April 2, 2007

MEMORANDUM

TO: James F. Harris
    Dean, College of Arts and Humanities

FROM: Phyllis Peres
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the Ph.D in Comparative Literature (PCC Log No. 06008)

On March 16, 2007, the Senate Programs, Curricula and Courses committee unanimously approved your proposal to modify the Ph.D. in Comparative Literature.

The change is effective in Fall 2007. The College should ensure that this change is appropriately reflected in all university documentation.

Enclosure

cc: Richard Ellis, Chair, Senate PCC
    Sarah Bauder, Student Financial Aid
    Mary Giles, University Senate
    Barbara Hope, Data Administration
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Gay Gullickson, Graduate School
    Gary Hamilton, English
    Orrin Wang, English
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED_9/25/06__

COLLEGE/SCHOOL_ARHU_

DEPARTMENT/PROGRAM_ENGLISH_

PROPOSED ACTION (A separate form for each) ADD_____ DELETE_____ CHANGE____X____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)
It is proposed that the requirements in the Comparative Literature Ph. D. Program be modified. Old and new programs are compared in an attachment.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)
The modifications will contribute to a small, elite, and excellent Ph.D program that will draw upon the strengths of the current Comparative Literature faculty and the current English faculty, bringing this program more in line with the goals and processes of the current Ph.D program in English, the department with which the Comparative Literature Program is about to merge.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair Theresa Coletti
   Theresa Coletti
   9/25/06

2. Department Chair Gary Hamilton
   Gary Hamilton
   9/25/06

3. College/School PCC Chair
   10/5/06

4. Dean
   10/5/06

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC
   RFC

7. Chair of Senate

8. Vice President for Academic Affairs & Provost
   Rhett Rector
   4/3/07
PROPOSAL TO MODIFY REQUIREMENTS IN THE COMPARATIVE LITERATURE PH.D. PROGRAM

INTRODUCTION

In summer of 2003, Dean James Harris of the College of Arts and Humanities initiated a process to explore the merger of the Comparative Literature Program with the English Department. The merger will enhance both units, and the college as a whole, by establishing a Comparative Literature Program in the English Department that will draw upon the strengths of the current Comparative Literature Program, the English Department, and other units in the College of Arts and Humanities, and will benefit from the substantial resources managed by the English Department. The goal is to establish a small, elite, and excellent PhD Program with a clearly defined and deep focus.

The merger process that unfolded from summer 2003 to the present involved extensive discussions within each unit as a whole, as well as within three separate and sequential inter-unit committees. A “Proposal to Incorporate a PhD Program in Comparative Literature into the English Department,” initially drafted in committee, was reviewed, approved provisionally, and revised by both units; it was formally approved in its final version by both units in October 2005, and it forms the background for the current proposal to modify PhD requirements. The merger process, including votes on the action, is detailed in Appendix A: Narrative History of the Merger. Further details about the Proposal to Merge the Comparative Literature Program with the English Department are presented in Appendix B: Institutional Questions and Resources. Central issues relevant to the proposed modifications in the current PhD requirements are explained below.

I. SIZE OF PROGRAM

The Program will admit no more than two to three Ph.D. students per year and, after the first few years, will maintain a steady state of about twelve to fifteen students enrolled at any one time.

II. INTELLECTUAL MISSION

The Program will have as its overall intellectual mission the fostering of comparative and transnational studies in literature and other media. Emphasizing current faculty strengths, which match up well with those of the current English faculty, as well as other units in the College of Arts and Humanities, the Program will initially develop narrow but deep foci concentrated on Western Hemispheric and Transatlantic Studies and on Diasporic and Postcolonial Studies. Further discussion by the faculty of the Program will elaborate upon its evolving intellectual focus, as well as discuss the
role of multiple media, both as objects of study and as vehicles for communicating research in the Program. Because the comparative focus of the Program will be a cross-cultural one, it is assumed that students in the Program will work in at least two languages and national literatures, one of them Anglophone.

Students seeking admission to the PhD Program in Comparative Literature will be required to demonstrate advanced language proficiency upon entry into the Program and will be required to achieve a high degree of professional expertise in two or more languages and national literatures before graduation from it.

Such a Program will complement the current PhD Program in English, which has considerable flexibility but which is not the most suitable degree for students pursuing true comparative studies. Graduates from the PhD Program in Comparative Literature are as likely to find academic positions in departments of foreign languages as they are to find them in English, and a doctoral degree in this Program will better prepare them for the profession and carry more credibility for them on the professional job market.

III. FACULTY

Substantially strengthening the collective credentials of the current Comparative Literature faculty in this Program will be several English Department faculty members who hold advanced degrees in Comparative Literature, have advanced skills in more than one language and national literature, and/or work primarily in comparative literary studies; these include Professors Bauer, Bearden, Berlin, Cross, Jelen, Nunes, Ontiveros, Passannante, Peterson, and Ray. Several other Departmental faculty, in addition, have comparable language skills or comparative interests; these include Auchard, Caramello, Carretta, Chuh, Coletti, Donawerth, Grossman, Richardson, and Wang. The College of Arts and Humanities, furthermore, includes many other faculty, particularly in the School of Languages, Literatures, and Cultures, with expertise in comparative literary studies and/or expertise in languages and literatures other than Anglophone.

The proposal imagines a Comparative Literature faculty comprising a core group in the English Department that will form a specialized area group on the model of the Creative Writing faculty; they will be joined by a carefully selected group of affiliate faculty from other units in the College. This group will be involved in mentoring students and will serve on the admissions, examination, and dissertation committees of this Program.

IV. DEGREE

The Program will continue to offer the PhD in Comparative Literature. Although the current MA in Comparative Literature will be retained on the books for special cases, it is presumed that students entering the PhD program in Comparative Literature
already will hold an MA degree either in English or in another language/literature; students seeking admission with the BA will be directed to the appropriate MA language/literature program at Maryland, and, upon admission and completion of said program, can then apply for the PhD in Comparative Literature.

V. CURRICULUM

The curriculum will comprise three types of courses:

A. Methodology

Students will engage in formal study in the methodology of Comparative Literature by taking CMLT 601, Critical Theory and Literary Criticism.

B. Courses in English Department

The English Department currently offers literature courses in Anglophone literatures as well as courses that are comparative in nature. In whatever courses they take, students in the Comparative Literature PhD Program will be expected to produce comparative seminar papers and to work with both primary and secondary texts in the relevant original language, a requirement which insures that the student's critical perspective extends beyond that of Anglophone culture. Whenever students are working in a language in which the professor does not have proficiency, the professor will bring together a small community of faculty who would be available for mutual consultation.

C. Courses in Other Departments

Students will also be required to take graduate level courses appropriate to their field of study in other units in the University. See Appendix C: Letter of Support.

VI. REQUIREMENTS

A. Length of Study

The proposal will follow the present English Department model for student teaching assistantship packages, three years of study before advancement to candidacy, plus one more year for the dissertation. Recognizing that students typically need at least one additional year of dissertation support, the department will, whenever possible, provide financial aid in the form of lectureships for fifth-year students, as it does for English graduate students.
B. Languages

At the time of entrance into the Program, students will be expected to have proficiency in English and in one other language in which they will be working; when admitted, students should be prepared to do graduate level work in that language. Students will demonstrate proficiency either by holding an MA in the language, by documented experience of the use of the language, or by examination.

C. Course Requirements

   Six courses (18 credits) beyond the MA:

   Methodology (3 credits)

   Theory (3 credits)

   Early Modern Literature (6 credits)

   Modern Literature (6 credits)

   The designations “early modern” and “modern” will remain flexible to accommodate different literary histories. In each of the two general periods, at least one course must be taken in the English Department in Anglophone or Comparative Literature and at least one course outside of the English Department in another language/literature. Students can use six credits of MA work to satisfy distribution requirements (though not total credit number requirements). Advising will address the depth, breadth, and coherence of each student’s course plan and, when necessary, the coordination among different histories of the “early modern” and “modern.”

   A Minimum of twelve credits of CMLT 899 upon reaching candidacy.

   Dissertation Prospectus Requirement: A dissertation prospectus is required of every graduate student within nine months of passing the comprehensive exam. Students who pass the exam in November will submit a prospectus by September of the following year; students who pass the exam in April will submit a prospectus by February of the following year. The prospectus should be 8-12 pages in length and should include a working Bibliography. The prospectus will be accompanied by a one-page abstract which will be circulated to the entire graduate faculty. The dissertation director and two additional members of the dissertation committee will meet with the student to discuss and approve the prospectus.

   See Appendix D: Requirements Comparison.

D. Comprehensive Exam
The comprehensive exam will be a two-part exam designed to be similar in structure and in administration to the current English comprehensive exam, but longer in duration and more extensive in coverage. The exam will be in two parts:

Part I (one hour): The student will make a presentation on a special topic that must be comparative in nature and will be examined orally on the presentation.

Part II (two hours): The student will be examined on two reading lists, each providing historical coverage of one of two national literatures in which the student is working; each list is to include primary and critical texts. As is the national standard in Comparative Literature Programs, examinations will be conducted in English.

VI. ADMISSIONS/RECRUITMENT

Within the English Department the Comparative Literature Program will have a separate admissions committee on the model of the MFA Program in Creative Writing. Applications will be reviewed by members of the core Comparative Literature faculty, with affiliate faculty from other departments being consulted when appropriate. Recruitment for this Program will be handled by the Director of the Program.

Resources available for Graduate Student support include the following: $18,000 in fellowship money available annually; a Teaching Assistant pool adequate to support four or five teaching assistantships annually; and ACCESS funds adequate to cover four or five 50% lectureships annually, provided such funds are available.

VII. UNDERGRADUATE COURSE OFFERINGS

Several comparative CORE courses with the CMLT prefix are currently offered; most of them can be used to fulfill CORE diversity requirements. These courses provide relevant teaching experience to graduate students working in comparative literature; they also enroll well and receive ACCESS funding that can be used to support graduate assistants and/or lecturers in the field. The Department will continue to offer these courses.

VIII. ADMINISTRATION

A Director of the Comparative Literature Program will be appointed by the Chair of the English Department. The Director’s duties will be to represent the Program on the English Department Graduate Committee, and, primarily, to serve as its academic leader, responsible for overseeing curriculum, and its principal advisor, responsible for guiding and enabling timely student progress-to-degree. In addition to handling recruitment and admissions, the Program Director will also be in charge of placement.
Administration of the Program, including Budget, will be folded into English Department administration, with the Director of the Program reporting to the Departmental Chair and working with the Chair, Associate Chair, and Undergraduate Director as appropriate.
APPENDIX A: NARRATIVE HISTORY OF MERGER

In summer of 2003, Dean Harris appointed the Chair of the English Department as Acting Director of the Comparative Literature Program and charged the Chair with examining and making a recommendation to the Dean concerning the long-term disposition of the Comparative Literature Program. The Dean, specifically, requested that the Chair open conversations within the English Department and the Comparative Literature Program concerning the possibility of a merger of the units, with Comparative Literature becoming a Program within the English Department. This Program would draw upon the strengths of the Department of English, the current Comparative Literature Program, and other units in the College of Arts and Humanities—particularly, though not exclusively, the School of Languages, Literatures, and Cultures. The Comparative Literature PhD program would be small, elite, and excellent, with a clearly defined and deep focus, and the Comparative Literature undergraduate courses that currently satisfy HL and Diversity CORE requirements would continue to be taught.

In fall of 2003, the Chair of English convened a Committee on Comparative Literature comprising fifteen faculty and students from the English Department and Comparative Literature Program (See Fall 2003 Inter-unit Committee list below). The Committee was charged to “explore in detail the feasibility and desirability of the English Department’s incorporating a doctoral degree in Comparative Literature into its graduate programs and is to make a recommendation or recommendations with respect to that issue, and directly related issues, to the English Department.” The Committee met several times during the fall semester to discuss the relevant issues, and, at the end of the semester, charged a subcommittee with preparing a draft outline of a PhD Program in Comparative Literature that might be incorporated into the English Department. That subcommittee met during the spring semester and presented a draft proposal to the Committee in June 2004.

During the fall semester of 2004, the draft proposal was forwarded to the Coordinating Committee of the English Department. Following careful review, the Committee voted unanimously to forward the draft proposal with no further revision to the full English faculty. The English faculty subsequently met on three occasions to discuss the proposal (together with an attachment issuing from meetings of the Comparative Literature faculty, discussed below). On February 9, 2005, the English faculty met and those present voted unanimously in support of the following proposition: “The English Department professorial faculty supports in principle the incorporation of a program and doctoral degree in Comparative Literature pending review of and final vote on a revised proposal.”

Concurrently, during October and November of 2004, the faculty of the Comparative Literature Program conducted extensive discussions of the draft proposal. After identifying several matters of import, the Comparative Literature faculty resolved that it “would welcome the opportunity to review a revised draft proposal and then to decide if it regards the revised proposal as a basis for deliberations leading to a final proposal to be put to a final vote by the two units.” This resolution formed part of an
attachment to the draft proposal, noted above, forwarded to and voted on by the English Department.

The results of the vote of the English Department were communicated to the faculties of the English Department and Comparative Literature Program in February 2005.

In May 2005, Dean Harris convened a second and smaller interdepartmental committee and charged it with bringing the merger process to the next step, that of creating a revised proposal to be reviewed by the two units (See Spring 2005 Inter-Unit Committee list below). The revised proposal outlined in substantive yet flexible terms what the merger might entail and also identified further points that would be addressed once both units had voted on a final proposal.

This revised proposal was reviewed over the course of fall 2005 by both units in preparation of final votes. The Departmental Assembly of the English Department met on October 26, 2005. A motion to adopt the “Proposal to Incorporate a PhD Program in Comparative Literature into the English Department,” was made, seconded, and passed by a unanimous vote of 28 yes, 0 no, 0 abstain. The faculty of the Comparative Literature Program met on October 27 and 28, 2005. A motion to adopt the “Proposal to Incorporate a PhD Program in Comparative Literature into the English Department,” was made, seconded, and passed by a vote of 4 yes, 1 no, 0 abstain. The results were communicated to the units on October 27 and 28.

The Chair of English and Acting Director of Comparative Literature appointed Professor Orrin Wang as Coordinator for the Transition of Comparative Literature into English. An interdepartmental steering committee chaired by Professor Wang was formed to address outstanding points in the proposal approved by the two units and to consult in the preparation of a proposal consonant with campus guidelines for “Merging or Splitting Academic Departments” (See Spring 2006 Steering Committee list below). This document was prepared in spring 2006.

INTER-UNIT COMMITTEE ON COMPARATIVE LITERATURE
FALL 2003

Brandi Adams Graduate Student, English
Ralph Bauer Assistant Professor and Director of Honors, English
Chuck Caramello Professor and Chair, English
Theresa Coletti Professor, English
Michael Collier  Professor and Co-Director of Creative Writing, English

Jen Dix  Graduate Student, Comparative Literature

Gary Hamilton  Associate Professor and Associate Chair, English

Reggie Harrison  Professor and Graduate Advisor, Comparative Literature

Sheila Jelen  Assistant Professor, English and Jewish Studies

Bob Levine  Professor and Graduate Director, English

Zita Nunes  Assistant Professor, English

Barry Pearson  Professor and Equity Officer, English

Carla Peterson  Professor, English

Sangeeta Ray  Associate Professor, English

Laura Rosenthal  Associate Professor and Director of Undergraduate Studies, English

INTER-UNIT COMMITTEE ON COMPARATIVE LITERATURE
SPRING 2005

Ralph Bauer  Associate Professor, English

Merle Collins  Professor, English and Comparative Literature
Gary Hamilton  Associate Professor and Associate Chair, English

Sangeeta Ray  Associate Professor, English

Eugene Robinson  Instructor (Job Secure), Comparative Literature

Orrin Wang (chair)  Associate Professor, English; Core Faculty Member and Director of Graduate Studies, Comparative Literature

Pierre Verdaguer,  Professor and Associate Director, School of Languages, Literatures, and Cultures, serving as liaison between the committee and the SLLC.
STEERING COMMITTEE FOR MERGER
SPRING 2006

Ralph Bauer        Associate Professor, English
Regina Harrison    Professor, Comparative Literature
Sheila Jelen       Assistant Professor, English
Zita Nunes         Assistant Professor, English
Eugene Robinson    Instructor (Job Secure), Comparative Literature

Orrin Wang (chair) Associate Professor, English; Core Faculty Member and Director of
Graduate Studies, Comparative Literature

Note: Professors Jelen and Nunes hold doctoral degrees in Comparative Literature; Professor Bauer holds a doctoral degree in American Studies and conducts comparative hemispheric research in Spanish and English literatures.
APPENDIX B: INSTITUTIONAL QUESTIONS AND RESOURCES

INSTITUTIONAL QUESTIONS

Campus guidelines for the merging of academic units solicit the following information:

The unit that will be responsible for offering the Comparative Literature Program will be the Department of English.

The Comparative Literature Program currently includes four tenured faculty, only one of whose tenure home is in Comparative Literature, and one Instructor (Job Secure), whose Job Secure status is in Comparative Literature. Professors John Fuegi and Regina Harrison will retain their current tenure home in the School of Languages, Literatures, and Cultures; Professor Merle Collins currently holds a joint appointment in Comparative Literature (51%) and English (49%) and will shift her tenure home from the former to the latter. Associate Professor Orrin Wang (100% English) will retain his current tenure home in English. Dr. Eugene Robinson holds the rank of Instructor (Job Secure) in Comparative Literature and will shift his Job Secure status to English.

Until recently the Comparative Literature Program was staffed by one non-exempt staff member, Ms. Louise Clement, in the position of Office Specialist III. Ms. Clement was offered the opportunity to transfer to the English Department Writing Center, at the same salary, in the position of Office Specialist III; she has chosen to accept that position. Future staffing of the Program is addressed below.

The Program is currently administered by an Acting Director and a Director of Graduate Studies. Because the Program temporarily suspended admissions of new students from 2003 through 2005, it currently includes a small number of doctoral students, most of them at the dissertation stage. Two new doctoral students have been accepted for admission in fall 2006 and are expected to meet the requirements of the proposed new Program.

Students currently in the Comparative Literature Program will continue, until graduation, to receive all financial support previously committed to them and will be eligible to apply for all fellowship opportunities available to graduate students in English. Once the merger is finalized, current and future students in the Program will be advised primarily by an appointed Director of Comparative Literature. Current and future students, moreover, will benefit from the extensive mentoring, advising, pedagogical training, professional development, and placement programs operated by the English Department for its graduate students; these programs will be adapted to accommodate the specific disciplinary needs of the students in Comparative Literature.

RESOURCES
For FY07, the Comparative Literature Program has state budgeted resources of $391,727, of which $273,567 is for salaries, $83,125 is for a GA Pool, $20,710 is for Labor and Assistance, and $14,325 is for Operating Expenses.

The Program also received $71,381 in ACCESS funds, tied to the production of CORE courses and seats. In addition, the spending income available in FY07 from the Program’s Vambery Endowment is $27,109, of which 50% is set aside each for faculty and for students.

The total amount of resources available in FY07 from the state budget, ACCESS, and Vambery after the Program’s salary savings assessment of $6,068 is subtracted is $484,149. In future years the Program will have $18,000 available annually in graduate fellowship money from the Dean of Arts and Humanities.
September 25, 2006

Professor Gary Hamilton, Acting Chair
Department of English
Susquehanna Hall
Campus

Dear Gary:

I am writing to express my support for the proposed merger of the Comparative Literature Program with the Department of English, although I must admit that I am doing so with a tinge of regret.

As you know, I was a strong proponent of a merger of the Comparative Literature Program with the School of Languages, Literatures, and Cultures, when it seemed that it was a possibility after the creation of the School. However, this would have required the support of the vast majority of my colleagues, which we did not have at the time, and in any case, the vote taken by the Comparative Literature faculty last year showed a clear preference for the Department of English. This is hardly surprising: Comparative Literature programs at American universities have traditionally been housed in English departments, and your proposed merger is in keeping with this long-established tradition. Since your colleagues in English are equally in favor of the merger, it seems to me that all the conditions are satisfied for this union to be successful.

As the liaison between the Committee on Comparative Literature and the SLLC, I am aware of the particulars of the proposal (resources, size of the program, curriculum, administration, etc.), and here again, the fact that there is agreement on both sides clearly indicates that the terms of the merger are appropriate. Since the proposal “imagines an elite Program admitting no more than two to three students per year”, the current SLLC graduate-level offerings would be sufficient to meet the needs of these students for courses required in one of our languages.

I am pleased to know that there is a bright future for Comparative Literature at the University of Maryland.

Best regards,

Pierre Verdaguer
Associate Director, Academic Affairs
School of Languages, Literatures, and Cultures
Jimenez Hall
Tel. 54102
# Appendix D: Requirements of the Comparative Literature Program, Pre- and Post-Merger

## The Master of Arts—

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<tr>
<th><strong>Pre-Merger Program</strong></th>
<th><strong>Post-Merger Program</strong></th>
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<tbody>
<tr>
<td>students entering the program can either earn a terminal M.A. or one in conjunction with the Ph.D.</td>
<td>The CMLT M.A. will be suspended. Students entering the Ph.D should already have an M.A. in either English or another language.</td>
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## The Doctor of Philosophy—

### Coursework—

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<th><strong>Pre-Merger Program</strong></th>
<th><strong>Post-Merger Program</strong></th>
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<tr>
<td>thirteen to fourteen courses (39 to 42 credits) with eight to ten courses (24 to 30 credits) carried over from the pre-merger M.A. coursework, and with five to seven of those courses (15 to 21 credits) satisfying Ph.D. distribution requirements. A minimum of twelve credits of CMLT 899 upon reaching candidacy.</td>
<td>six courses (18 credits) beyond the M.A., and a minimum of twelve credits of CMLT 899 upon reaching candidacy.</td>
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### Distribution Requirements:

- 3 courses in Critical Theory: CMLT 600 (Introduction to Theory), CMLT 601 (Comparative Literature Methodology), and one advanced course in theory
- 2 three-course Concentrations, that is, two concentrations each consisting of three courses
- 4 courses in a Professional Discipline
- 2 courses in the Breadth requirement, one in literature and one in non-print media, which can be taken concurrently with courses taken in concentrations or Professional field.

Students may transfer all relevant course work.

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<th><strong>Post-Merger Program</strong></th>
<th><strong>Distribution Requirements:</strong></th>
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<tr>
<td>--Methodology: 1 course (3 credits): CMLT 601</td>
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<tr>
<td>--Theory: 1 course (3 credits)</td>
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<tr>
<td>--Early Modern Literature: 2 courses (6 credits)</td>
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<tr>
<td>--Modern Literature: 2 courses (6 credits)</td>
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</table>

In each of the two general periods, one course must be taken in ENGL/CMLT in Anglophone and one course outside ENGL/CMLT in another language/literature.

Students may transfer six credits of MA work to satisfy distribution requirements (though not total credit number requirements.)
### Comprehensive Exams--

**Pre-Merger Program**: three separate take-home written exams, each to be completed in 72 hours, and one 1-2 hour oral examination drawing upon all three written exams.

The three written exams will be:

1) In Critical Theory
2) In both areas of the student’s Concentrations
3) Professional Discipline

All four exams should be taken within one semester and summer (eight months).

**Post-Merger Program**: one two-part oral exam designed to be similar in structure and administration to the current English Department exam, but longer in duration and more extensive in coverage.

--Part One: one hour, requires the student to present a special topic comparative in nature.

--Part Two: two hours, examines the student on two reading lists, each list providing historical coverage on one of two national literatures in which the student is working.

### Language Requirements--

**Pre-Merger Program**: Students are admitted with proficiency in two languages (one of them English) and must demonstrate proficiency in a third language before being admitted to candidacy.

Applicants provide evidence of their proficiency in English and another language. Students demonstrate proficiency in their third language either by:

1) demonstrable experience or study that students can document;
2) completion of course work in the chosen language at the 400 level or higher, with a grade of B or higher; or 3) a test of language proficiency administered by the Program.

**Post-Merger Program**: Students are admitted with advanced proficiency in English and at least one other language at the time of entrance to the Ph.D.

Advanced language proficiency is defined as the ability to do graduate level work in the chosen language. Applicants demonstrate their proficiency by holding an M.A. in the language, by documented experience of the use of the language, or by examination.
Representative Early Modern Courses for Comparative Literature PhD Students

SPAN 798M Una Lectura Heterodoxa de la Ficcion del Siglo XVI (Spring ‘05)
SPAN 698D Masterpieces of Hispanic Literature: The Other Cervantes; La Galatea, Theatre, Novelas Ejemplares, Poetry (Fall’05)
SPAN 798K Introduction to Colonial Studies (Fall ‘06)
SPAN 798C Golden Age Literature (Fall ‘06)
SPAN 798S Epic Poetry and the Chivalrous Novel (Spring ‘07)
JAPN 621 Japanese Historical Linguistics (Spring ‘06)
JAPN 612 Introduction to Classical Japanese (Spring ‘06 and Spring ‘07)
GERM 689A German Medieval Literature (Fall ‘06)
GERM 689D The Development of the German Language (Fall ‘06)
FREN 601 History of the French Language (Spring ‘05 and Spring ‘07)
FREN 629 Special Topics in Sixteenth-century Literature (Spring ‘05)
FREN 649 Special Topics in Eighteenth-century Literature (Spring ‘05)
FREN 699C Travel in the Renaissance (Fall ‘05)
FREN 699B Eloquence, Rhetoric, and Conversation in 16th/17th Centuries (Spring ‘06)

The following Early Modern English Courses normally run once a year:
ENGL 718 Seminar in Medieval English Literature
ENGL 719 Seminar in Sixteenth-century English Literature
ENGL 728 Seminar in Seventeenth-century English Literature
ENGL 729 Seminar in Eighteenth-century English Literature
ENGL 607 Readings in the History of Rhetorical Theory to 1900
ENGL 620 Readings in Medieval English Literature
ENGL 621 Readings in Sixteenth-century English Literature
ENGL 622 Readings in Seventeenth-century English Literature
ENGL 623 Readings in Eighteenth-century English Literature
ENGL 626 Readings in Early American Literature

Representative Modern Courses for Comparative Literature PhD Students

SPAN 798T Latin American Theater (Spring ‘05)
SPAN 798F Nineteenth Century (Spring ‘05)
SPAN 798C Modernist Short Story (Spring ‘05)
SPAN 798P Latin American Poetry (Fall ‘05)
SPAN 798C Literature of the Southern Cone (Fall ‘05)
SPAN 798S Contemporary Peninsular Literature (Spring ‘06)
SPAN 798M Modernist Poetry from Dario to Gonzalez Martinez (Spring ‘06)
SPAN 798A From Inca Barcistema to Vargas Llosa (Spring ‘06)
SPAN 798M Modernism (Spring ‘07)
SPAN 450 The Hispanic Caribbean (Spring ‘07)
JAPN 638S Speech Acts and Politeness in Japanese and English (Spring ‘05)
JAPN 608A Readings in Advanced Modern Japanese (Spring ‘05)
GERM 631 German Lyric Poetry (Spring ‘05)
GERM 639C The Twentieth Century (Fall ‘05)
GERM 639 German Drama (Fall ‘05)
GERM 689S Literature and Culture: Schiller (Spring ‘06)
GERM 839F Heinrich Heine and His Cultural Environment (Fall ‘06)
GERM 689F Twentieth-century: Jugendliteraturals als Genre (Spring ‘07)
FREN 689 Seminar in a Great Literary Figure: Proust (Fall ‘05)
FREN 659N Special Topics in Nineteenth-century France: The Novel (Spring ‘06)
FREN 699F Francophone Studies (Fall ‘06)
CMLT 679C History/Theory/ Practice of Documentary (Spring ‘06)
CMLT 679A/ENGL 749B Ethics of Representation and the Literature of the Holocaust (Spring ‘06)
ENGL 758A Literary Criticism and Theory: Intersections of Race and Sexuality in Literature (Spring ‘05)
ENGL 769A Studies in Fiction (Spring ‘05)
ENGL 738A Seminar in 19th-century: Consuming Romanticism (Fall ‘05)
ENGL 749A Studies in Twentieth Century Literature: Postmodern Poetry by the Book (Fall ‘05)
ENGL 749B Studies in Twentieth Century Literature: Caribbean Literature (Fall ‘05)
ENGL 798A Critical Theory Colloquium: Issues in Asian American Study (Fall ‘05)
ENGL 758A Literary Criticism and Theory: Incriring Media (Spring ‘06)
EnGL 759A Seminar in Literature and Other Arts: Higher Learning in the Age of Terror (Spring ‘06)
ENGL 749B Studies in Twentieth-century Literature: Memory, Identity, Exile (Fall’06)
ENGL 668K Readings in Modern Literary Theory: Introduction to Digital Studies (Fall ’06)
ENGL 739A: Seminar in Nineteenth-century Literature: Techno-romanticism (Spring ‘07)
ENGL 748A Seminar in American Literature: Transnational American Literature (Spring ‘07)
ENGL 749C Seminar in Twentieth-century Literature: Cultures of Theory
ENGL 668A Readings in Modern Literary Theory: Queer Theory (Spring ‘07)

The following Modern English Readings Courses Normally Run Every Year:
ENGL 624 Readings in English Romantic Literature
ENGL 625 Readings in English Victorian Literature
ENGL 627 Readings in Nineteenth-century American Literature
ENGL 628 Readings in African American Literature
ENGL 630 Readings in Twentieth-century British Literature
ENGL 631 Readings in Twentieth-century American Literature
Dear Phyllis,

In answer to your first inquiry, "At what point do students advance to candidacy?"

Students advance to candidacy after completing all course credits (18 credits beyond the MA) and passing their qualifying exams. There is no thesis proposal defense.

I have provided a sample list of courses for the categories Early Modern and Modern. (See attachment.)

And yes. Students who began the Ph. D. program in Fall 2006 should have the opportunity to finish the program into which they were admitted if they should so choose.

Please let me know if there is anything else that I can do.

Best,
Gary

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Gary D. Hamilton
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