (i).

c. Except for those exceptionally well-prepared students who might receive University Fellowships and those who would pay their way, we would expect that the majority of our entering students would be teaching assistants in Spanish or French for the department's lower-level language courses. As we admit more students to our graduate program, we would need fewer part-time lecturers than we now employ (for the financial implications of this, see our Budget). The stipends given to these students would be at the standard University rate of \$1,071 per month, or \$9,641 per academic year.

## 6. Administration

### a. Administrative Increments

(i) We currently have a Staff Associate, Senior Staff Assistant, and part-time Staff Assistant working in the department of Foreign Languages and Literatures. The addition of a Ph.D. program in Romance Languages would not require any additional secretarial help in our opinion. However, when we submit (most likely next year) our proposal for a new Ph.D. program in Comparative Literature, we will be recommending that the combination of the Romance Languages Ph.D. and the Comparative Literature Ph.D. would necessitate the upgrading of the second Staff Assistant position from part-time to full-time.

(ii) We anticipate that one more phone line would be necessary for the Romance Languages Ph.D. program.

(iii) We will need a modest amount of extra funding for the national and international publicizing of the program (especially mailings), but do not expect significant increases in the travel budget.

b. Administration and Academic Direction

(i) The day-to-day administration of the program will be assured by the Director of Graduate Studies (already in place for our current Spanish Ph.D.) and by our secretarial staff. The Director of Graduate Studies will need a reduction of one course per year in teaching load. Graduate assistants will teach the one course per year not taught by the DGS.

(ii) The Directors of Graduate Studies in Spanish and French will head a departmental committee that will oversee policy decisions related to the program. Faculty teaching in the program are, or will be, on the Graduate Faculty (this includes the two positions we have recently filled in Latin American Literature and French Medieval Literature).

7. Budget

Since "tuition credit costs" are counterbalanced by what is in fact a tuition waiver for accepted incoming graduate students (i.e., the "income" side of tuition and the "cost" side cancel themselves out), we shall not speak of tuition in what follows.

YEAR ONE COSTS

1. New Faculty	0
2. New Staff Costs	0
4. Three New Computers and printers	8,000
5. Advertising and Start-Up Mailings	1,000
6. Start-Up Library Funds	30,000

7. Stipends for 4 new students	38,564
(at 9,641 per student per year)	
TOTAL	\$77,564
<u>YEAR TWO COSTS</u>	
1. New Faculty	0
2. New Staff Costs	0
3. New Travel Costs	0
4. Follow-Up Advertising	500
5. Stipends for 6 new students	57,846
(at 9,641 per student per year)	
TOTAL	\$58,346

YEAR THREE COSTS

1. New Faculty	0
2. New Staff Costs	0
3. New Travel Costs	0
4. Follow-Up Advertising	500
5. Stipends for 6 new students	57,846
(at 9,641 per student per year)	
TOTAL	\$58,346

EXPLANATION OF BUDGET

1. Number of Students in the Program and Stipends

We currently fund 11 T.A.s in our department, and are budgeted for 5 more, so that a total of 16 T.A.-ships is within current budget projections. In 1993-94, our T.A.s obtained an annual stipend of \$9,000, and in return for this financial assistance taught two introductory language courses for us each



semester. As we move into a Ph.D. in Romance Languages, our goal will be to admit six students per year (in French and Spanish combined), while providing them with necessary financial assistance. This means that once the program is in full operation we will need a total of 24 T.A. lines.

The expansion of the program will have a positive financial side-effect, in that the increased courses taught by TAs will allow for a decrease in the number of part-time lecturers we have to hire (at \$2,000 per course) and therefore, for a substantial decrease in that part of the departmental budget. In fact, when one considers that the total stipend we award our students in 1994-95 will be \$9,641, whereas they typically teach four courses per year for us (each of which would cost us \$2,000 if taught by a part-time lecturer), one can see that the financial benefit of \$8,000 represented by each of our TAs very nearly balances the University's financial outlay of \$9,641. Once the initial funding for the library is made, the Ph.D. program in Romance Languages could almost pay for itself. Beyond the financial impact of having our own TAs rather than part-time lecturers teaching introductory courses, there would also be a substantial educational advantage: the very students we train in the classroom as future scholars will be teaching in our own department, which means that we will have more control than we now do over the quality of instruction in the beginning-level courses. The mentoring function of our graduate faculty will extend to the classroom, which will benefit both our graduate students and our undergraduates.

## 2. Library Costs

The library holdings in the Romance Languages need to be increased and brought up to date. (For the details of what journals and books will be needed, see Appendix A). For this reason, we are asking for a one-time Start-Up

infusion of \$30,000 in the first year of the program's operation. After that first year, we anticipate that no new extraordinary resources would be necessary. Perhaps this \$30,000 could come from the Cornerstone Campaign.

#### 8. Comparison with Programs at Comparable Universities

In order to place our own Ph.D. in Romance Languages in a broader perspective, it has been essential for us to compare our program with others already in existence both locally and nationally. Of the many programs and departments about which we have assembled and evaluated relevant information, we will present data concerning five broadly representative institutions, from large state universities to a small, private, elite institution. At the outset it is necessary to say that on the local front, we would be the only program to offer a doctoral degree in Romance Languages in South Florida. The programs to which we compare ourselves (projectively) begin with our neighbors in Gainesville, then proceed alphabetically. (Catalogue listings from the following institutions can be found in Appendix H).

1. The University of Florida at Gainesville has a Department of Romance Languages and Literatures with M.A.s in both French and Spanish and with a Ph.D. in Romance Languages and Literatures with a concentration in French or Spanish. All Ph.D. candidates are given the opportunity to teach. There are 20+ courses listed in the graduate catalogue, and 20 faculty at the rank of assistant professor or above. Other language requirements vary with each individual concentration. The last available statistics show that there are 28 students enrolled in the Ph.D. program. The University Library consists of eight branch libraries, with total holdings of approximately 3 million volumes:

strong collections exist in all fields. The separate collection in Latin American literature is one of the most complete in the United States. The library is equipped with a range of computer-assisted information retrieval facilities. For the Ph.D., a minimum of 90 semester credit hours of course work and dissertation research beyond the baccalaureate must be completed. A working knowledge of two foreign languages beyond French or Spanish is required. A minor is mandatory; this may be in another Romance language or a field closely connected with the major. There is, moreover, a strong interdisciplinary program in linguistics. The University of Florida's General Admission requirements include a minimum grade point average of B for all upper-division undergraduate work, and acceptable scores on the verbal, quantitative, and analytical sections on the GRE General Test. Although no cut-off GRE scores are used, the Graduate School uses, as a guide for admission, scores at or above the national mean score on each section. The department reports an excellent record for placement of its graduates, with most finding employment in small to medium size liberal arts colleges.

2. Princeton University has a Department of Romance Languages and Literatures, and offers Ph.D.s in Romance Languages and Literatures with concentrations in French and Spanish. All students must demonstrate reading knowledge of French, German, and Latin Prose. Students with a concentration in Latin American Literature may substitute Portuguese for German. To achieve maximum coherence in the individual program, emphasis is placed on the principle fields within each section of the department. The fields for French are: (1) Middle Ages and Renaissance, (2) Classicism and Enlightenment and (3) Romanticism to the Present. Instead of a single general examination, a series of exercises and examinations is required. An Oral Presentation is required of all first-year students at the end of the first term;

the General Examination is usually taken at the end of the second year; and the Oral Examination on the Dissertation Proposal is normally taken during the October examination period at the beginning of the student's fifth semester. The expectation is that all degree requirements will be completed within four years of matriculation, and that all students will teach. The GRE is required, but Princeton does take into account applicants who have not grown up in the American academic system. It is strongly recommended that a paper written in French or Spanish be submitted with the admissions application. The department has a Romance Literature Colloquium, consisting of faculty and graduate students of the Department, which offers lectures several times a year featuring distinguished visiting and local scholars. There are 30 members of the faculty in the department, with graduate enrollment at 45. From a 1993 study of 250 respondents, 158 graduates of Princeton Graduate School found employment in academic jobs, 60 in nonacademic jobs.

3. The University of Michigan has a Department of Romance Languages and Literatures which grants Ph.D.s with concentrations in French, Italian, Romance Linguistics, and Spanish. The department has recently had 76 graduate students enrolled. There are 25 professors with tenure or on a tenure track, and there are over 50 courses listed in the graduate catalogue. M.A.s are also offered in all fields in which the Ph.D. is offered. Other language requirements vary for each concentration. All students must teach in order to earn the doctorate. An M.A. or an undergraduate major in the relevant field with a grade average of at least B in this major is required for admission. The GRE is required for all U.S. citizens and students whose native language is English, along with submission of at least one major graduate paper in a Romance language. The TOEFL, Michigan Test or MELAB score is required for all students whose native language is not English. Students who do not

have an M.A. are instructed to apply to the M.A. program and then to indicate on their application that they intend to continue for the Ph.D.; once admitted, they follow the course of study described in the "Guidelines for the M.A." for their first two years. The University of Michigan reports a very high success rate in placing its graduate students, except for the recession period in the early 1980s and currently. Their placement rate fell rapidly in 1992 (to 50%) and again in 1993 (to 25%). Though this information is not available through their catalogue, correspondence has indicated that they expect this situation will take some time to right itself.

4. The University of North Carolina's Department of Romance Languages has thirty professors with tenure or on a tenure track. Both M.A.s and Ph.D.s are offered in Romance Languages with concentrations in French, Italian, Portuguese, Spanish, and Spanish-American Literature. In addition there are doctoral concentrations in Romance Languages and Literatures and Romance Philology. The department has recently had 95 students enrolled in its graduate program. The University library holds nearly 4 million bound volumes and over 3,462,277 microforms, constituting one of the more important collections in the South. The holdings increase through gift and purchase at the rate of more than 10,000 volumes a year. The University of North Carolina has a Rare Book Collection consisting of several special collections of nearly 100,000 rare books and pamphlets, 1200 medieval and Renaissance manuscripts, and 18,000 graphic images which have played a significant role historically in transmitting knowledge and culture. The library is a subscriber to all important periodicals in which space is given either wholly or in part to the Romance languages and literatures. Materials for research are especially rich in Romance linguistics, medieval literatures, Italian medieval and Renaissance literature and cultural history. French literatures of the sixteenth,

seventeenth, eighteenth, nineteenth and twentieth centuries are included. The reference collection of the general library is unusually good for Romance bibliography and the collection of books in Portuguese and Catalan is also significant. There are over 75 courses listed in all the different tracks. Teaching is considered an essential part of training. The doctoral programs are open to students who hold the M.A. or the M.A.T. in a Romance language and literature. Students are expected to have proficiency in their major language and in English on admission to the program. The graduate school requires that students whose native language is not English take the TOEFL. Entering students are required to take a test covering translation, composition, grammar, speaking and pronunciation. Students who do not perform satisfactorily will be required to take courses in those areas in which they are deficient. The Department requires that each candidate spend two summers or six months of residence in a country where his/her major language is spoken. This requirement may be satisfied any time during the candidate's university career. The University of North Carolina does not make mention of its placement rates.

5. The University of Virginia, unlike the other departments we have examined here, has separate departments of French on the one hand and of Spanish, Italian and Portuguese (together) on the other. The French Department offers an M.A. and a Ph.D. in French with 14 professors. Courses are not listed specifically in the graduate catalogue. The Spanish, Italian and Portuguese Department has 16 professors and offers an M.A.T., an M.A., and a Ph.D. in Spanish as well as an M.A. in Italian. No specific courses are listed, although, as is the case for French, all major fields are listed as being covered in

the catalogue. There is no mention of specific teaching requirements at the level of the graduate catalogue. All applicants must take the GRE General Test and the Subject test. Applicants must have a Bachelor's degree, and a B average for the last two sessions of the undergraduate course. Twenty-seven credits of coursework are required as a minimum (30 for persons holding the M.A. from other institutions). The candidate is required to complete three graduate-level courses in the major field, which is defined as (1) one or more literary-historical periods (of not less than a century), or (2) Francophone Studies, or (3) Civilization. To fulfill the general reading knowledge requirement of the Graduate School of Arts and Sciences, the student pursuing the Ph.D. in French may not present that language, but should present another Romance Language or German, or any other language approved by the Advisory Board. There are sixteen libraries at the University of Virginia which house more than 3,000,000 volumes and receive 19,000 journals and 180 newspapers from around the world. The Alderman Library houses collections in the humanities and social sciences as well as a comprehensive reference collection, government documents, the Electronic Text Center, and the Special Collections Department.

Appendix A:  
Library Holdings





Appendix A: Library Holdings  
Answer to Question 2a

(i) Current Journal Holdings

The most important French literary reviews and journals as well as international reviews related to French literature and to its cognate fields are available in the Richter Library. We now have the following:

*L'Année Balzacienne*

*Bibliographie der Französischen Literaturwissenschaft*  
*French XX Bibliography*  
*Bibliothèque de Renaissance et d'Humanisme*

*Comparative Literature (University of Oregon)*  
*Critique*  
*Critical Inquiry*

*Diacritics*  
*Le XVII<sup>e</sup> Siècle*

*Esprit*  
*L'Esprit Créateur*

*Le Français dans le Monde*  
*French Forum*  
*French Review*  
*French Civilization*  
*French Literature Series*

*Littérature*  
*Lettres Classiques*  
*Livres Disponibles en France*  
*(Auteurs, Titres, Sujets)*

*Medium Aevum*  
*Modern Language Notes*  
*Modern Language Journal*  
*Modern Language Quarterly*

*Neophilologus*  
*La Nouvelle Revue Française*

*Orbis Litterarium*  
*October*

*Papers on French Seventeenth Century Literature*  
*Philological Quarterly*  
*Poetics*  
*Poetics Today*  
*Poétique*  
*Présence Africaine*

*Renaissance Quarterly*  
*Renaissance et Réforme*  
*Renaissance Studies*  
*Renascence*  
*La Revue d'Histoire Littéraire de la France*  
*La Revue du Dix-Huitième Siècle*  
*La Revue de Littérature Comparée*  
*La Revue de Métaphysique et de Morale*  
*La Revue Canadienne de Littérature Comparée*  
*La Revue des Deux Mondes*  
*Romania*  
*Romance Notes*  
*Romance Quarterly*  
*Romance Studies*  
*Romance Philology*  
*Romanic Review*  
*Romanische Forschungen*

*Semiotica*  
*Seventeenth Century News*  
*Sixteenth Century Journal*  
*Speculum*  
*Stanford French Review*  
*Stanford Literature Review*  
*Studi Francesi*  
*Studia Neophilologica*  
*Style*  
*Sub-stance*  
*Symposium*

*Les Temps Modernes*

*World Literature Today*

*Yale French Studies*  
*Zeitschrift für Romanische Philologie*

(ii) Journals we need to acquire

*Revue des Sciences Humaines (Lille)*  
*Le Moyen-Age*  
*Romantisme*  
*La Revue du Dix-Septième Siècle*  
*Lettres Romanes*  
*Le Magazine Littéraire*  
*L'Information Littéraire*  
*Poésie*  
*L'Infini*  
*Le Nouveau Commerce*

BOOKS

## MIDDLE AGES:

All the areas are covered: epic (including the late chansons de geste of the XIVth century), courtly love, poetry (including the late Middle Ages), Arthurian romance, drama, satire, historiography, chronicles, medieval culture. The most important studies on French medieval literature are available: G. Paris, E. Faral, J. Bédier, J. Frappier, R. Guette, G. Duby, P. Nora, E. Leroy-Ladurie, J.J. Duggan, etc.

Some recent studies have to be acquired such as the works of Roger Dragonetti (*La Vie de la lettre au Moyen-Age, Le mirage des sources, Le Gai savoir des troubadours, La Musique et les Lettres, and Charlemagne et Arthur: Le Roi imaginaire.*)

## RENAISSANCE:

All the areas are covered: poetry, narrative, religious works, drama. The most important reviews are available.

We need to acquire:

Ed. Huguet, *Dictionnaire de la langue du seizième siècle* (Didier). Jean-Claude Martin, *Les emblèmes*.

Fernand Hallyn, *La Structure poétique du monde: Kepler, Copernic* (Seuil)

## XVIIth CENTURY:

All the areas are covered.

Needed:

1. *Dictionnaire Furetière*.
2. *Dictionnaire de l'Académie française, dédié au Roy, 1695 ed.* (Slatkin Reprint).
3. P. Bayle, *Dictionnaire historique et critique*.
4. The different editions of Pascal's *Pensées* should be acquired.

The Brunschvicg edition: *Le Recueil original des Pensées* (Geneva: Slatkin Reprint).

*Oeuvres complètes*, ed. Jean Mesnard (Paris: Desclée de Brouwer, 1964-1992). 4 vols.

*Pensées*, ed. Philippe Sellier (Paris: Classiques Garnier, 1991).

The Pléiade edition of Pascal should be acquired. (The Lafuma edition is available).

5. *Moralistes du XVII<sup>e</sup> siècle (de Pibrac à Dufresny)*. (Paris: Robert Laffont, Collection "Bouquins").

6. *Les Mémoires de Saint-Simon* (Paris: Pléiade).

7. Cioranescu's *Bibliographie du Dix-Septième Siècle* has been ordered.

## XVIIIth CENTURY

All the areas are covered. The French XVIIIth century consists mainly of works in prose. We have Cioranescu's *Bibliographie du Dix-Huitième Siècle*.

## XIXth CENTURY

All the areas are covered. The complete works of Maupassant (Pléiade and Garnier-Flammarion) have been ordered.

The different editions of Baudelaire's *Les Fleurs du Mal* should be ordered. They are:

1. *Les Fleurs du Mal. Textes de la deuxième édition. Les Epaves. Additions de la troisième édition. Documents et bibliographie*. Edition critique de Jacques

Crépet et Georges Blin, refondue par Georges Blin et Claude Pichois. Tome 1. (Paris: Corti, 1968).

2. *Oeuvres complètes*. Texte établi, annoté et présenté par Claude Pichois avec la collaboration de Jean Ziegler. (Paris: Pléiade, 1975 et 1976). 2 vols.

3. *Fac-similé de l'édition de 1857* (Geneva: Slatkin Reprint, 1968).

4. *Les Fleurs du Mal*. Ed. Jean Delabroy. (Paris: Magnard, coll. "Textes et contextes." 1987).

5. *Les Fleurs du Mal*. Ed. Jacques Dupont. (Paris: Garnier-Flammarion).

Also needed:

Jean Starobinski. *La mélancolie en miroir: trois études sur Baudelaire* (Paris: Gallimard).

## XXth CENTURY:

The major authors are represented.

The new four-volume Pléiade edition of Proust has been ordered.

The complete works of Georges Bataille, Francis Ponge, Michel Leiris, Jean Paulhan and Maurice Blanchot have been ordered.

We need to acquire works by the following contemporary French poets: Lorand Gaspar, Philippe Jaccottet, E. Guillevic, J.Tardieu, J.Réda. We have a good selection of Bonnefoy's poetry and criticism.

We plan to subscribe to the *Revue des Lettres Modernes* (Minard). Souscription générale à toutes les séries -- for the 50 forthcoming issues: 900 FF (150\$). Séries: Apollinaire, Gide, Malraux, Camus, Rimbaud, Giono, Mauriac, Jouve, Cendrars, Max Jacob, Valéry, etc.

## FRANCOPHONE STUDIES:

There is an excellent collection of French Caribbean authors.

## FRENCH LANGUAGE AND ROMANCE PHILOLOGY

The most important dictionaries of Old French are available on the fifth floor of the Richter Library: Godefroy's *Dictionnaire de l'ancienne langue française*, Meyer-Lübke's *Romanisches Etymologisches Wörterbuch* and *Grammaire des langues romanes*, von Wartburg and Bloch's *Dictionnaire étymologique de la langue française*, Dauzat's *Dictionnaire étymologique de la langue française*.

Also available in modern French are the following:

The *Grand Robert de la langue française. Dictionnaire alphabétique et analogique* (9 volumes).

E. Littré, *Dictionnaire de la langue française* (7 volumes).

Hatzfeld, *Dictionnaire de la langue française*.

Needed:

The *Trésor de la langue française* should be acquired. There are seven volumes available.

*Dictionnaire de l'Académie française*, 9th edition (A-ENZ).

Damourette & Pichon, *Des mots à la pensée* (Vrin, re-edited 1983). 8 volumes.

(iii) On the question of library costs in the upcoming years, please see Question 7 (Budget).

(iv) The faculty we have recruited as part of the program specialize in areas for which we already have very good library resources.





## Appendix B:

# Requirements for the Ph.D. in Romance Languages (Spanish Track)



## APPENDIX B

Requirements for the Ph.D. in Romance languages (Spanish track) will be satisfied through:

1. passing satisfactorily a minimum of 45 credits in approved courses, at least 24 of which must be at the 600 level; of the 45 credits, the student must take 3 credits in each of the following areas:

Middle Ages

Golden Age

Eighteenth and Nineteenth Centuries

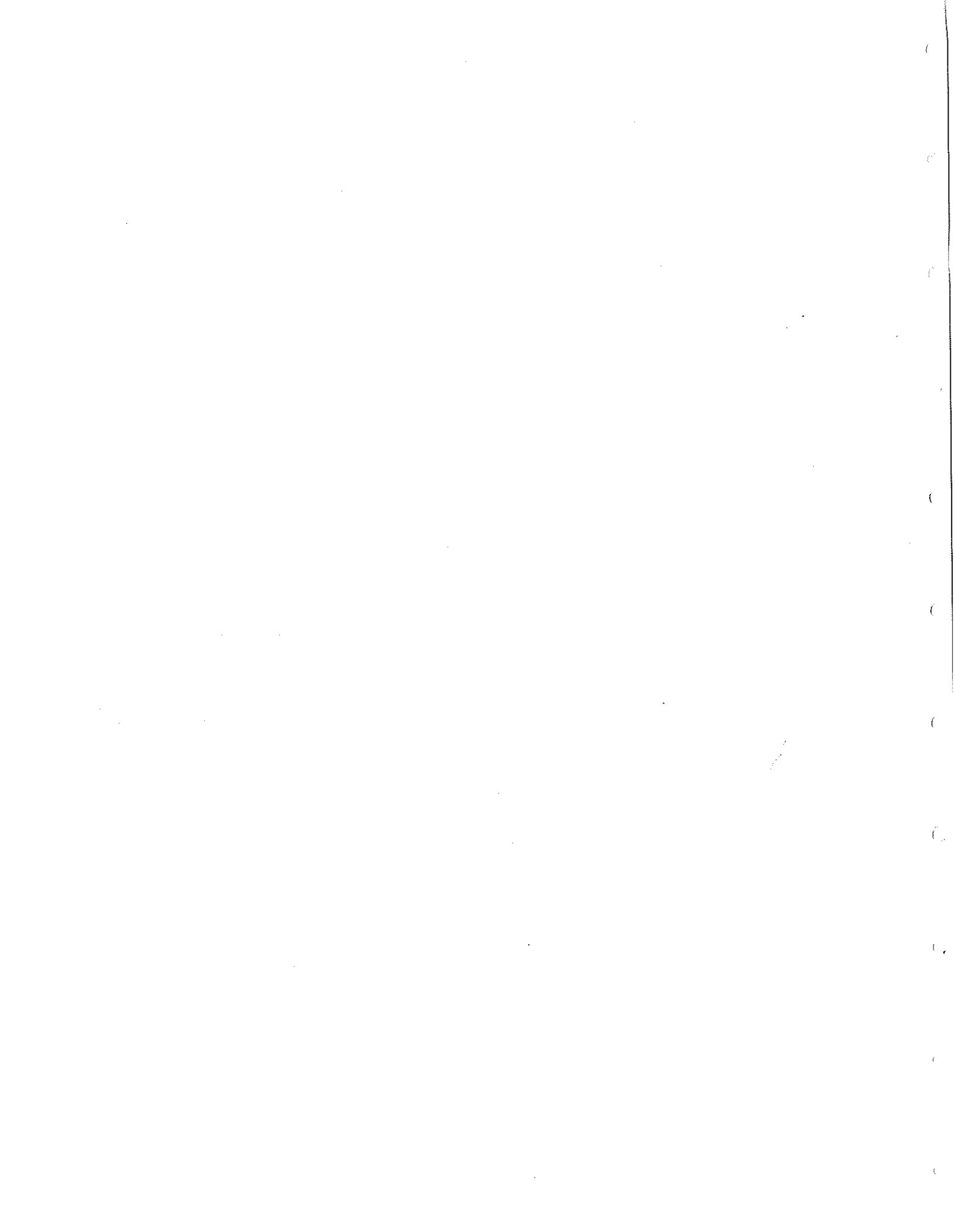
Twentieth Century

Colonial Latin American Literature

Contemporary Latin American Literature

Literary Theory

2. demonstrating reading knowledge of Latin and one language other than English and Spanish to be decided in consultation with the designated adviser.
3. demonstrating competence in textual analysis by making an oral presentation by the end of the second semester in residence.
4. passing a qualifying examination consisting of four parts: genre, period, critical theory, and literature as related to a cognate field such as philosophy, art history, music, sociology, film, etc. Students must pass the qualifying examination by the end of the fifth semester. Students have the option to take two of the four parts of the qualifying examination at the end of the fourth semester.
5. submitting a dissertation prospectus within 1 semester of completion of the qualifying examination.
6. presenting and defending an acceptable dissertation.
7. satisfying the requirements of the Graduate School as stated in the Bulletin.



# Appendix C:

## Course Offerings in Spanish



## APPENDIX C

## COURSE OFFERINGS IN SPANISH

- SPA 5-- STUDIES IN MEDIEVAL LITERATURE (3 crs.):  
Cultural and literary trends of the Middle Ages.
- SPA 504 SPANISH SEMINAR (3 crs.)
- SPA 541 THE GOLDEN AGE (3 crs.): The important cultural and  
literary movements of the Golden Age.
- SPA 5-- STUDIES IN THE ENLIGHTENMENT AND  
ROMANTICISM (3 crs.): Cultural and literary trends of the  
period.
- SPA 531 THE NOVEL OF THE NINETEENTH CENTURY  
(3 crs.): Principal writers, novels, and movements.
- SPA 532 THE NOVEL OF THE TWENTIETH CENTURY  
(3 crs.): Major works and major writers from the  
Generation of 1898 to the present.
- SPA 513 DRAMA OF THE TWENTIETH CENTURY (3 crs.):  
Representative plays from the twentieth century.
- SPA 514 TWENTIETH CENTURY ESSAY (3 crs.): Intellectual  
currents, attitudes, philosophies and representative essays.
- SPA 515 TWENTIETH CENTURY POETRY (3 crs.): Major poets  
and their works from 1900 to the present. The poetics of the  
different groups and generations.
- SPA 505 LATIN AMERICAN LITERATURE: 1492-1888 (3 crs.):  
Cultural and literary trends from 1492 to Modernism.
- SPA 506 LATIN AMERICAN LITERATURE 1888-present (3 crs.):  
Cultural trends from 1888 to the present.



- SPA 5-- WOMEN IN SPANISH AND LATIN AMERICAN LITERATURES (3 crs.): Women writers and representation of women in Spanish and Latin American literature.
- FLL 5-- LITERARY THEORY (3 crs.): Readings in literary theory and criticism from Aristotle to the present.
- SPA 614 TOPICS IN SPANISH STUDIES: THE MIDDLE AGES (3 crs.): Specific genres, works, authors of the Middle Ages. Possible topics: Libro de buen amor, the epic, Alfonso X el Sabio, La Celestina, etc. Prerequisite: SPA 5-- or permission of instructor.
- SPA 613 TOPICS IN SPANISH STUDIES: NOVELS OF THE GOLDEN AGE (3 crs.): Specific genres, works, authors, movements of the Golden Age. Prerequisite: SPA 541 or permission of instructor.
- SPA 605 TOPICS IN SPANISH STUDIES: EIGHTEENTH CENTURY. (3 crs.): Specific genres, works, authors. Prerequisite: SPA 5-- or permission of instructor.
- SPA 634 TOPICS IN SPANISH STUDIES: ROMANTICISM. (3 crs.): Principal literary figures including literature, theories, and critical material of the movement.
- SPA 6-- TOPICS IN SPANISH STUDIES: NINETEENTH CENTURY AND TWENTIETH CENTURY (3 crs.): Specific genres, works, authors, movements. Possible topics: generation of 1898, García Lorca, post-war novel, Galdós, contemporary theater. Prerequisite: SPA 5-- or permission of instructor.
- SPA 643 TOPICS IN LATIN AMERICAN LITERATURE: SPANISH AMERICAN ESSAY (3 crs.): Origins to the present. Role of the essay in Spanish American life and letters. Prerequisite: SPA 5--.

- SPA 616 TOPICS IN COLONIAL LATIN AMERICAN STUDIES (3 crs.): Specific genres, works, authors, movements. Prerequisite: SPA 505 or permission of instructor.
- SPA 642 TOPICS IN LATIN AMERICAN STUDIES: THE SPANISH AMERICAN NOVEL (3 crs.): Specific genres, works, authors, movements. Prerequisite: SPA 506 or permission of instructor.
- SPA 603 HISTORY OF THE SPANISH LANGUAGE (3 crs.): Evolution of the Spanish language from pre-Roman and Roman times in its phonology, syntax, morphology, and semantics. Prerequisite: permission of instructor.
- FLL 6-- ROMANCE PHILOLOGY (3 crs.): Historical and comparative study of phonology, syntax, and semantics from Latin to the early stages of Romance languages. Philological readings of selected texts from vulgar Latin to modern Spanish. Prerequisite: permission of instructor.
- FLL 6-- LITERARY THEORY (3 crs.): Representative works of critical theory as related to philosophy, sociology of culture, psychoanalysis, hermeneutics, deconstruction, etc. Prerequisite: permission of instructor.
- SPA 621 DIRECTED READINGS (1-3 crs.)
- SPA 710 MASTER'S THESIS (1-6 crs.)
- SPA 725 CONTINUOUS REGISTRATION - MASTER'S STUDY (0 cr.)
- SPA 730 DOCTORAL DISSERTATION (1-12 crs.)
- SPA 750 RESEARCH IN RESIDENCE (0 cr.)

