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

The Ph.D. in French
Our interdisciplinary curriculum is designed to train teachers and researchers who

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

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

The French department offers a doctoral program with a strong critical and interdisciplinary orientation. In addition to their respective specialties in French and Francophone literature, the faculty pursues research in related disciplines such as philosophy, aesthetics, psychoanalysis, rhetoric, intellectual history, and postcolonial studies.
The Ph.D. in French and Educational Studies
Together with the Division of Educational Studies, we offer a cross-disciplinary doctoral degree. It examines and explores French language, culture, and literature as they pertain to teaching, educational issues, research and technology. The focus prepares participants to teach French, to conduct educational research, and to administer language programs, primarily in post-secondary institutions.

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

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


Program of Study

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

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

Shortly after the Ph.D. orals, the students present a thesis proposal before the dissertation committee (three members from French with the option of a fourth member from outside the program).

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

The dissertation should represent original research and writing on a topic of significance to the scholarly community. It will be presented to the three committee members (a fourth member outside the department is optional).

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

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

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

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

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

Professional Activities and Placement
Graduate students are encouraged to participate fully in their future profession by publishing papers and presenting them at professional meetings. Travel support is available for students who present papers at professional meetings, as is travel to the Modern Language Association Convention, for students seeking teaching positions.
Graduate Students are thoroughly prepared for the job market by their faculty advisors, who counsel them at every step of the process, from the composition of the application letter and the preparation of sample syllabi, to the job interview, for which we hold practice sessions. We have had an excellent placement record, with recent graduates obtaining positions at such institutions as Princeton, UCLA, The University of Texas at Austin, Georgia Tech, The University of Pennsylvania, The University of the South, and Auburn University.

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

- completion of a three day summer course prior to the student’s first teaching experience;
- completion of “Problems in Foreign Language Teaching,” a departmental methods course;
- teaching assistantship and/or associateship for at least five semesters.

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

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

- The Letter Killeth: Rhetoric of Sodomy in De Planctu Naturae, Roman de la Rose, and Roman de Silence
- To Speak or Not to Speak?: Postcolonial Readings of Silence in Racine’s Theatre
- Ecrire, dessiner, penser le monstre dans l’oeuvre de Victor Hugo
- Alfred Jarry: l’expérimentation du singulier
- Distorted Images and Disjunctive Selves: Claude Cahun in Transformation
- Writing the Unseen: Envisioning the Face in the Works of Marguerite Duras and Hélène Cixous
- Erotobiography: Scripting Woman’s Identity in Post–1980 French Fiction
- Staging the Psyche: Representing the “Other Scene” in the Theater of Michel Tremblay, Marie NDiaye and Wajdi Mouawad
- Violent Legacies: Family and Nation in post 1990’s Algerian Literature
- Corps et corpus bilingues d’Abdelkebir Khatibi et d’Abdelfattah Kilito
- Self-Efficacy of College Intermediate French Students: Relation to Motivation, Achievement and Proficiency

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

Contact Information
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See also our Web page at www.french.emory.edu
French Faculty

- **GEOFFREY BENNINGTON**  
  *Asa G. Candler Professor*  
  Chair, Comparative Literature Department  
  D.Phil. in French, Oxford University, 1984  
  Modern French Literature and Thought, Eighteenth-Century Novel, Literary Theory, Deconstruction.

- **PHILIPPE BONNEFIS**  
  *Asa G. Candler Professor*  
  Agrégation de Lettres Modernes, 1963;  
  Doctorat d’Etat, 1978  
  Nineteenth- and twentieth-century French literature, historiography, and critical theory.

- **CAROL HERRON LUSTIG**  
  *Professor*  
  Director, French Language Program  
  Director, Joint Doctoral Program in French/Educational Studies  
  Ph.D. in French and Foreign Language Education, University of Wisconsin-Madison, 1978  
  Second Language Acquisition, assessing strategies for classroom learning, using technology to enhance foreign language instruction.

- **DALIA JUDOVITZ**  
  *National Endowment for the Humanities Professor*  
  Ph.D. in French, The Johns Hopkins University, 1979  
  Seventeenth-century French literature and philosophy, modern and postmodern aesthetics.

- **CANDACE LANG**  
  *Associate Professor*  
  Ph.D. in French, The Johns Hopkins University, 1979  
  Nineteenth- and twentieth-century French literature, autobiography, and critical theory.

- **VALÉRIE LOICHOT**  
  *Associate Professor*  
  Director of Graduate Studies  
  Ph.D. in French, Louisiana State University, 1996  
  Literature of the Americas, Caribbean Studies, Francophone Studies and Postcolonial theory.

- **ELISSA MARDER**  
  *Associate Professor*  
  Ph.D. in French, Yale University, 1989  
  Nineteenth- and twentieth-century French literature, feminist and psychoanalytic theory, photography and film.

- **CLAIRE NOUVET**  
  *Associate Professor*  
  Director of the Psychoanalytic Studies Program  
  Ph.D. in French, Princeton University, 1981;  
  Graduate from the Emory University Psychoanalytic Institute, 2006  
  Medieval French literature, psychoanalysis, and critical theory.

- **JACOB VANCE**  
  *Assistant Professor*  
  Ph.D. in French, Johns Hopkins University, 2004  
  Sixteenth-century French literature and intellectual history.

Requests for Additional Information:  
404-727-6028 (ask for the French program)  
Fax: 404-727-4990  
http://www.graduateschool.emory.edu  
http://www.french.emory.edu

Laney Graduate School Degree Programs

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Philosophy  
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Political Science  
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Sociology  
Spanish  
Women’s, Gender, and Sexuality Studies