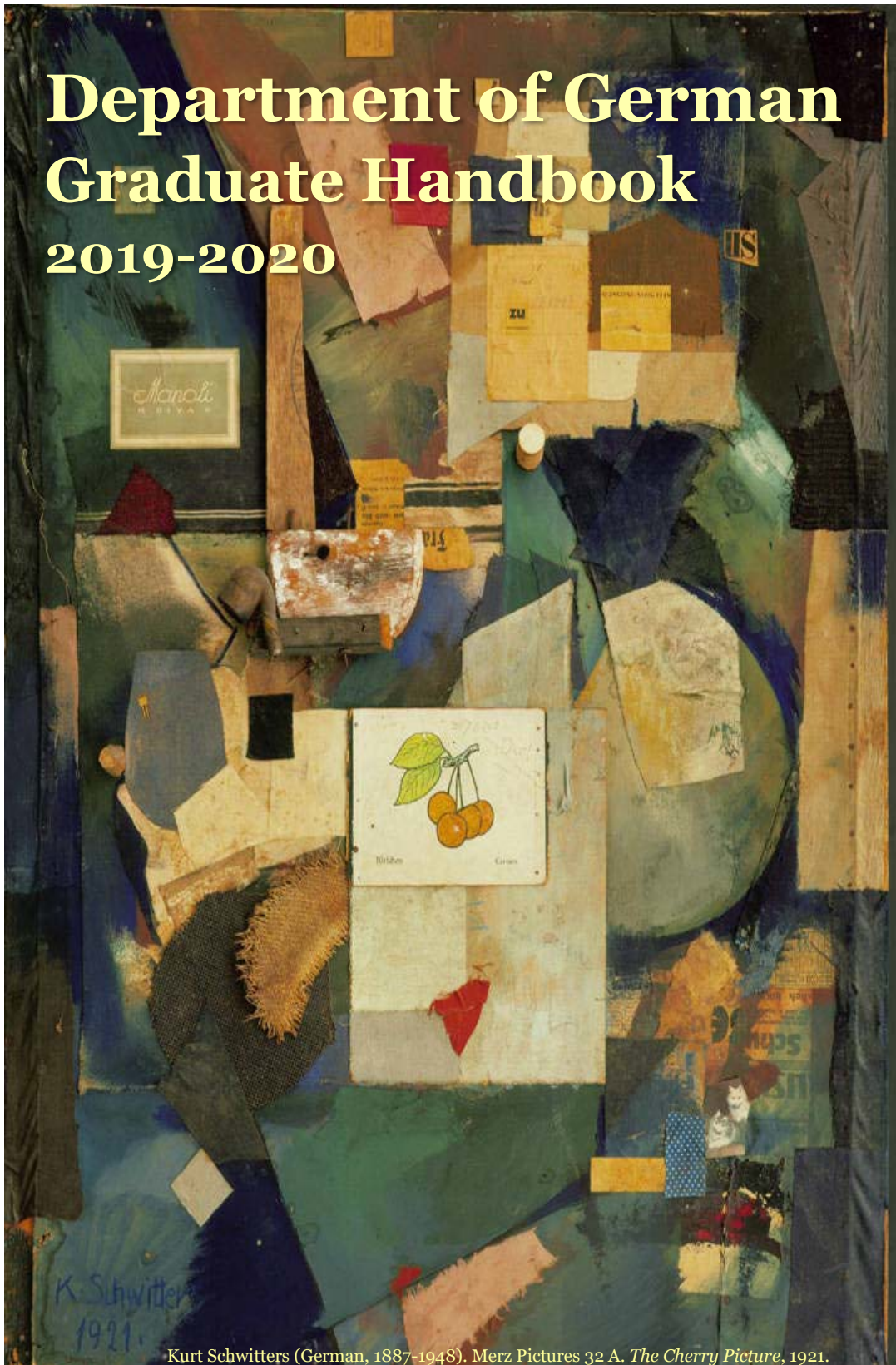
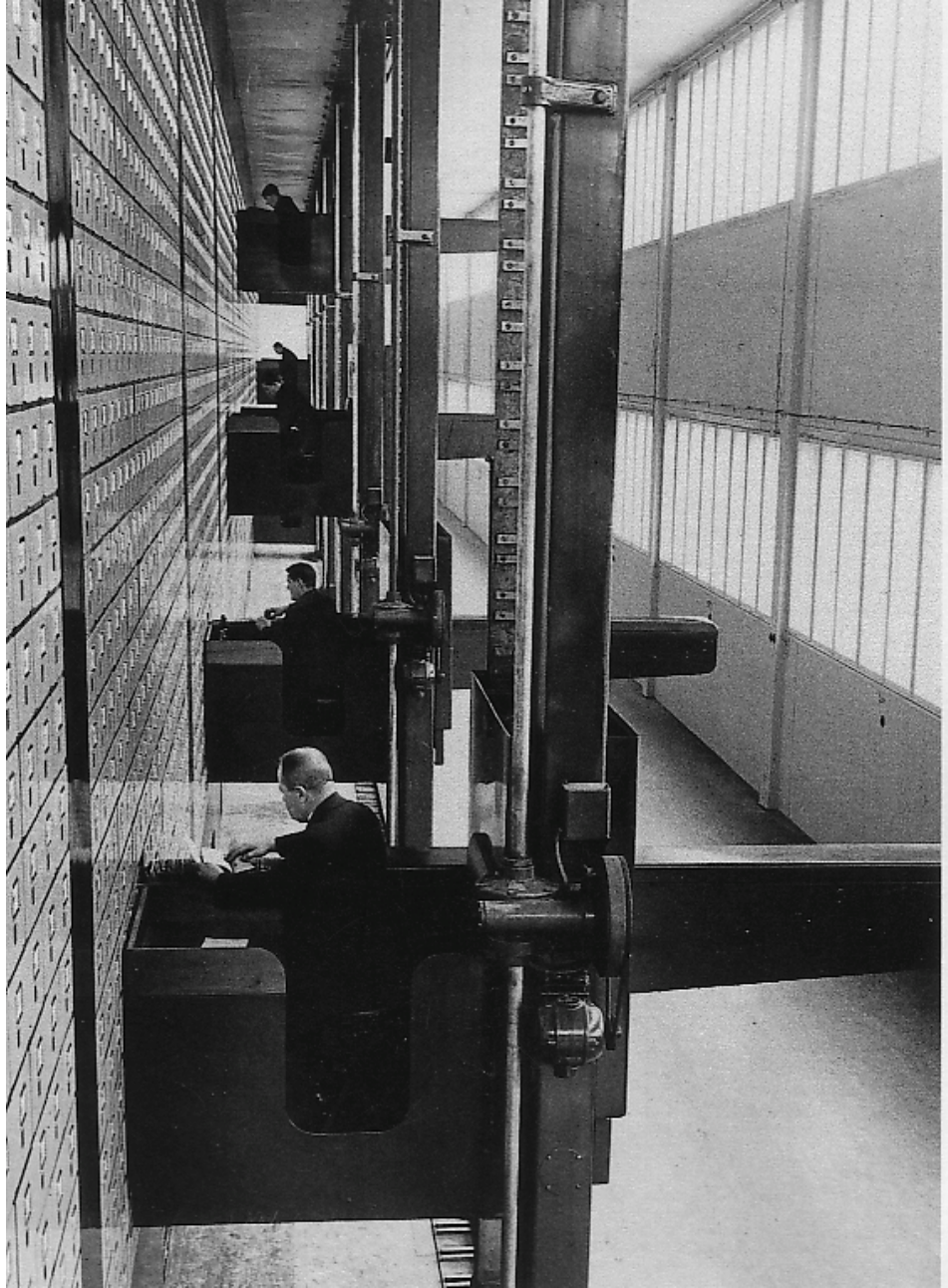


Department of German Graduate Handbook 2019-2020



Kurt Schwitters (German, 1887-1948). Merz Pictures 32 A. *The Cherry Picture*, 1921.



Josef Ehm, Electrically Powered Mechanical Classifier, Social Insurance Head Office, (Prague, 1936)



German Department Princeton

Welcome to the Graduate Program in German at Princeton University,

where you have the opportunity and pleasure of devoting yourself full-time to the study of German literature, culture, and thought. This Handbook has been developed to guide you as you make your way through this course of study and make the transition from student to professional. In addition to the various requirements and expectations, you will also find links to more information and some of the many resources available to you on campus. If you have a question that is not answered here, however, there is a directory of the entire department at the end of the handbook; the Chair, the DGS, the faculty, and the staff all welcome any questions you may have.

In our commitment to principles of fairness and respect for all, Princeton's German Department seeks to create a climate that is favorable to the free and open exchange of ideas, and reaches out as widely as possible in order to attract the best qualified individuals. We do not discriminate on the basis of age, race, color, sex, sexual orientation, political views, gender identity or expression, religion, marital status, national or ethnic origin, disability, or veteran status.

University Statement on Freedom of Expression

(excerpted from Princeton University's Rights, Rules, and Responsibilities: <https://rrr.princeton.edu>)

Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, Princeton University fully respects and supports the freedom of all members of the University community "to discuss any problem that presents itself."

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

[...]

In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

[...]

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Year-by-Year Expectations

Year One

By the end of the first year, a graduate student will have completed a minimum of six seminars, including at least four in the German Department. The work for those seminars should reflect the gradual development of the primary tools of scholarship:

1. increasing confidence in the identification of what counts as a scholarly problem;
2. growing research skills, including bibliographic competence and the ability to locate special collections and other primary sources;
3. development of the ability to construct a clear and compelling argument;
4. increasing sophistication in the approach to a problem, which will usually entail a broadening of the student's theoretical horizon. As the student reads and reflects on the "Erudition List" upon which the General Examination to be completed in the fall semester of the third year will be based, the depth and breadth of reference should also begin to become visible in written work.

In addition to demonstrating gradual improvement in the quality of written work, oral participation in seminars should, similarly, show steady improvement. The opportunity to participate in small seminars is a central aspect of the student's professional development.

Seminars offer training in the "conceptual packaging" of information and ideas and in the communication of those ideas in ways that contribute to the richness and complexity of the seminar discussion. In some seminars, these rhetorical skills will be further developed as the student contributes a scholarly paper to a seminar symposium.

Students should also aim to complete the second foreign language requirement during the first year.

Year Two

By the end of the second year, students should have completed an additional six seminars, including at least four in the German Department, as well as the second foreign language requirement. In addition, those aspects of scholarship and oral communication detailed above should have begun to coalesce around a research agenda, which is to say that the student should have become aware of a (still broad) scholarly terrain within which her research will take place.

By the end of April in the second year, the student will also have assembled a committee for the supervision of the General Examination, and by the end of June in the second year the student will have prepared the individualized reading list for the General Examination (see below, Generals). Also by the end of June of the second year, students who are planning to apply for a DAAD or Fulbright Fellowship in the Fall of the third year should consult with the members of the Generals committee about the dissertation research proposals for those applications.

Year Three

The third year is a challenging year in our system. The student will normally pursue the following course of study, teaching, and preparation for dissertation research:

1. begin her teaching career in September with a section of German 101 while taking the pedagogy seminar (before the semester begins, students take a week-long pre-teaching workshop with Jamie Rankin);
2. sit the first part of the General Exam (the so-called “Erudition Exam”) in October;
3. sit the second part of the General Exam (the so-called “Special Exam”) in January; and
4. complete the Dissertation Prospectus Colloquium in April or May.

In addition, many students will submit applications for dissertation research fellowships (e.g., DAAD, Fulbright) in October of the third year. Such applications require a dissertation research proposal. Discussions concerning potential dissertation topics should therefore begin by the end of the second year; typically these discussions begin with the chair of the Generals committee, though other faculty members also should be approached as appropriate to an individual student’s potential dissertation topic and to the student’s broader research interests.

Draft dissertation research proposals should be submitted to potential recommenders no later than early September (NB: this work may need to be completed even earlier, depending on the deadlines for submission of letters of recommendation and the scheduling demands faced by individual recommenders. As a general rule, students should submit their materials to their recommenders one month in advance of deadline).

The third year is also the year in which, as a prospective dissertation topic comes into focus, the student chooses an adviser or advisers. Since the composition of the Generals, Specials, and Dissertation Prospectus Defense committees may differ for any number of reasons (including faculty leave schedules), and since students’ interests may shift over the course of the summer after the second year and the third year itself, students should consider consulting with a broad range of faculty members regarding the appropriateness and feasibility of the nascent dissertation topic and associated research agenda at least through the winter of the third year. In sum, the end of the third year should find the student with radically improved scholarly abilities; with the beginnings of an extensive “data base” that includes familiarity with a broad array of German cultural material; with a good start at acquiring the abilities of an excellent teacher; *and* with a good working relationship with the members of the faculty with whom she will work closely on the dissertation.

Year Four

Although less structured than the preceding years, the fourth year of the PhD program is crucial to the completion of an excellent dissertation. Whether following a five-year or, for students holding outside dissertation research fellowships such as the Fulbright or the DAAD, a

six-year plan for completion of the PhD program, the student should by the end of the Fall Semester of the fourth year have consulted with her adviser(s) to set a schedule for the completion of the first dissertation chapter. February marks the beginning of the departmental nomination process for honorific fellowships, some of which require a completed chapter as part of the application; before a student can be considered by the department for nomination for an honorific fellowship that requires submission of a dissertation chapter as part of the application, that chapter must have been reviewed and approved by the adviser(s). Depending upon the number of potential nominees for honorific fellowships in a given year, a departmental committee may be convened by the DGS to review the dossiers of potential nominees, including their dissertation chapters. In practice, that may mean that a deadline in February or early March would be set for the submission to the departmental review committee of chapters by potential honorific fellowship nominees. Students and advisers should therefore confer during the Fall Semester of the fourth year about eligibility for honorific fellowships and the requirements for the application process.

Year Five and Beyond

Students will typically teach again in the fifth and sixth years and this teaching likely will be at the intermediate level. Some students also find positions as preceptors (discussion section leaders) for lecture courses including our GER 210, or those in other departments. The main goal of these years, however, is to complete the dissertation. Students at this stage are encouraged to present their work in the department Works in Progress Series, as well as at conferences. A publication of an article in a peer-reviewed journal is also an important goal for this period of study.

Pre-Generals Adviser

When students enter the program, the DGS will assign a Pre-Generals Adviser to them. Students may consult this adviser (in addition to their regular meetings with the DGS) about their coursework choices and about any other academic matters about which they have questions leading up to the General examinations. While assignments are made with students' interests in mind, there is no official connection between this adviser and whomever the student chooses to chair her generals committees or as a dissertation adviser. The Pre-Generals Adviser is merely an additional faculty member (i.e., in addition to the DGS) to whom students may turn for academic advice during their first two years in the program. Students are responsible for setting up an appointment with their pre-generals advisor at the beginning of each semester.

Coursework Guidelines

Course-Requirements:

In their first semester, students should make sure to review the University Statement on the Freedom of Expression (excerpted on p.4 of this handbook).

Students are required to take a minimum of twelve courses over two years, **eight of which must be in the German department**, not including the mandatory Second Language Acquisition and Pedagogy

course. One of the twelve courses must be GER 508 Introduction to Middle High German Literature. All twelve of these courses must be taken for a letter grade. In general, this will mean that students write one research paper per seminar taken for credit.

In two of the twelve courses, however, students may opt to submit an alternative final exercise. Alternative final exercises could include but are not limited to extensive annotated bibliographies pertaining to a particular field or problem, translations, or conference talks. The decision to use this option in a given course must be made by the end of the third full week of the semester, and the precise shape of the alternative final exercise must be negotiated with the instructor of the course in question. Only students in good academic standing may exercise this option, and the option is only available for courses offered within the department. Departmental courses in which the standard final project is other than a research paper (i.e., a colloquium paper or an annotated bibliography) will be counted as one of the two courses in which an “alternative final exercise” is submitted instead of a paper. In order to be considered in good academic standing, students must have completed at least one semester at Princeton and have no more than one INC.

NB: Students should expect to receive written comments on seminar papers within one month of their submission to professor, unless submitting an incomplete. In the case of an incomplete, students should consult with professor about when they might expect to receive feedback. (See also, Incomplete policy below)

Additional Guidelines for Coursework:

During the first two years of graduate study, students will enroll in six seminars for a letter grade per year, **four of which are expected to be in the German department.** Exceptions to this pattern are possible with permission of the DGS. Students must submit to the DGS a written statement justifying their request for an exemption.

1. Students may also elect to design an independent reading with a faculty member for course credit.
2. Students may also opt to audit a fourth course in a given semester (pre- Generals).
3. Beginning in the first semester after completion of the Generals Exams (typically Fall of the 4th year) and continuing through the 5th year of study, students living in Princeton or nearby are required to audit at least one seminar per semester. By long tradition in the department, advanced students take part in seminars in order to continue their training, as well as to pass on their own expertise to younger students. After the 5th year, students with DCE status (Dissertation Completion Enrollment) are strongly recommended to audit a course, although exemptions can be granted through a formal petition to the DGS and the chair, approved by their adviser. Finally, students with ETDCC status (Enrollment Terminated, Degree Candidacy Continues) are welcome, but not expected, to audit a course.

Opportunities for Coursework at Neighboring Institutions

Princeton participates in a number of exchange, partnership, and cross-registration programs with local universities, within the parameters of which, students may enroll in and receive credit for courses taken at the partner university. Students have access to these exchanges only after having completed one year at Princeton. For further information and guidelines for taking advantage of these opportunities: See <https://gradschool.princeton.edu/academics/partnerships-exchanges-and-cross-registration>

Incomplete Policy

The Graduate School has implemented a policy that states that all coursework must be completed (and graded) during the semester in which the course is taken.

Incompletes are to be given only in exceptional circumstances

when there are compelling reasons, discussed in advance between the course head and the student, **either** for the student's not turning in the work by the end of the academic term *or* for the course head's not grading the work by the end of the academic term.

Should an incomplete be granted, and if the student has not turned in the final paper or work for a course **within one year after the beginning of the course, the grade in the course will be recorded as "F."**

Students with more than one incomplete at the time of re-enrollment will have their re-enrollment deferred.

All coursework must be completed before the student may sit for the General Exam.

Language Requirement

Students are expected to demonstrate proficiency in one additional language other than English or German. There are three ways to fulfill this requirement. First, for those languages for which proficiency exams are offered by a Princeton department, students must pass the appropriate language examination. Students enrolling in language courses should speak with a representative from the respective department to determine which course offerings will prepare them to pass this exam. Second, during the summer many Princeton language departments offer a course that teaches fundamentals for reading, and students may fulfill their language requirement by taking such a course and receiving a grade of B+ or higher. Third, for those departments not offering a proficiency exam, students may fulfill their language requirement by receiving a grade of B+ or higher in the final course of a department's language sequence (numbered either 107 or 108).

The choice of language should be informed by consideration of a student's future research and made in consultation with her or his pre-generals advisor. Students choosing to concentrate on literature before 1700 are advised to take Latin as their second foreign language.

Students are expected to fulfill the language requirement as soon as possible after enrolling and no later than the end of their second year. An examination from another institution does not fulfill the Princeton requirement. Students who have not fulfilled the language requirement will not be eligible for the general examination in October of their third year.

Re-enrollment

In April of every year, the Graduate School initiates the re-enrollment process. This process enables both the Graduate School and the department to monitor student progress, to acknowledge student accomplishments, and to address any concerns or problems that might have developed over the course of the year.

Students are asked to go on-line and answer questions related to their accomplishments and progress during the current year and their plans for the coming year. The DGS at this time solicits and assembles feedback on each student from the students' advisers and from the professors with whom they have been taking classes. This includes professors outside the department. In early-May, the faculty meets to discuss student progress.

Subsequent to the meeting, the DGS submits comments and recommendations for re-enrollment in the on-line system. Students should be aware that **re-enrollment is not automatic and all requirements must be met before re-enrollment can be approved.** The Graduate School reviews student comments and the DGS recommendations in June. If re-enrollment is approved, contracts for the next academic year are emailed to students, usually in July. **Students with more than one incomplete will have their re-enrollment deferred.**

The DGS comments and any recommendations or concerns that arise in the May faculty meeting are also recorded on the Annual Feedback Report (see next page). Students then meet with the DGS in May to review the feedback. Both the DGS and the student must sign two copies of this form. One copy is held in the main office files, and one copy is for the student. (Students may also view adviser and DGS comments made on-line).

Annual Feedback Report

Department of German
PhD Program
Annual Feedback Report

Student Name _____

Program Year [G1, G2, etc] _____

Summary of Faculty Comments:

Recommendations:

Director of Graduate Studies Signature

Date

Student Signature

Date

German Language Pedagogy Profile

In order to ensure that students are prepared for teaching German, first-year graduate students who are not native speakers of German will participate in a collaborative assessment – the Language Pedagogy Profile – to evaluate their language skills with an eye toward the specific kinds of proficiencies needed in the classroom. The goal is not to assign a score, but to identify areas of language use that would benefit from focused attention prior to the teaching assignment during the third year of study.

To this end, the profile touches on three language domains:

1. knowledge of basic grammatical features of German
2. ability to explain grammatical rules in German that a “Beginning German” student could comprehend
3. Speaking proficiency:
 - accent
 - vocabulary range
 - accuracy
 - fluency in extended speech

Format: (Currently being revised. 9-5-19; see Jamie Rankin or DGS for updates)

We strongly recommend that all graduate students – native speakers and non-native speakers alike -- become familiar with the 1,200 core vocabulary items at the heart of the Beginning German curriculum. A list of the core vocabulary is available in the departmental office as well as from the Language Coordinator.

Teaching

As a condition for their fellowship, students are required to teach one year of German language (GER 101-102). Teaching usually begins in the third year and is preceded by a one-week pedagogy workshop with Professor Jamie Rankin, the language coordinator. In addition, first-time teachers are required to attend the AI Orientation given by the McGraw Center for Teaching and Learning. While students are required to teach only the first year of German language, we recognize that a full teaching dossier is an important asset on the job market and are committed to providing each student with the opportunity to teach all four semesters in the German language sequence. As a general rule, decisions about teaching assignments are made in mid-late Spring for the following year by the Chair, in consultation with the language coordinator, and sometimes with input from the DGS or advisers (for post-generals students). We encourage students to seek out additional teaching opportunities—as preceptors and co-teachers—in our own department and others as well.

Language Teaching Credential

Graduate students are encouraged to enroll in the **Language Teaching Credential** program offered by the **Princeton Center for Language Study** [[link: <http://pcls.princeton.edu/>]], in order to highlight their theoretical and practical training in foreign language pedagogy. By formalizing a student’s various teaching opportunities, workshop participation and seminar training, the Credential allows

hiring institutions to appreciate the student's engagement with teaching, while preparing students for job market interviews and on-campus teaching demonstrations. The Credential requires:

- a minimum of two semesters of language teaching at the University;
- classroom observations with post-observation feedback;
- training and professional development through a departmental seminar, workshops and additional related activities; and
- the development of a Teaching Portfolio focusing on foreign language pedagogy

Detailed information regarding these requirements can be found [here](http://pcls.princeton.edu/resources/learning-resources/language-teaching-credential/).
[[link to <http://pcls.princeton.edu/resources/learning-resources/language-teaching-credential/>]]

General Examination

Students must complete all coursework by June 30 of the second year in order to proceed to the General Examination in the Fall Semester of the third year. This means, in practice, that second-year students may not be carrying any Incompletes, including Incompletes for spring-semester courses taken in the second year, beyond June 30 of the second year. With regard to Incompletes on the records of second-year students at the end of the Spring Semester: when a student is seeking to clear an Incomplete by submitting the outstanding coursework, faculty members are required to confirm receipt of work that meets the requirements for the course for which it was written, but they are not required to submit grades to clear Incompletes by the June 30 deadline.

Part One (Erudition Examination)

The first part of the departmental General Examination, the so-called Erudition Examination, is intended to provide the graduate student with general, but comprehensive knowledge of the field of German Studies. The Erudition Examination should be completed in October of the third year. A solid grasp of the material covered in this examination constitutes, in the view of the faculty, the beginning of the kind of competence upon which a career in scholarship and teaching is based. The so-called Erudition List, of which more below, is drawn from literature, philosophy, social theory, aesthetics, and film, and is thus intended as the starting point for an extended exploration of the field of German Studies.

The Erudition List and Examination complement the array of seminars offered by individual faculty members, all of which are intended less to acquaint students with a specific body of material than to introduce students to *approaches* to research problems. The existence of the Erudition List—and the further exploration it is designed to prompt—thus provides faculty and students alike with the sort of shared basis from which seminars and individual research projects can develop.

Preparation for the Erudition Examination should include close reading of the works on the Erudition List; exploration of the most important critical approaches to those works; and review of histories of literature, philosophy, and film, as aids to understanding relationships among the works and the interpretations to which they have given rise over time.

The faculty expects that each student will demonstrate through the Erudition Examination a broad familiarity with the individual works on the list, as well as a grasp of conceptual frameworks through which diachronic and synchronic relationships among individual works are often organized. The examination should demonstrate the student's ability to organize discussion of works and problems into a series of coherent, meaningful essays that indicate a general competence in the field and that suggest the ability to develop further and to undertake individual research at a high level of scholarship. The demonstration of an original approach, whether in local instances or more generally, is a plus but is not the primary object of evaluation within the first part of the General Examination.

Students receive copies of the Erudition List upon admission to the program and are encouraged to form reading groups beginning in the first year in the program in order to share knowledge and distribute the work of acquainting themselves with secondary literature. Students are also invited to shape their individual reading lists according to their developing scholarly interests by substituting up to 10% of the titles on the Erudition List. No later than early May of the second year, students should, in consultation with the DGS, form a committee of three faculty members (a Chair and two additional members) who will conduct the first part of the General Examination. Students should discuss revisions to the Erudition List first with the Chair of the Erudition Committee and then with its other two members, arriving at a final reading list no later than June after the second year.

The Erudition Examination consists of three written essays in response to a set of questions covering the breadth of the German tradition and answered by the student over a single, six-hour exam period. The format of the exam will be one essay in answer to a question common to all the exams that year, and two essays based on a set of questions from which the student may choose. Once the student has submitted a bibliography, their committee will compose several questions, and then the entire faculty will convene to compose together one question that will be common to all of the exams in that cohort. The entire Faculty will convene after the exam to evaluate the shared question. The students' committees determine the total grade.

The exam will be scheduled during the October PhD General Examination period, which is listed on the Academic Calendars posted on the University website; the October PhD General Examination period typically takes place during the third and fourth weeks of the Fall Semester. Copies of previous students' lists as well as copies of previous written examination questions can be reviewed in the Department Office. Please consult with the Graduate Administrator, Lynn Ratsep.

Students will be notified of the outcome one week after taking the exam; one week later they will receive written feedback from the committee Chair about their performance on the exam. All parts of the General Examination will be graded pass/fail. If a student fails the first part of the General Examination, he or she may stand for reexamination within one year. If unsuccessful the second time, the student may not take the first part of the General Examination again, and degree candidacy will be terminated automatically.

Part Two (Special Topic Area)

Upon successful completion of the first part of the General Examination, the student will approach a faculty member to serve as chair of the committee for the supervision of the second part of the General Examination, the Special Topic Area (Specials). The purpose of the Specials Exam is to develop an area of specialization that lays the foundation for the student's dissertation research. It might also be thought of as a "teaching field." The Special Topic Area Examination should ideally be completed in January or February of the third year.

Like part one of the generals, the Specials Exam consists of: a written exam designed to provide students who are on the cusp of undertaking dissertation research the opportunity to demonstrate in writing a grasp of the state of the field for a prospective dissertation research area and a capacity to draw together readings of primary and secondary sources as the basis for the formation of a research agenda.

By November 15 of the third year, following consultation with the chair of the Specials committee, the student should have in place the full exam committee of three faculty members. The composition of the committee for the Specials may be identical to, similar to, or entirely different from the composition of the committee for the first part of the General Examination. By December 15 of that year the student should submit to the committee a reading list for the Specials, along with a statement (500-750 words) that frames the Specials field and its prospective relation to an area of dissertation research. With the approval of the committee, this list may be divided into two or three sections / subfields to be supervised primarily by individual members of the committee.

Following consultation with the chair of the Specials committee, the student will select one of two possible formats for the Specials exam: either a six-hour written exam or a take-home exam with time parameters and word limits to be determined by the committee. Students will be notified whether they have passed within one week of their exam date and one week later they will receive written feedback from the committee Chair about their performance.

After the General Erudition and Special Exams are completed successfully, students may apply to the graduate school for a Master's Degree.

Dissertation Prospectus Colloquium

Upon successfully completing both parts of the Generals Examination, the student will select a committee of three faculty that includes the dissertation adviser or advisers and one or two other faculty members with expertise in the field. The latter faculty may be drawn from outside the department or, on occasion, beyond Princeton. Working closely with the committee of three faculty, the student will craft a dissertation prospectus. The dissertation prospectus is intended to help the student set out on the best path toward successful completion of the dissertation in a timely fashion. It is generally between 15 and 25 pages in length, sets out the major question(s) the dissertation will explore, and includes a preliminary bibliography, formatted in either MLA or Chicago style. It may include an articulation of chapters or even a sample part of a chapter. The precise expectations for the prospectus, including its length, should be discussed in detail with the adviser(s) upon

completion of the Special Examination.

At least two weeks prior to the date of the Dissertation Prospectus Colloquium (generally held in April), students are required to submit the final draft of the dissertation prospectus, which will be circulated to all members of the German department. The Dissertation Prospectus Colloquium is a departmental event that entails a concise presentation of the dissertation topic by the student followed by a discussion of the proposed research with the entire faculty and graduate community. Together with the faculty and students, the committee will make recommendations concerning the direction of the research and the feasibility and scope of the dissertation project. Students should work with the Graduate Administrator, Lynn Ratsep, and the coordinators of the departmental "Works in Progress" series to set up a date, time, and place for the Dissertation Prospectus Colloquium in April (typically with two prospectus presentations per session). In exceptional circumstances the Prospectus Colloquium can be scheduled for the fall of a student's fourth year.

Guidelines for Advisers and Advisees

Graduate Advising Guidelines and Expectations

General guidelines

Advisers are expected to give advisees feedback on their academic work, provide advisees with information about institutions and resources, as well as share their knowledge of professional life and of ways to navigate academic culture.

Advisees are expected to be proactive, communicate to their advisers how the adviser can best help/advise the student, submit written work for feedback, and keep their advisers updated about academic progress.

Pre-generals phase

All incoming students are assigned a pre-generals faculty adviser. While the DGS is the primary resource for students in their first two years as they navigate key elements of the program (strategies for coursework, fulfilling the language requirement, dealing with incompletes, applying for summer funding, etc.), pre-generals advisers still play an important role, offering advice on topics including how to prepare for the Generals and advice about professionalization and the discipline.

Advisers and advisees should ideally meet once per semester, although advisees are encouraged to request additional meetings as desired. Advisees are responsible for setting up an appointment with their pre-general advisers at the beginning of each semester.

When requesting a letter of recommendation, advisees are expected to submit all necessary materials (description of fellowship or funding source, proposal, CV, etc.) to the faculty member one month before the letter is due. If the faculty member already has a suitable letter on file, the student may give the advisor two weeks to submit the letter.

Third Year

Students in their Third Year will be working with a number of professors who are serving on their Generals and the Specials committees. By the time of the dissertation prospectus defense at the end of the year, students should have a sense of the primary adviser(s) for their dissertation. Even after this choice has been made, however, students can still change advisers at any point in the program. Advisees who would like to switch adviser(s) should contact the DGS.

Here again, communication on both sides is of utmost importance. Students should endeavor to meet the deadlines for submitting reading lists to their Committees, and faculty members are expected to give feedback on reading lists, specials topics, dissertation prospectuses in a timely manner. This is particularly crucial in the third year, when the expectations on the student are particularly time sensitive.

Post-Generals/dissertation phase

Every dissertation student in the fourth year and beyond should meet with her or his adviser(s) on a regular basis to discuss progress on the dissertation and written work that has been submitted. One of the meetings should take place in December or January for two reasons: first, it gives the faculty time to evaluate student progress and work prior to departmental nominations for University fellowships, which are due March 1; second, it provides sufficient time for students in difficulty to receive feedback and address concerns before the re-enrollment process begins in March.

Advisees are expected to initiate these meetings with their advisers.

Advisers are expected to return written work with substantive commentary within a month of its submission.

When requesting a letter of recommendation, advisees are expected to submit all necessary materials (job announcement or fellowship description, sample of job letter, CV, etc.) to the faculty member one month before the letter is due. Advisees should also supply their advisers with a list of deadlines if appropriate.

Advisers are expected to give prompt feedback on materials and to submit their letters on time (provided they receive the materials one month in advance).

In the case of a late job posting or post-doc announcement, when a letter has already been composed, these guidelines may be shifted accordingly (i.e., when only a few things must be changed in the letter). Here again, communication between advisee and adviser about deadlines and time availability is of utmost importance.

The Graduate School supplies a Guide to Graduate Advising that has many helpful points and insights about navigating the relationship with adviser(s). This guide is highly recommended reading and accessible at: <https://gradschool.princeton.edu/sites/gradschool/files/docs/ACA/Adv%20ing%20Guide.pdf>

Language of Dissertation

The Graduate School requirement for the language of the dissertation is as follows:

The Graduate School requires that all doctorate dissertations be written and submitted in English. Exceptions may be made only for language and literature departments, and only if the departments themselves wish to allow for such exceptions. Where an exception is made, another language or literature and culture in that language must be the subject of the dissertation, and the department must first determine that there are compelling scholarly and/or professional reasons unique to the student or to that student's dissertation that should allow for submission in that language. In such cases the department through the director of graduate studies may make a recommendation to the Graduate School that the dissertation be written and submitted in a language other than English. The decision of the dean in such cases is final. If a dissertation is approved to be submitted in a language other than English, all committee members reported to the Graduate School must have proficiency in that language sufficient to perform their committee roles in the same way that they would for a dissertation written in English. The final public oral (FPO) may be conducted in English or in the language of the dissertation, at the discretion of the department. **Dissertations written and submitted in a language other than English must include an extended summary in English (usually 15 to 20 pages in length), and the abstract of the dissertation must be in English.**

Students who wish to write their dissertations in German should apply for this exception immediately after the Dissertation Prospectus Colloquium in consultation with their adviser(s). If approved by adviser, students should submit a formal petition to the DGS in the form of a letter stating the reasons. These reasons must be OTHER than that German is the student's native language. In other words, students must have substantial intellectual and/or professional reasons for making this request. The DGS will then forward the request to the Dean, who will make a final determination.

DCE/ETDCC (Post-enrolled status designations)

Enrolled Ph.D. students who have not completed their degree within their department's normal program period (five years) have the opportunity to be enrolled for up to two additional years in **Dissertation Completion Enrollment (DCE)** status. Eligible students apply for this status during the annual re-enrollment process in the last year of their program of study, and must be approved for DCE status by their department and the Graduate School Office based on criteria for satisfactory academic progress. DCE status is confirmed via e-mail from the Graduate School to the student, after which the student can electronically accept re-enrollment in this status. Students in DCE status are fully and formally enrolled graduate students, working full-time to complete degree requirements. DCE students may be enrolled as regular (in residence) or in absentia (pursuing their work away from Princeton). In both cases, a marginal-cost tuition and the mandatory Student Health Plan fee will be charged. In the academic year 2019-20, these combined charges will total \$5,800.00.

Students are responsible for covering the DCE fees. There are three instances, however, in which students in DCE status are guaranteed support from the University. These are

1. students eligible for an extra term of enrollment and support under the Childbirth and Adoption Accommodation Policy;
2. students in the Humanities and Social Sciences who have banked a year of funding for use in their first year of DCE status because they held a qualifying external fellowship during their regular enrollment;
3. students accepted into the Interdisciplinary Doctoral Program in the Humanities at Princeton (IHUM) who receive an additional year of fellowship support in their sixth year of study.

In addition to the provisions above, there is a tuition grant program for students in DCE status. The tuition grants cover the full DCE tuition expense. To qualify for a tuition grant, students must meet one of the following two criteria:

- Hold an AI appointment for at least 2 hours, with eligibility determined on a per term basis.
- Hold an external fellowship with a stipend that is at least 60% of either the University Fellowship stipend rate or the AR stipend rate (both calculated on a 10 month basis).

If students do not choose DCE status, they will enter **Enrollment Terminated, Degree Candidacy Continues (ETDCC)** status. When graduate students come to the end of their regular period of enrollment and support in their degree program (five years + two years of DCE), they are required to terminate their enrollment. Normally, these students finish their degree work in the next year.

For more details on Graduate Student Status, see the Graduate School website: <https://gradschool.princeton.edu/academics/statuses/degree-seeking-statuses>

Guidelines for Final Submission: Formatting, Paperwork, Timeline

Complete guidelines for formatting and final submission of the dissertation can be found at:
<http://www.princeton.edu/~mudd/thesis/index.shtml>

It is highly recommended that students use the Mudd library format from the beginning of the writing process. Students should also consult with advisor regarding preferred citation format (Chicago or MLA). It is recommended that students begin using a bibliography program at the early stages of the writing process. Zotero is currently supported by the University.

In general, the student will need to submit the dissertation to the

Graduate Administrator approximately six weeks before the proposed defense date (four weeks for the readers to read the dissertation, two weeks for the graduate school approval process).

There are five degree dates throughout the year. Which degree date the student receives depends on the date she hands in her final materials to Mudd Library after the defense. See the Mudd library website listed above for up to date deadlines.

Dissertation Defense (Final Public Oral Examination)

- **Once the dissertation has been approved by the adviser(s), the student submits one unbound hard copy and a PDF version of the completed work to the Graduate Administrator.** After that, the DGS, working in consultation with the student and the adviser or co-advisers, will appoint a Second Reader who will read the final dissertation and, like the adviser (First Reader), submit a Reader's Report.

Well in advance of the submission of the completed dissertation to the Department, the student and the adviser(s) should discuss possible Second Readers with the DGS. Students should follow the recommendations of the adviser with regard to the timing of these discussions, and both students and advisers should be mindful that many faculty members will require significant advance notice in order to serve as Second Reader for a dissertation; in some cases, the same will be true for the Examiner, of whom more below.

- **At the time of submission of the complete dissertation to the Department, a prospective date for the dissertation defense or Final Public Oral examination (FPO) will be determined** in consultation with the student, the adviser(s), and the Second Reader. Scheduling with the rest of the faculty is handled by the Graduate Administrator. Once a consensus on date and time has been reached, faculty will hold the proposed date.

Also at the time of submission, if they have not done so already, the adviser(s) and the student should discuss possible Examiners with the DGS. For co-advised dissertations, only one of the two advisers will submit a Reader's Report.

- **The date of the FPO will be approximately six weeks after the submission of the complete dissertation.** The First and Second Readers require four weeks to read the dissertation and write their respective reports. The Graduate School requires submission of the two readers reports at least two weeks in advance of the proposed date of the FPO. Copies of the Readers' Reports will be sent to the student at the time of their submission to the Graduate School (i.e., two weeks prior to the FPO date). If the Readers' Reports recommend acceptance of the dissertation, an Examiner who will read the dissertation and prepare questions to be posed at the FPO will be appointed.

Should a prospective Examiner indicate that she or he will require more than two weeks reading the dissertation, the dissertation may be delivered to the Examiner at an earlier date with the approval of the adviser(s).

- **Once the Graduate School approves the Department's request for acceptance of the dissertation, the proposed date of the FPO will be confirmed and fixed.** At this point, the Readers' Reports will be circulated to the full faculty and the date and time of the FPO will be announced publicly.

Only with the student's permission may the Reader's Reports be distributed by the Department to anyone other than a faculty member who will be participating in the FPO.

- **The FPO itself lasts approximately two hours.** The student opens the FPO with prepared remarks of roughly twenty minutes in length that present the argument and conclusions of the dissertation. The FPO proceeds with questions from the First and Second Reader and the Examiner, in an order to be determined by that group before the FPO gets underway. Following the exchanges among the student and the First Reader, Second Reader, and Examiner, other department faculty will have the opportunity to pose questions. By longstanding tradition, the full faculty of the German Department is expected to participate in every FPO held in the department. Once the Readers, the Examiner, and the faculty have concluded their questioning of the student and the student has had the opportunity to respond fully, others in attendance at the FPO are invited to pose questions. At the conclusion of this final phase of the discussion, the candidate and all others in attendance except for the faculty will be asked to leave the room so that the faculty may render a final decision on acceptance of the dissertation.

After the FPO

Candidate should deposit the dissertation to Mudd Manuscript Library (normally, submitted by the end of the day of the candidate's successful completion of the FPO). If the adviser and examining committee recommend that minor, non-substantive changes be made in the text, the candidate must submit the corrected final copies within two weeks of successfully completing the FPO. Checklist for this final submission:

- Complete the online submission of the dissertation to ProQuest at www.etsdadmin.com/princeton. Candidates will upload a PDF of their dissertation, choose a publishing option, register copyright (optional) and pay relevant fees.
- Bring the following materials to Mudd Manuscript Library.
 1. Print-out of email confirming successful submission of the dissertation to ProQuest
 2. One bound copy of dissertation
 3. One dissertation maintenance fee \$15.00 payable by Visa, or Master Card or personal check made out to "Princeton University Library" Does NOT ACCEPT CASH.

4. One original and one copy of the FPO Exam Report form signed by Chair of FPO or Committee or DGS

(Proquest fees (paid on-line): Traditional publishing is free; Open Access publishing is \$95.00. Copyright registration (optional) is \$55.00.

Note: These fees are different from the dissertation maintenance fee referenced above that must be paid separately to Mudd Manuscript Library by check or cash

Immediately after submitting the dissertation to Mudd Manuscript Library, student must submit the following materials to the Office of Academic Affairs, 111 Clio Hall:

- Final Public Oral Examination Report Form (Hard Copy, signed by Chair of FPO Committee or DGS and Mudd Librarian)
- Survey of Earned Doctorates (Hard copy of the “Certificate of Completion” page must be submitted – To be completed by candidate)
- Exit Questionnaire (Hard copy of the “Confirmation of Completion” page must be submitted – to be completed by candidate)
- End of Enrollment Form must be completed by the candidate if the candidate is currently enrolled. The form should be submitted to the Graduate School within one week of the termination date indicated on the form.

[NB Retain copies of all documents above]

Funding

Regular Stipend

When students are admitted, they receive a commitment of five years of graduate stipend that includes tuition and fees and extends over 12 months. Students receive notification of the total amount of their take-home from the graduate school when they are admitted and then again upon re-enrollment each year.

Teaching Stipend

When students are teaching, the regular graduate fellowship is increased slightly to reflect the additional work.

Research Assistantships

Students may also be hired as research assistants. This work is usually paid on an hourly basis and the specifics of how many hours per week and hourly rate are worked out with the professor for whom the student will be working.

DAAD/Fulbright Fellowships

The Deutscher Akademischer Austausch Dienst (DAAD) and Fulbright organizations offer fellowships to doctoral students who wish to perform research abroad (the DAAD is for Germany only). Students are encouraged to apply for these fellowships in their third year. Securing one year of external funding through these (or other sources) entitles students to take their fifth year regular stipend in their sixth year.

The deadlines for DAAD and Fulbright applications in Fall 2019 are as follows:

Deadlines for DAAD Fellowship

- DAAD proposal plus DAAD reference form filled out by adviser is due to DGS (Sara S. Poor) by October 11, 2019
- Nominations due from departments to GS and application materials due to GS for pre-selection process by October 21, 2019
- Application due in New York City: November 4, 2019_ [http://www.princeton.edu/gradschool/financial/fellowships/study abroad/fellowships/daad/](http://www.princeton.edu/gradschool/financial/fellowships/study%20abroad/fellowships/daad/)

Deadlines for Fulbright Fellowship

- Intent to apply due to Graduate School August 1, 2019 [http://www.princeton.edu/gradschool/financial/fellowships/study abroad/fellowships/iie/](http://www.princeton.edu/gradschool/financial/fellowships/study%20abroad/fellowships/iie/)

Honorific Fellowships

The University has a number of named fellowships that it awards to exceptional graduate students in each division for their final (fifth) year of funding or first year of DCE. The Fellowship is competitive and replaces (and exceeds) the regular stipend. Students who are awarded these fellowships must be in residence at Princeton and are not permitted to teach.

Information about the fellowships can be found at: <http://www.princeton.edu/gradschool/financial/fellowships/competitive/>

The announcement of the deadlines for nominations/applications is usually in mid to late February. At that time, the DGS solicits nominations (of eligible fourth year and fifth students) from the faculty. If a student is nominated by her adviser, she must send the DGS:

1. CV
2. career statement
3. dissertation summary (1 page)
4. letters of recommendation (minimum 2, maximum 3)

The DGS in consultation with a nomination committee will determine a ranking of the nominations. Once the nominations are determined, the DGS will instruct the students to fill out the appropriate nomination form on-line and submit supporting materials.

For the Honoric applications, the Graduate School asks for

1. dissertation abstract
2. cv
3. Career statement

Additional Teaching and Sixth-Year Funding Opportunities

1) Collaborative Teaching Initiative in the Humanities

Graduate students in the humanities who have successfully completed their general examination and who have already demonstrated excellence in teaching as an AI in a previous semester may apply to participate in a pilot initiative that allows them to co-design and co-teach an undergraduate course at Princeton with a faculty mentor. The aim of this initiative is twofold: first, to facilitate graduate student intellectual development and pedagogical and professional experience under the guidance of a seasoned mentor, specifically through the design and full co-teaching of a course; and second, to provide innovative new team-taught classes for Princeton's undergraduates.

Twice per year faculty in the humanities receive a call for proposals with relevant deadlines and application requirements. Graduate students are encouraged to express interest to and discuss possible proposals with their faculty adviser(s) and director of graduate studies.

For more details, see: <https://gradschool.princeton.edu/professional-development/teaching-and-mentoring-o>

2) Dean's Completion Fellowship/PGRA Program

The Graduate School has implemented a sixth-year funding opportunity called "Dean's Completion Fellowship/PGRA Program." The program is for students who in their fifth year of their graduate fellowship determine that they will defend in the Fall of their first year of DCE status. The program includes a fellowship for the Fall semester in which the student defends and then a position as Post-Graduate Research Associate with the department in the Spring.

For specifics on what the duties of the PGRA are and on how to apply for this fellowship, see:

<https://gradschool.princeton.edu/costs-funding/funding-sources/deans-completion-fellowshippgra-program>

Travel for Language Training, Research and Scholarly Conferences

Students who wish to undertake travel for language training, research or scholarly conferences have several opportunities to supplement their regular 12-month fellowship. All applications go through the Student Activities Funding Engine

(SAFE): <http://www.princeton.edu/studentfunding/>

1. The Dean's Fund for Scholarly Travel: This fund supports individual Ph.D. students invited to present their own, sole-authored scholarly research paper or work at a conference or meeting. Maximum grant

amount within a year is \$800. Applicants must be enrolled, both at the time of application and the time of the presentation, in a third year of regular enrollment through a first DCE (dissertation completion enrollment) year. Preference is given to students in the humanities and social sciences in higher years of study, when professional exposure is more critical; to students in departments with limited financial resources for this type of activity; and to students whose work is not already supported by a faculty research grant that may provide similar funding support. Requests are reviewed four times per year, according to the following deadlines: September 1 (for prospective travel during September through November), December 1 (for prospective travel during December through February), March 1 (for prospective travel during March through May), and May 1 (for prospective summer travel during June through August). Students who are invited to present at conferences that have dates that overlap the end of one review period and the beginning of the next should apply for the grant period in which the actual presentation itself falls. Not every worthy request in every funding period can be granted. In order for financial support to be available throughout the entire year (September to August), the Graduate School divides the fund across the review periods. The Graduate School holds all requests received up to each deadline, reviews them, and awards funds. All available funds are normally allocated during each review period, and therefore the Graduate School is ordinarily unable to consider requests received after the deadline. However, if funds remain for that funding period, late requests may be considered. For more information see: <https://gradschool.princeton.edu/costs-funding/sources-funding/travel-grants>.

2. Funding for summer research and language study is available through the Princeton Institute for International and Regional Studies (PIIRS): <http://piirs.princeton.edu/research-funding/graduate-research/>. For opportunities for summer funding from other programs such as Hellenic and Judaic Studies, see: <https://gradschool.princeton.edu/costs-funding/sources-funding/fellowships/program/summer-funding>. Please check these webpages for current deadlines.
3. Finally, *after applying for support from the Graduate School, PIIRS, and other relevant funding sources*, students may also apply to the German Department directly using SAFE. The department provides two funding cycles whose deadlines are March 15 and September 15. An exception to these deadlines is made for first-year students applying for funding to support work taking place before May of their first year. Applications should consist of a justification for the training or travel as well as a budget. In the case of a conference, the budget should consist of the cost of airfare (no greater than the least expensive airfare to the destination) and two nights hotel at conference rates, not to exceed the standard GSA per diem rate at <http://www.gsa.gov/portal/content/104877>.

Decisions will be made by a committee consisting of the Chair, the DGS and a third faculty member, who will convene to allocate funding soon after the March 15 and September 15 deadlines. Priority will be given to students who can demonstrate that they have also applied for funding beyond the German Department. **During their time in the German**

graduate program, students will be eligible to receive a maximum sum of \$4,000 of support for language training, research, and conference travel.

This funding policy applies to all enrolled students and to students in their first year of DCE who are still receiving funding because of an earlier DAAD or Fulbright grant, or because of eligibility through for the Childbirth and Adoption Accommodation Program.

Please Note: All University-sponsored international travel must now be registered with the university travel database: Please follow the links at: <http://www.princeton.edu/travel/graduate-students/>
The Graduate School also has a helpful webpage with advice for international travel: <https://travel.princeton.edu/graduate-students/student-international-travel-resources>

Travel to the MLA Job Market

In addition to the regular support for language training, research and conference travel, which is capped at \$4,000, all students, whether enrolled, DCE, or ETDCC, are also entitled to transportation plus two nights in a hotel at one MLA convention while they are on the job market. Students may request this funding for travel to the MLA outside of the regular funding cycles by applying to the department through SAFE.

Guideline on Student Vacation Time

Graduate study is understood to be a full-time commitment on the part of students. During an academic year, defined as September 1 to August 31, graduate student degree candidates may take up to (but no more than) four weeks of vacation, including any days taken during regular University holidays and scheduled recesses (e.g., the Fall- and Spring-term breaks and inter-term break). Graduate students holding University financial support during the summer, and assuming that they have taken no vacation during the regular term time, are expected to put in a two-month, full-time work effort between June 1 and September 1 each year. The specific periods taken as vacation must not conflict with the student's academic responsibilities, coursework, research, or teaching, and should be discussed in advance with one's director of graduate studies, adviser, or dissertation committee.

If a student receives financial support for graduate study for only part of the year (e.g., regular term time, September 1 to June 30), then the amount of vacation should be prorated accordingly. If a student receives summer support and has taken the allowed vacation during regular term time, September 1 to June 30, then he or she should not take additional vacation time during the summer months of July and August. If a student holds an external fellowship whose terms may conflict with this guideline, the student should consult first with her/his director of graduate studies or adviser. If questions remain, the student should consult with the Graduate School's associate dean for administration or for academic affairs.

Professionalization Workshops

As part of our annual Department Works in Progress series, the faculty will offer a rotating series of professionalization workshops. The below rotation is offered as a guideline for DGS's in managing the workshops. There may be slight differences in the offerings in a given year.

YEAR ONE:

Fall:

Exam preparation for first years (annual)
Job applications, job market, interviewing, and/or job talk

Spring:

Prospectus defense
Seminar papers and academic publishing
McGraw Inclusivity Workshop

YEAR TWO:

Fall:

exam preparation for first years (annual)
writing grant applications

Spring:

Conferences
McGraw Inclusivity Workshop

Going on the Market

Even before the dissertation is complete, students might consider going on the job market. This decision should be made in close consultation with the adviser and other faculty mentors, as well as with more advanced students who have experience with the job-seeking process, a brief account of which follows.

(Students may also want to consult:

1. the *Chronicle of Higher Education* Website, which has numerous articles/blogs/forums on the job market; and
2. *Job Search In Academe: How to Get the Position You Deserve* by Dawn M. Formo (2nd edition, Stylus Publishing 2011.)

The Job Market schedule revolves around the MLA (Modern Language Association) annual meeting that takes place over the first weekend of January. Students considering going on the market should begin preparing the following application materials during the summer before.

1. curriculum vitae
2. cover letter
3. dissertation abstract
4. writing sample
5. statement of teaching philosophy
6. Teaching portfolio

Students should also think about which faculty members they might ask to write letters of recommendation. (Job advertisements normally ask for three recommendations; some prospective employers expect more).

One letter should come from the dissertation adviser. Ideally, students will, in addition, have letters from two other departmental faculty members who know their work reasonably well (best to give each of recommender a cv, a draft of the cover letter, and if they haven't seen it recently, whatever is done of the dissertation). A letter from a faculty member outside the department can also be a valuable addition. The final element in the dossier is a teaching evaluation; the student should ask the Language Coordinator for a letter regarding teaching.

For the management of letters of recommendation, we now use INTERFOLIO (www.interfolio.com). Here are some links that provide support and instructions on how to use this service.

1. <http://chronicle.com/blogs/profhacker/using-interfolio-to-manage-your-professional-documents/24094>
2. <https://www.interfolio.com/helpcenter/index.cfm/fh>

Universities and Colleges seeking to hire normally advertise either in the MLA job-list or the Chronicle of Higher Education or both. The MLA job-list is issued quarterly, but the main list comes out in **September/October**.

Most application deadlines are in **October/November** and ask for:

1. a cover letter
2. cv
3. dossier, which includes your letters of recommendation and possibly also your transcripts

In **November/December**, search committees will meet; some institutions will ask students for more material (writing samples, teaching materials).

In **December**, search committees decide whom they will want to interview at the MLA and will either call or email to schedule the interview (students should make sure their contact information on their cv is up-to-date, valid until the day before the convention, and includes a cell-phone number).

In recent years, many search committees have dispensed with MLA interviews in favor of SKYPE interviews, so students should be prepared for such a possibility. The Department holds mock interviews for students on the market in **December**. Many search committees will make a decision about their short list of finalists while they're still at the MLA. But students should be prepared to hear back about campus visits in early **January**.

Campus visits usually last one to two days and can include a teaching demonstration, a formal lecture (affectionately known as the job-talk), individual meetings with faculty members and with a university/college administrator (Dean of the Faculty), and group meetings with students. There will also be social events (reception after the talk, dinner with future colleagues) which are also very important.

All of the faculty members and many advanced students have experience with campus visits. Students should talk to as many people as possible to get a feel for what to expect and how best to handle this exciting, but it must be said, quite demanding stage of the job-search process. Also, see: <http://chronicle.com/article/The-Campus-Visit/46252/>

Cover letter for job application—general outline
(Princeton letterhead is available in the department office)

PrincetonUniversity

Department of German
203 East Pyne Building
Princeton, New Jersey 08544
Tel 609.258.4141 Fax 609.258.5597

Date

Name
Chair, Search Committee
Fabulous University/College
Somewhere in the US or Canada

Dear Professor So and So,

I am applying for the job as x listed in the x MLA job list. I believe that my training in a, b, and c, make me an excellent candidate for this position.

My dissertation is about x, y, and z, and is the best thing you have seen since the invention of the toaster. (Nice long juicy paragraph. Be succinct, and jazzy, and make sure to state your claims boldly; mention if you have presented it, or if any of it is published, and when you are going to be done).

My future research (what will you do post dissertation? Does it follow out of dissertation? Is it completely different? Does it follow up on a second area of expertise?) will be even more spectacular and interesting. Just you wait!

My teaching experience is extensive, beyond anything you can imagine for someone at my stage (or an appropriate adjective of your choosing). Describe experience. I am thus prepared to teach all levels of German language (not a joke. You should definitely say this). In addition, I am qualified and eager to teach all sorts of groovy literature courses for you that will bring in masses of majors (i.e., this is the point of this part; you want them to know you can do a lot, it is interesting what you do, and will help them be a fabulous program – this should obviously be tailored to the place you are applying to and the type of job as well).

Any other relevant experience (work with Princeton in Munich, the director of Kluge archive, research positions, organizing film series, speakers, colloquia, director of summer work program, job in the library, working in local soup kitchens, teaching in the prison program, whatever you think might add to your profile and perhaps make you stand out).

I have also enclosed my CV (which you can refer to earlier, for example, if you have a publication related to your dissertation or your future research, or you can refer to a full list of courses you've taught) and three (or however many) letters of recommendation are being sent under separate cover. I plan to attend the MLA in January and would be very happy to meet with you there. Until then I can be reached at the following address, email, or cell phone.

Sincerely,

Notes:

- 1) The job letter should NOT be longer than 2 pages at this stage, and 1 and 1/2 pages is ideal. Show your letter to as many faculty as possible and listen carefully to their feedback.
- 2) If you have a website you can refer them to, that is also nice. This would be a good time to update your profile on the German department website, for example...
- 3) Have good topic sentences. Remember, people will be reading stacks of these letters and will be reading fast.

What's in a CV?

Name,

Address,

Phone

Curriculum Vitae

EDUCATION

HONORS/AWARDS

PUBLICATIONS

CONFERENCE PRESENTATIONS

TEACHING EXPERIENCE

PROFESSIONAL OR ADMIN ACTIVITIES

(Organized a session for a conference; organized a conference; edited for a journal or a volume; represented the graduate students; that sort of thing)

LANGUAGES

PROFESSIONAL ORGANIZATIONS

MLA (Modern Language Association)

AATG (American Association of the Teachers of German)

GSA (German Studies Association)

WIG (Women in German)

Etc.

By the time you go on the market, you should at the very least be a member of the MLA. A Membership in another organization shows a level of commitment to the profession.

Job offer?

1. Thank the person for the offer and be very positive in your reaction.
2. Get all the details, find out if you will be getting the offer in writing, and find out the timetable for making the decision. You do not have to give an answer right away.
3. Students should consult closely with their adviser, the DGS, and the department chair about the details of the offer and the ins and outs of negotiating. Depending on the situation (maybe you have more than one offer!), you may be able to ask for more salary, research money, moving money, and/or various other things. What you negotiate for depends on the circumstances of the offer and of your own situation and needs. In most cases, it is good to ask for something, whether or not you have a counter offer.

No job offer?

It takes on average, three tries on the market to get an academic job. You should not be discouraged in the least if you do not get something (or something perfect) your first time out. If there is no offer from the main round of jobs, keep looking at the subsequent job-lists. A one-year position is better than no position and is often a launching point to a tenure-track job.



Christine de Pizan

Recent Graduates' Job Placement

NAME	YEAR	CURRENT POSITION
Hannah Hunter-Parker	2019	Amherst College – tenure track
Carolina Malagon	2019	Freelancer NYC area
Alice Christensen	2019	University of British Columbia - Post Doc
Matthew Vollgraff	2019	The Warburg Institute
Hannes Mandel	2018	University of Texas, Austin – Lecturer
Jonathan Martin	2018	Illinois State University – tenure track
Megan Ewing	2017	University of Michigan -- Lecturer
Frederic Ponten	2017	Institut für Germanistik, Universität Regensburg
Tanvi Solanki	2016	Yonsei University, South Korea
Matthew Birkhold	2016	Ohio State University – tenure track
Christian Jany	2015	Dozent, Literature-und Kulturwissenschaft, ETH Zürich
Mareike Stoll	2015	Weißensee Academy of Art as a “wissenschaftliche Referentin”
Timothy Attanucci	2014	Johannes Gutenberg-Universität Mainz
Alana King	2014	VCCP London
Jeffrey Kirkwood	2014	SUNY Binghamton
Peter Kuras	2014	Self employed
Michael McGillen	2012	Dartmouth College – Lecturer
Petra Spies McGillen	2012	Dartmouth College – tenure track
Margareta Ingrid Christian	2012	University of Chicago – tenure track
Sarah Eldridge	2012	University of Tennessee, Knoxville
Mark Ilsemann	2011	University of Virginia
Kata Gellen	2010	Duke University – tenure track
Angela Holzer	2010	DFG Deutsche Forschungsgemeinschaft
Michael House	2009	University of South Carolina
Sonja Boos	2008	University of Oregon – tenure track
Jakob Norberg	2008	Duke University – tenure track
Florian Becker	2008	Bard College
Tobias Wilke	2008	Universität Basel
Sarah Pourciau	2007	Duke University
May Mergenthaler	2007	Ohio State University
Michael Taylor	2007	Bard College Berlin
Alison Beringer	2006	Montclair State University
Nicola Gess	2005	Universität Basel
Günter Schmidt	2004	University of Freiburg
Brian Tucker	2004	Wabash College

Marton Dornbach	2004	Johns Hopkins University
Daniel Magilow	2003	University of Tennessee, Knoxville – tenure track
James McFarland	2002	Vanderbilt University
Angela Borchert	2002	University College 2210, Canada
Heidi Swanson	2002	Self-employed
Daniel Jiro Tanaka	2002	The Evolution Institute
Ahmet Bayazitoglu	2000	The Hun School, Faculty
Laura Deilulo	2000	Christopher Newport University

Resources

Department

Office Hours—The Department Office is open Monday through Friday, 9am-5pm. We are closed at lunchtime.

Lounge—The Department Lounge (207 E. Pyne) is housed with mailboxes for each of you. Please check your mail on a regular basis. A key to the lounge can be obtained from the Department Office.

Kitchen—We have a kitchen diagonally across from 205 E. Pyne. In the kitchen, you will find a refrigerator, a microwave, water, and tea for your use. Please clean up after yourself; please do not leave items in the refrigerator for longer than one week.

Bulletin Boards—Be sure to check the department bulletin board outside of the Department Office for upcoming events. The Graduate Bulletin Board is near the elevator on the far side of the building. Notices pertaining just to graduate students will be posted there.

Website—Students should create profiles for our website and send them to Ed Sikorski for uploading.

Mail—All outgoing mail (inside the University and outside) can be placed in the top level of the wooden file on the counter in the Department Office. **Outside mail must have postage on it.**

Conferences—At the initial phase of planning a graduate student conference, please confer with Janine and Fiona to discuss available dates, space, and sources of funding.

Teaching

Blackboard—You will have access to Blackboard for the class(es) you are teaching each semester. Be sure you learn how to use it effectively.

Supplies—all supplies which you may need while teaching can be found in the Department Office. Lynn or Janine will direct you to them.

Photocopying—Lynn will provide you with a copier number which you should use when you do your photocopying for class on the department copy machine.

AI Office—there is an A.I. office where you can prepare for class, hold office hours, and do work. The printer in this office is *not* to be used as a copier. The printer is *not* for personal use.

Classroom Technology—any questions related to classroom technology in 205 East Pyne should be addressed to our SCAD, Ed Sikorski.

Firestone Library

Library Tour

Rex Hatfield (rexh@princeton.edu) conducts library tours each fall for incoming students and students who wish to have an update on library resources. He is also available at any time to help students with any questions regarding library research that they may have. B-8-L Firestone

German Graduate Study Room

The Library Privileges Office in Firestone Library issues keys to graduate student study rooms. To apply for a desk in our study room (A-1-C), copy and paste this link in your browser:
<http://libweb10.princeton.edu/AssignedSpaceApplication/>.

Food

Chancellor Green Café—located on the lowest level of East Pyne serving Small World Roasters coffee, Tazo Teas, fresh pastries, sandwiches, salads, panini, soup and sushi in a cafe setting. A hot entree is prepared daily.

Frist Campus Center—Food Gallery located on the first floor featuring Deli, Home Cooking, Favorites, Mexican Fare, Grilled Selections, and Pizza and Pasta.

Residential Colleges—if you are on a meal plan, you can eat at any of the six residential colleges in addition to the Graduate School.

Offices and Services

Visa office—for questions about your visa, contact the Visa office at 8-5000.

Housing Office—any questions about your campus housing should be directed to 8-3460.

Tiger Card Office—Issues related to your Princeton I.D. card should be directed to 8-8300.

The Graduate School—the Grad School office is located in Clio Hall. For information about the different offices there, please refer to: <http://www.princeton.edu/gradschool/>

Payroll—Student payroll questions should be directed to 8-3080 or refer to: <http://finance.princeton.edu/how-to/payroll/index.xml>

Firestone Library—Rex Hatfield, our German research librarian, is located in B-8- L Firestone and can be reached at 8-1373.

Marquand Library of Art and Archeology—is located in McCormick Hall. For questions, please call 8-3783.

Graduate Student Health, Well-being, and Safety

McCosh Health Center, Third Floor

Phone: 609-258-3285

Hours: Monday, Wednesday, 8:45 a.m. - 6:45 p.m.

Tuesday, Thursday, Friday, 8:45 a.m. - 4:45 p.m.

Urgent Care- During regular business hours, walk in or call McCosh to make an urgent care appointment.

If safety is of immediate concern, call the Department of Public Safety at 609- 258-3333.

Counseling and Psychological Services -- These services support the psychological well-being of the Princeton University community and are available at no cost to currently enrolled Princeton students.

Appointments- Call 609-258-3285 or walk-in during business hours to make an appointment.

After hours, if you are experiencing intense emotional distress or other symptoms (e.g., panic or insomnia) that are interfering with your ability to function right now, call the on-call counselor at 609-258-3139.

Sexual Harassment/Assault Advising, Resources & Education (SHARE): SHARE@princeton.edu; Located at McCosh Health Center in rooms 217 and 214 C, 609-258-3310 (Monday - Friday 8:45 am – 4:45 pm)
609-258-3141 (After Hours: 4:46 pm – 8:44 am)
<https://share.princeton.edu/>

Ombudsperson

The Princeton University Ombuds Office is a neutral, confidential, independent and informal resource where any member of the Princeton University community can discuss a complaint, conflict, or problem. The Ombuds Officer listens, helps to bring forth a greater understanding of the problem and possible solutions, looks for information applicable to the situation, and provides coaching and training. To make an appointment, please call 8-1775.

Office of the Dean of the Graduate School Academic Affairs, Diversity and Inclusion, Finance and Administration, and Student Life

Non-confidential discussions (private when possible) regarding options and grievance procedures, before a student discusses the matter with the department 609-258-3030.

Graduate Student Guide to Grievance

Process https://gradschool.princeton.edu/sites/gradschool/files/docs/ACA/508_Grievance%20Process%20FINAL.pdf

Miscellaneous

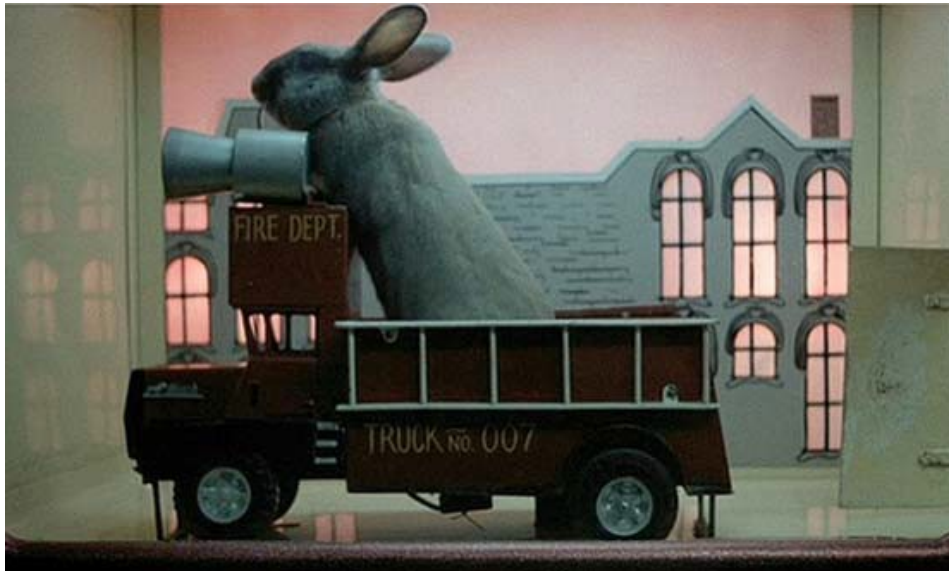
Access to East Pyne—you are able to access E. Pyne 24/7 with your Princeton I.D. card.

Labyrinth Book Store—is located on Nassau Street across from Firestone Library.

German Department Princeton

Information on faculty publications, activities, department news and events, deadlines, contact information, and the like, can be found on the departmental website.

<http://german.princeton.edu/>



Directory—Faculty and Staff

Chair

Prof. Devin Fore 221 EP – 84146 dfore

Director of Graduate Studies

Prof. Sara S. Poor 211 EP – 87980 spoor

Director of Undergraduate Studies

Prof. Thomas Y. Levin 210 EP – 81384 tylevin

Manager, Finance & Administration

Janine Calogero 204 EP – 84141 jcaloger

Events Coordinator

Fiona Romaine 203 EP – 87964 fromaine

Undergraduate/Graduate Administrator

Lynn Ratsep 203 EP – 84142 lratsep

Technical Support Specialist

Edward Sikorski 203 EP – 87528 sikorski

Summer Work Program

Angiras Arya 224 EP – 84132 aarya

Faculty

Prof. Brigid Doherty (AY-Leave) 223 EP – 7258 bdoherty

Prof. Devin Fore 221 EP – 84146 dfore

Prof. Michael Jennings 209 EP – 84133 jennings

Prof. Joel Lande (AY-Leave) 217 EP – 86195 lande

Prof. Thomas Y. Levin 210 EP – 81384 tylevin

Prof. Inka Mülder-Bach (Fall 2019) 218 EP – 84162 inkam

Prof. Barbara Nagel (Fall Leave) 214 EP – 84144 bnagel

Prof. Adam Oberlin 208 EP – 88424 aoberlin

Prof. Sara S. Poor 211 EP – 87980 spoor

Prof. Jamie Rankin 011 EP – 84135 jrankin

Prof. Ann Marie Rasmussen (Visiting) 213 EP – 86149 amr12

Prof. Julian Rebentisch (Spring 2020) 218 EP – 84162 jrebentisch

Prof. Johannes Wankhammer (AY-Leave) 213 EP – 86149 jw54

Current Graduate Students

First-Year

Manuela Peitz mpeitz@princeton.edu
Elisa Purschke purschke@princeton.edu
Dennis Schaefer dennis.schaefer@princeton.edu

Pre-Generals

Baharak Beizaei bbeizaei@princeton.edu
Christine Bernhaus christinebernhaus@princeton.edu
Alexander Draxl adraxl@princeton.edu
Matthew Goodman msg4@princeton.edu
Gyoonho Kong gkong@princeton.edu
Casey McCreary casey.mccreary@princeton.edu
Atussa Mohtasham atussam@princeton.edu
Mareike Peschl mpeschl@princeton.edu
Elias Pitegoff pitegoff@princeton.edu
Kathrin Witter kwitter@princeton.edu

Post-Generals

Mary Grayson Brook mbrooks@princeton.edu
Ron Sadan sadan@princeton.edu
Diba Shokri dshokri@princeton.edu
William Stewart ws8@princeton.edu
Andreas Strasser as47@princeton.edu

DCE

Sonja Andersen sonjaa@princeton.edu
Paul Babinski babinski@princeton.edu
Anat Benzvi abenzvi@princeton.edu
Anton Pluschke pluschke@princeton.edu
Sean Toland stoland@princeton.edu



Elsbeth Stagel composing the Sisterbook for the Töss Cloister. Stadtbibliothek Nürnberg, MS Cent. V 10a, fol. 3r.