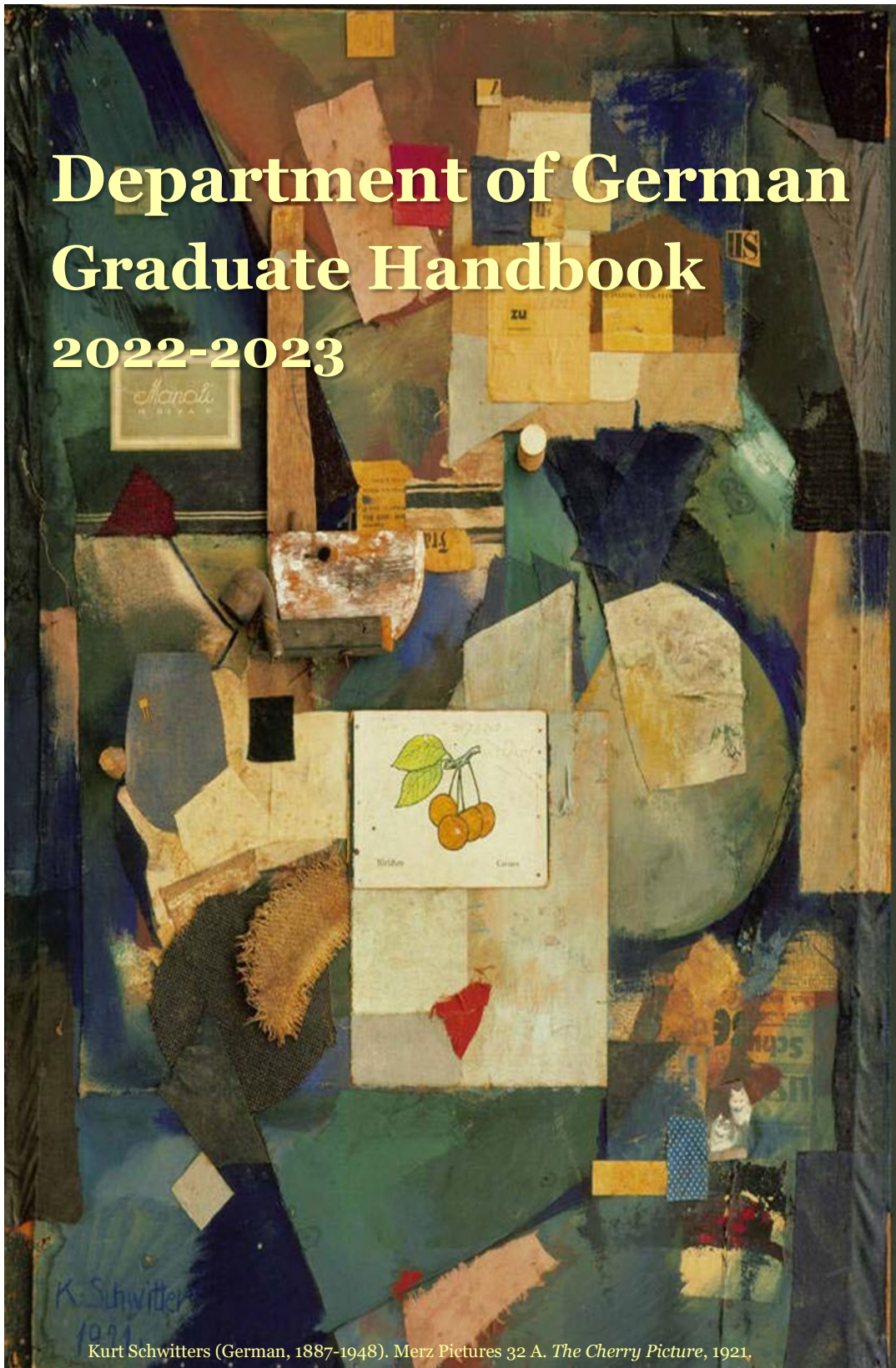


Department of German Graduate Handbook 2022-2023



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

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Welcome to the Graduate Program in German at Princeton University,

Where you have the opportunity to devote 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. If you have a question that is not answered here, the Director of Graduate Studies (DGS), the Graduate Program Administrator, the Chair, and all members of the faculty and staff welcome any questions you may have.

In our commitment to the 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.

The German Department recommends that all members of our community review Princeton University's *Rights, Rules and Responsibilities* (<https://rrr.princeton.edu/university#comp113>). Section 1.1 University Principles of General Conduct and Regulations contains especially important information regarding Academic Integrity, Freedom of Expression, and Diversity and Community. Graduate students should also review Section 2 Students and the University.

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:

- increasing confidence in the identification of what counts as a scholarly problem;
- growing research skills, including bibliographic competence and the ability to locate special collections and other primary sources;
- development of the ability to construct a clear and compelling argument;
- 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 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 first part of the General Examination. By the end of June in the second year, the student will have prepared the individualized reading list for the General Examination.

By the end of June of the second year, students who are planning to apply for a DAAD and/or Fulbright Fellowship in the Fall of the third year will have consulted with the chair of the Generals Committee (or another German Department faculty member who has agreed to serve as the student’s dissertation adviser) about the preparation of a dissertation research proposal for those applications. Students who intend to apply for DAAD and/or Fulbright grants in the fall of the third year should also consult with prospective recommenders before the end of June of the second year.

Year Three

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

1. begin their teaching career in the Fall Semester with a section of German 101; before the fall semester begins, students will complete a mandatory Orientation for Assistants in Instruction offered by the McGraw Center, as well as a week-long pre-teaching workshop under the supervision of the Language Coordinator;
2. complete the pedagogy seminar, GER 506: Second Language Acquisition and Pedagogy, which is taught by the Department’s Language Coordinator, in the Fall Semester;
3. complete the first part of the General Exam (the Erudition Examination, typically referred to as “Generals”) in October;
4. complete the second part of the General Exam (the Special Topic Area Exam, typically referred to as “Specials”) in January or February;
5. complete the Dissertation Prospectus Colloquium.

In September and/or October of the third year, many students will submit applications for dissertation research fellowships (e.g., DAAD, Fulbright). Discussions concerning potential dissertation topics should therefore begin before the end of the second year. Typically, these discussions are launched with the chair of the committee for the student’s Generals Exam, with other faculty members consulted as appropriate to the student’s prospective dissertation and broader research interests.

Students who intend to apply for DAAD and/or Fulbright grants should consult with prospective recommenders before the end of June of the second year. As a general rule, students should submit their materials to their recommenders one month in advance of the deadline for submission of a letter of recommendation.

As a prospective dissertation topic comes into focus over the course of the third year, the student chooses a dissertation adviser or advisers. The Graduate School requires that all students entering the seventh semester of the PhD program (i.e., the fourth year) have a dissertation adviser of record in place. Therefore, the Graduate Program Administrator will request that each student submit the name(s) of German Department faculty member(s) who have agreed to serve as the student's dissertation adviser(s) in advance of the re-enrollment process in the spring of the third year. Since the composition of the Generals, Specials, and Dissertation Prospectus Colloquium 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 during the third year itself, students are encouraged to consult with a range of faculty members regarding the appropriateness and feasibility of the nascent dissertation topic and associated research agenda through the winter and early spring of the third year.

Year Four

Although less structured than preceding years, the fourth year of the PhD program is crucial to the completion of the dissertation. By the end of the Fall Semester of the fourth year, the student should have consulted with the adviser(s) to set a schedule for the completion of the first dissertation chapter and to discuss funding opportunities for the fifth and sixth year, including honorific fellowships awarded by the Graduate School.

Years Five and Six

The main goal of the fifth and sixth years 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. Publication of an article in a peer-reviewed journal is also an important goal for this period of study. Most students also teach in the fifth and/or sixth years, typically in GER 105 or 107. Students who have banked a year of funding from the Graduate School in connection with the award of an external fellowship for their fourth or fifth year are not required to teach in the sixth year, but students who request sixth-year funding from the German Department may be. Eligibility requirements for sixth-year funding from the German Department are as follows. For students who entered the PhD program prior to the Fall Semester 2020: (1) attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS; (2) submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year; (3) service as an AI in either GER 105 or GER 107 for one semester in the sixth year. For students who entered the PhD program in the Fall Semester 2020, or later: (1) attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS; (2) submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year; (3) service as an AI in both GER 105 and GER 107 at some point either prior to or during the sixth year. (See also below,

Teaching and Funding.) Some students in their fifth and/or sixth years secure Alships for lecture courses including GER 210 or for offerings in other departments.

Pre-Generals Adviser

When students enter the program, the DGS will assign a Pre-Generals Adviser. Students should meet with the Pre-Generals adviser at least once per semester during the first and second year of the program to discuss course selection, academic progress, plans for summer research, and any other academic matters about which they have questions leading up to the General Examinations. The student is responsible for setting up appointments with the Pre-Generals Adviser. While pre-Generals advising assignments are made with students' interests in mind, there is no expectation that the student will ask the Pre-Generals Adviser to serve on the General Exam committee or as a Dissertation Adviser. Due to faculty leave schedules, students may be assigned to a new Pre-Generals Adviser for the second year.

Coursework Guidelines

Course-Requirements

Students are required to take a minimum of twelve courses over two years, eight of which must be in the German Department. 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. The Second Language Acquisition and Pedagogy course, which is completed in the Fall Semester of the third year, is required in addition to the twelve seminars.

In two of the eight German Department seminars, students may complete an alternative final exercise in lieu of a research paper. Alternative final exercises may include annotated bibliographies pertaining to a particular field or problem, translations, or conference talks. Students who are interested in completing an alternative final exercise in a seminar that would otherwise require a final research paper must secure permission from the seminar instructor to do so. Only students who have completed at least one semester of study in the PhD program, and who have no more than one Incomplete, may request to exercise this option. German Department seminars in which the standard final project is other than a research paper (i.e., a conference talk or an annotated bibliography) will be counted as courses in which an "alternative final exercise" is submitted instead of a paper. In cases where students take two or more courses that require an alternative final exercise, no additional requests to exercise this option may be made.

Expectations for Feedback on Seminar Work

Students should expect to receive written comments on seminar papers within one month of their submission to an instructor, as long as the paper is submitted by the deadline set for the seminar. In the case of seminar papers submitted to clear an Incomplete, students should consult with the instructor about when they might expect to receive feedback. (See also, Incomplete Policy below.)

Additional Guidelines for Coursework

During each of the first two years of graduate study, students will enroll in six seminars for a letter grade, 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 exception.

- Students may elect to design an independent reading with a German Department faculty member for course credit.
- Students may opt to audit a fourth course in a given semester (pre-Generals).
- Beginning in the first semester after completion of the General Exams and continuing through the fifth year of study, students living in Princeton or nearby (i.e., students whose enrollment status is not “in absentia”) are required to audit at least one German Department 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 students in earlier stages of the Ph.D. program.

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 of study 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

According to Graduate School policy, 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 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 B+ or higher. Third, for languages taught in departments that do not offer 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). *An examination from another institution does not fulfill the German Department’s language requirement.*

The choice of language should be informed by consideration of a student’s future research and should be made in consultation with the DGS and the Pre-Generals Adviser. 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. Students who have not fulfilled the language requirement will not be eligible for the General Examination in October of their third year.

Re-enrollment

Each year, Graduate School initiates the [re-enrollment](#) process in mid-April. This process enables both the Graduate School and the department to review students' academic progress, to acknowledge student accomplishments, and to address any concerns or problems that might have developed over the course of the year.

Students should follow the instructions they receive from the Graduate School for online submission of the progress report and all other information requested by the Graduate School during the re-enrollment period in April.

For students in the first and second years, the Graduate Program Administrator solicits feedback from each student's Pre-Generals Adviser and from the instructors for seminars the student has completed since the previous re-enrollment period.

Beginning in the third year, following the submission of the student's progress report in April, the student's adviser will submit a progress report via the online system by early May.

Following a faculty meeting to discuss students' academic progress and faculty recommendations concerning re-enrollments in mid- to late-May, the adviser's report and recommendation concerning re-enrollment (for students in the third year and up), as well as the department's report and the confirmed recommendation concerning re-enrollment, will be shared with the student by the DGS.

All students are invited to reach out to the DGS to schedule a meeting to discuss the re-enrollment reports. Should an adviser or the department recommend a deferral of re-enrollment, re-enrollment with concerns, or a termination of enrollment, the student will be required to meet with the DGS and the adviser or Pre-Generals Adviser to discuss the situation no later than mid-June.

The Graduate School reviews the student's report, the adviser's report, and the department's recommendation in June. If re-enrollment is approved, contracts for the next academic year are emailed to students, usually in July.

German Language Pedagogy Profile

Proficiency in spoken German is essential for effective language teaching. To that end, non-native applicants are assessed informally prior to admission to the program. During the first semester of study, students will be assessed again in a formal Oral Proficiency Interview (OPI) conducted by a certified ACTFL rater. Students who are rated below Advanced High will work with the Department to plan a course of summer study to take place no later than the summer before the second year, normally at the Middlebury Summer School and at the expense of the Department.

In addition to speaking proficiency, all students are expected to have a firm grasp of German grammar, and to be familiar with the presentation of high-frequency vocabulary items presented in "der die das," the first-year curriculum. To help students prepare for their teaching responsibilities, access to the

online curriculum (“der die das”) will be given at the beginning of the summer prior to their teaching (or earlier, if requested).

Teaching

Students are required to teach one year of German language (GER 101-102). Teaching typically begins in the Fall Semester of the third year and is preceded by a mandatory Orientation for Assistants in Instruction run by the McGraw Center for Teaching and Learning as well as a two-day pedagogy workshop led by the department’s Language Coordinator. We strongly advise that you live in the Princeton area during your third year when you will be teaching in the classroom five days a week.

Concurrent with teaching GER 101 in the Fall Semester, students must enroll in GER 506 (Second Language Acquisition and Pedagogy). This course, which is taught by the department’s Language Coordinator, must be taken for a grade.

In order to receive sixth-year funding from the German Department, students are required to teach in the second-year language sequence (GER 105-107), in addition to the first-year language sequence. For students who enrolled in the PhD program prior to 2020, a teaching assignment in GER 105 or GER 107 must be completed during the sixth year itself.

As a general rule, decisions about teaching assignments are made in mid to 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 department and others as well.

Preparation for Teaching: Proficiency Assessment in German

Proficiency in spoken and written German is essential for effective language teaching. To that end, non-native applicants are assessed informally prior to admission to the program. During the first semester of study, these students will be assessed formally by way of the Goethe-Zertifikat C1 test, administered by the Goethe-Institut in New York City, for which the Department will cover all expenses. Information regarding the contents, procedures and dates of the test can be found [here](#). Students who rate below the C1 level (as defined by the [Common European Framework of Reference](#)) will work with the Department to plan a course of summer study to raise their proficiency to at least the C1 level. This will take place no later than the summer before the second year, normally at the Middlebury Summer Language School and at the expense of the Department.

Students wishing to familiarize themselves with the pedagogical approach in GER 101-102 and the contents of der|die|das, the online curriculum for Beginning German developed by the Department, are encouraged to contact [Dr. Jamie Rankin](#), the course head for GER 101-102, for access to the program.

Language Teaching Credential

Graduate students are encouraged to enroll in the **Language Teaching Credential** program offered by the [Princeton Center for Language Study](#), 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 demonstration. 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](#).

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 the 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 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 complements the array of seminars offered by individual faculty members, which are intended less to acquaint students with a specific body of material than to introduce students to *approaches* to research problems. Together with the body of knowledge established through seminar work, thorough reading of the works on the Erudition List, provides students with a basis for launching further explorations from which individual research projects can develop.

Preparation for the Erudition Exam 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 Exam 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 organized. The exam 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 Exam.

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. An example of the type of substitution allowed here would be to substitute Thomas Mann's *Buddenbrooks* for Thomas Mann's *Doktor Faustus*, or to substitute Paul Celan's "Wasser und Feuer" for Paul Celan's "Todesfuge." Before substituting one author for another, students should consult with their exam committee chair. Both students and committee chairs should be aware that the removal of entire periods from the list is not permitted. 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 Program Administrator.

By the end of April of the second year, students should assemble a committee of three faculty members (a chair and two additional members) who will conduct the Erudition Exam. Students should discuss revisions to the Erudition List first with the chair of the Erudition Exam Committee and then with its other two members, arriving at a final reading list no later than June 30 of the second year.

The Erudition Exam is a six-hour, closed-book exam. The exam requires students to compose three essays in response to a set of questions covering the breadth of the German tradition. The exam includes one required question common to all the exams administered to a particular cohort at once in a given semester, plus two essays based on a set of questions among which the student may choose. The required question is composed by the faculty as a whole, while the questions among which the student may choose are composed by the student's committee. The entire faculty convenes to evaluate the shared question, while the student's committee evaluates the exam as a whole. The committee determines the final grade.

The Erudition Exam will be scheduled during the Fall PhD General Examination period, which is listed on the Academic Calendars posted on the University website; the Fall PhD General Examination period typically begins in the fourth week of the Fall Semester and lasts three weeks.

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 Examinations, he/she may stand for reexamination within one year (for additional options upon first failure, see below, Qualifying for the MA). If unsuccessful the second time, the student may not take the first part of the General Examination again, and degree candidacy will be terminated.

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 Exam). 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 Specials Exam should be completed in January or February of the third year.

The Specials Exam consists of a written exam designed to provide students the opportunity to draw together readings of primary and secondary sources as the basis for the formation of a research agenda and to demonstrate in writing a grasp of the state of the field for a prospective dissertation research area.

By November 15 of the third year the student should have in place a committee of three faculty members for the supervision of the Specials Exam. The composition of the committee for the Specials Exam may be identical to, similar to, or entirely different from the composition of the committee for the Erudition Exam. By December 15 of third year, the student should submit to the Specials Exam committee a reading list for the exam, along with a statement (500-750 words) that frames the field for the student's Specials Exam 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 Exam 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 the Specials Exam within one week of their exam date; no more than two weeks after the submission of the exam, students will receive written feedback from the committee chair about their exam performance.

As indicated above, students who fail a part of the General Examination a first time may, on the recommendation of the department, stand for reexamination of that part within a year. Students who fail a part of the General Examination a second and final time have their PhD candidacy and enrollment terminated at the first of the month following that in which the examination was taken.

Students should be aware of the following Graduate School policy: No student should be readmitted to a fourth year (seventh term) of graduate study without having successfully completed all parts of the General Examination. Depending on when the first failure takes place, this may mean that students will have less than a year for retake. For the full Graduate School policy on General Examinations, see <https://gradschool.princeton.edu/academics/degree-requirements/phd-advising-and-requirements/general-examination>.

Students entering the PhD program in German with an MA in German Studies/*Germanistik* from another university may petition the faculty to accelerate their progress through the PhD program by completing the first part of the General Exam in their second year. Students interested in this option should consult the DGS. Typically, this request is made one semester in advance of the proposed exam date.

Qualifying for the MA

The Master of Arts (M.A.) degree is normally an incidental degree on the way to full Ph.D. candidacy and is earned after a student successfully completes both parts of the general examination. Students may contact the Graduate School to apply for the M.A. upon successful completion of both parts of the General Examination. The incidental M.A. may also be awarded to students who, for various reasons, leave the Ph.D. program, provided that the following requirements are met:

- Successful completion of all pre-Generals requirements
- No Incompletes on the transcript

- Either (1) Successful completion of the first part of the General Examination (the Erudition Exam), with a passing grade deemed sufficient for an incidental M.A., but not for proceeding to Ph.D. candidacy; or (2) Successful completion of a post-enrollment project (approximate length of 30-40 pages). The project should be a revision and expansion of a research paper previously submitted in a German Department seminar. The project should be completed under the supervision of the faculty member for whom the initial seminar paper was written. The project must be deemed acceptable in partial fulfillment of the requirements for the incidental M.A. degree by the supervising faculty member and a second reader from the German Department faculty. Students who opt to complete this project must submit the project within four months of the date of termination of their enrollment.

Dissertation Prospectus Colloquium

Upon successfully completing both parts of the General 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. Committee members for the Dissertation Prospectus Colloquium 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. 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 Specials Exam.

Students are recommended, but not required, to complete the Dissertation Prospectus Colloquium in the Spring Semester of the third year in the program. The DPC event can take place throughout the year on an ad hoc basis whenever a candidate feels prepared to present their prospectus. The event will run an hour and a half to give adequate time to explore all dimensions of the dissertation project. Eligible candidates should discuss scheduling the colloquium with their advisor, who will contact the DGS to set up a date and time for the event. Given the hectic schedules of students and faculty, we expect requests to be made several months before the anticipated date so that everyone will be able to attend.

At least one week prior to the date of the Dissertation Prospectus Colloquium 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 includes a concise presentation of the dissertation topic by the student, followed by a discussion of the proposed research with the faculty and graduate community. Together with the faculty and graduate students, the members of the dissertation committee will make recommendations concerning the direction of the research and the feasibility and scope of the dissertation project.

Guidelines for Advisers and Advisees

Graduate Advising Guidelines and Expectations

General Guidelines

Advisees are expected to communicate regularly with their advisers about academic progress, to submit academic work for feedback according to reasonable schedules and deadlines agreed upon in advance with their advisers, and to make requests for letters of recommendation according to reasonable schedules and deadlines.

Advisers are expected to give advisees substantive written and oral feedback on academic work, to share their knowledge of professional life and of ways of navigating academic culture, and to provide letters of recommendation according to reasonable schedules and deadlines agreed upon in advance with their advisees.

Pre-Generals Phase

All incoming students are assigned a Pre-Generals Adviser. While the DGS is the primary resource for students concerning their academic progress in the first two years, Pre-Generals advisers also play an important role, offering advice on topics including course selection, preparation for Generals, summer research, and broader questions regarding academic life at Princeton, professionalization, and the discipline.

Students should meet with the Pre-Generals Adviser at least once per semester. Advisees are responsible for setting up appointments with the Pre-Generals Adviser.

By the middle of the Spring Semester of the second year, students make a transition from consulting with the Pre-Generals Adviser to working closely with the members of the committee for the first part of the General Exam.

When requesting a letter of recommendation from the Pre-Generals Adviser (or any other faculty member), 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 adviser two weeks to submit the letter.

Third Year

Students in their third year work closely with the members of the committees for the first and second parts of the General Exams. Following successful completion of the Special Exam (typically in January of the third year), students assemble the committee for the Dissertation Prospectus Colloquium, and prepare to formalize an advising arrangement for the dissertation no later than the end of April of the third year.

Students are expected to seek out the members of the committees for the General Exams and for the Dissertation Prospectus Colloquium to establish deadlines for the submission of reading lists and drafts of the dissertation prospectus. Faculty members are expected to give feedback on reading lists, topics for the Specials Exam, and drafts of the dissertation prospectus in a timely manner.

Post-Generals/Dissertation Phase

Beginning in the first semester of the fourth year, all students are required to meet with their dissertation research advisers at least once per semester. This requirement establishes a minimum standard: many students will be in more frequent contact with their dissertation research advisers. In the case of co-advising arrangements, the student and the co-advisers should agree upon a general plan

for the frequency of meetings to be held with each co-adviser, and with both co-advisers together. This plan should be communicated to the DGS and the Graduate Program Administrator, as early as possible in the fourth year, as a basic framework for dissertation research advising.

In addition, every student in the fourth year and beyond is required to meet at least once a year with a second member of the German Department faculty (i.e., a regular department faculty member, a permanent visiting professor, or an associated faculty member) to discuss the dissertation project. The second faculty member may be a co-adviser for the dissertation, but that need not be the case.

Over the course of the years dedicated to dissertation research and writing (i.e., the fourth and fifth years, plus, in most cases, one or two more years), most students will opt to be in conversation with multiple members of the German Department faculty about various aspects of the dissertation project, and about intellectual and professional matters more broadly. Some students also will be in regular contact with faculty members who are not affiliated with the German Department.

The requirement to meet at least annually with a second member of the German Department faculty is not intended to diminish the role that multiple faculty members, including some in other departments or at other institutions, may play in dissertation advising. Instead, the aim is to establish a minimum standard for all students' access to academic advising at the dissertation stage in the German Department, in accord with the Graduate School's policy on Frequency of Advising Meetings for Ph.D. Students, adopted in January 2021: <https://gradschool.princeton.edu/policies/frequency-advising-meetings-phd-students>.

Advisees are expected to initiate meetings with their advisers and with additional faculty member(s) in accordance with the requirements above.

Advisees should communicate proactively with faculty members about the scheduling of advising conversations in relation to application deadlines for internal and external funding and other professional opportunities. For fifth-year students who do not anticipate completing their dissertations by the end of the fifth year, the department strongly recommends at least one meeting with the dissertation research adviser in the fall semester of the fifth year that focuses on the progress of the dissertation research and writing specifically in connection with planning for the sixth year, including eligibility requirements for internal and external dissertation completion fellowships, departmental nominations for honorific fellowships, and eligibility requirements for departmental sixth-year funding.

Advisers are expected to communicate details regarding individual advising practices to advisees, including but not limited to accessibility of advisers for meetings and for the provision of feedback on academic work during summers, academic-year breaks, and semester- or year-long sabbaticals. Advisers are expected to return dissertation chapter drafts with substantive feedback within a reasonable timeframe. In many cases, a month from the date of submission according to a schedule of deadlines previously agreed upon would be a reasonable timeframe. However, it is in every case essential for advisees and dissertation research advisers or co-advisers to communicate regularly and clearly concerning deadlines and expectations for feedback, and to set reasonable schedules for the submission of academic work for feedback. The provision of feedback within a month of submission may not always be possible in relation to an individual faculty member's teaching, research, and advising commitments. Expectations should be set clearly regarding the appropriate deadlines for the submission of chapter drafts, availability of advisers for meetings, and timeframes for the provision of written and oral feedback.

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 recommenders with a list of relevant deadlines.

Provided they receive draft application materials one month in advance, advisers are expected to give prompt feedback on those materials and to submit recommendation letters on time.

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, student-initiated communication with the adviser is of utmost importance.

The Graduate School supplies a Guide to Graduate Advising that contains helpful information and insights about navigating advising relationships. This guide is highly recommended reading and accessible at: [Doctoral Advising at Princeton - A Graduate Student Guide](#)

Dissertation

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 which 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 15-20 pages in length), and the abstract of the dissertation must be in English.

Students who wish to write their dissertation in German should consult with their adviser(s) in order to apply for this exception immediately after the Dissertation Prospectus Colloquium. With the approval of the adviser, students should submit a formal petition to the DGS in the form of a letter that sets out a precise and detailed rationale for the writing of the dissertation in German. Students must present substantial intellectual and/or professional reasons for making this request; the fact that German is a student's native language does not constitute a reason for writing the dissertation in German. The DGS will forward the request to the Graduate School, where a final determination will be made.

DCE/ETDCC (Post-Enrolled Status Designations)

Enrolled PhD students who have not completed their degree within the department's normal program period of 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 (spring of the fifth year), and must be approved for DCE status by the department and the Graduate School based on criteria for satisfactory academic progress. 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.

The German Department provides funding for students in their first year of DCE (sixth year in the Ph.D. program), according to the following eligibility requirements. For Students who entered the Ph.D program prior to Fall 2020: (1) attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS; (2) submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year; (3) service as an AI in either GER 105 or GER 107 for one semester in the sixth year, either fall or spring. For students who entered the Ph.D. program in the Fall 2020 or later: (1) attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS; (2) submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year; (3) service as an AI in both GER 105 and GER 107 at some point either prior to or during the sixth year.

For more information on DCE fees, exceptions, and the tuition grant program, see:

<https://gradschool.princeton.edu/academics/statuses/degree-seeking-statuses>

If students do not choose DCE status at the time of reenrollment during the sixth or seventh year, 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:

<https://library.princeton.edu/special-collections/services/theses-dissertations>.

It is highly recommended that students use the Mudd Library format from the beginning of the writing process. Students should also consult with the adviser regarding preferred citation format. 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.

The student must submit the dissertation to the Graduate Administrator approximately six weeks before the proposed date for the Final Public Oral Examination. This schedule allows four weeks for the readers to read and compose reports on the dissertation, plus two weeks for the Graduate School approval process.

Dissertation Defense (Final Public Oral Examination)

Well in advance of the submission of the completed dissertation to the department, the student and the adviser(s) should discuss possible Second Readers and Examiners with the DGS. Students should follow the recommendations of their 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 a prospective Examiner (more below).

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 Program 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. For co-advised dissertations, only one of the two advisers will submit a Reader's Report.

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 Program Administrator. Once a consensus on date and time has been reached, faculty will hold the proposed date.

If they have not done so already, the adviser(s) and the student should discuss possible Examiners with the DGS at the time of submission of the dissertation to the department. The earliest possible date for an 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 proposed 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 officially by the department. 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 Readers' Reports be distributed by the Department to anyone other than a faculty member who will be participating in the FPO.

The FPO 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 Readers and the Examiner, in an order to be determined by the 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

The candidate should follow instructions from the Graduate School to deposit the dissertation to the Mudd Manuscript Library (normally 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.

For information on the Degree Application Process, see:

<https://gradschool.princeton.edu/academics/degree-requirements/phd-advising-and-requirements/dissertation-and-fpo/advanced-degree>.

For information on final submission of the dissertation, see: <https://library.princeton.edu/special-collections/policies/masters-theses-and-phd-dissertations-submission-guidelines>.

Funding

Regular Stipend

When students are admitted, they receive a commitment of five years of funding that includes tuition and fees and extends over twelve months annually. Students receive funding details from the Graduate School when they are admitted and again upon re-enrollment each year.

Sixth-Year Funding

Eligibility Requirements

For Students who entered the Ph.D. program prior to Fall 2020:

- attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS;
- submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year;
- service as an AI in either GER 105 or GER 107 for one semester in the sixth year, either fall or spring.

For students who entered the Ph.D. program in Fall 2020, or later:

- attendance at a grant writing workshop offered on campus prior to the end of the fourth year, as confirmed by the adviser or DGS;
- submission of full drafts of at least two chapters of the dissertation, both deemed acceptable by the dissertation adviser, no later than the end of May of the fifth year;

- service as an AI in both GER 105 and GER 107 at some point either prior to or during the sixth year.

Research Assistants

Students may be hired as research assistants to faculty members. This work is usually paid on an hourly basis. 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

Eligible students are encouraged to apply for research funding from the Deutscher Akademischer Austausch Dienst (DAAD) and the Fulbright US Student Program in the Fall Semester of their third year, to support dissertation research in the fourth year.

Honorific Fellowships

The University has a number of named fellowships that it awards to exceptional graduate students in each division either in place of their fifth year of funding or as support for a sixth year. The fellowship is competitive and replaces (and exceeds) the regular stipend. In order to be nominated, students must have at least one dissertation chapter completed and approved by their adviser. Information about the fellowships can be found at: <https://gradschool.princeton.edu/costs-funding/sources-funding/fellowships/competitive>

Dean's Completion Fellowship/PGRA Program

The Graduate School supports a sixth-year funding opportunity called the Dean's Completion Fellowship/PGRA Program. Nominations are typically due to the graduate school on May 1 each year. If necessary, the nomination process takes place within the department in April. For information about the DCF/PGRA Program see: <https://gradschool.princeton.edu/costs-funding/funding-sources/deans-completion-fellowshippgra-program>.

Funding for Travel for Research, Scholarly Conferences, Language Training

Students planning to undertake travel for language training, research, or participation in a scholarly conference have several opportunities to supplement their regular twelve-month fellowship, including access to funding through the German Department.

Before requesting financial support from the German Department for travel for research, conference participation, or language training, graduate students are expected to apply for support from the units on campus that provide funding for those activities, most prominently, the Graduate School and PIIRS (see below).

It is expected that graduate students at every stage in the PhD program will seek the advice of faculty advisers regarding their plans for research travel, conference participation, and language training in advance of submitting funding applications.

- The Graduate School Dean's Fund for Scholarly Travel supports individual PhD students invited to present their own, sole-authored scholarly research at a conference or meeting: <https://gradschool.princeton.edu/costs-funding/sources-funding/travel-grants>.

- Funding for summer research and language study is available through the Princeton Institute for International and Regional Studies (PIIRS): <http://piirs.princeton.edu/funding/graduate-support>.
- For summer funding available from other programs (e.g., Hellenic Studies, Judaic Studies), see: <https://gradschool.princeton.edu/costs-funding/sources-funding/fellowships/program/summer-funding>.

After applying for support from the Graduate School, PIIRS, and/or other relevant funding sources, students may also request funding from the German Department, as needed.

Applications for funding from the German Department must be submitted through the Student Activities Funding Engine (SAFE): <https://studentfunding.princeton.edu/>. Questions concerning the SAFE submissions process should be directed to [Janine Calogero](#).

Deadlines for German Department funding cycles are September 15 and March 15. An exception to these deadlines is made for first-year students applying for funding to support work taking place before March of their first year. 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 September 15 and March 15 deadlines.

During their time in the German graduate program, students are eligible to receive a cumulative maximum sum of \$4,000 to support travel for research, participation in scholarly conferences, and language training. Per University rules, students are eligible to apply for funding from the German Department while enrolled during their G1 through G5 years, and when in DCE status.

Applications to the German Department should consist of a justification for the research travel, conference participation, or language training as well as a detailed budget.

- For research travel, justification should include a brief description of the research to be completed and a list of archives, libraries, or other institutions to be visited. Budgets for research travel should include transportation costs for the least-expensive fares to the destination, and reasonably priced accommodations. Please note: US State Department rates for international hotel accommodations are often unreasonably high, so the German Department does not recommend using those guidelines for budgeting.
- For conference participation, justification should comprise the title of the student's contribution and the notification of acceptance or the conference program listing, as well as the relevant details of the funding request response from the Graduate School Dean's Fund. The budget for conference participation should consist of the transportation costs for the least-expensive fares to the destinations, and accommodation costs corresponding to up to two nights hotel at conference rates, not to exceed the US General Services Administration rate for US hotels (<http://www.gsa.gov/portal/content/104877>).
- For language study, justification should include program information and a funding request response from PIIRS and/or other units on campus. Budgets for language study should detail the specific costs not covered by funding from PIIRS or other units on campus.
- For those students attending the annual German Students Association (GSA) conference, the department will pay membership and registration fees from the departmental operating budget. The cost of airfare, hotel and incidentals will be deducted from the \$4,000 cumulative

maximum sum to support travel for research, participation in scholarly conferences, and language training that each graduate student is eligible to receive. (GSA membership and registration fees will not be deducted from the \$4,000.) Submit a Concur report for all expenses you incur each time you attend the GSA.

Please Note: All University-sponsored international travel must be registered with the University travel database, "Enroll My Trip". Please follow the links at:

<https://international.princeton.edu/enrollmytrip><https://travel.princeton.edu/graduate-students>

The Graduate School also has a 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 ETDC, are also entitled to transportation plus two nights in a hotel at one MLA convention while they are on the job market. Students who are enrolled or DCE would submit a detailed budget through [SAFE](#). Students who are ETDC would send a detailed budget along with receipts to the department manager who would process reimbursement.

To attend the MLA conference, the budget that enrolled, DCE and ETDC students submit should consist of the transportation costs for the least-expensive fares to the destination and accommodation costs corresponding to up to two nights hotel at conference rates, not to exceed the standard US General Services Administration rate for US hotels at <http://www.gsa.gov/portal/content/104877>.

Students may request this funding for travel to the MLA outside of the regular funding cycles.

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 August 1 to May 31, graduate student degree candidates may take up to (but no more than) four weeks of vacation, including and days taken during regular University holidays and scheduled recesses (e.g., the fall and spring term breaks). 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, August 1 to May 31), then the amount of vacation should be prorated accordingly. If a student receives summer support and has taken all allowed vacation during regular term time, August 1 to May 31, then he or she should not take additional vacation time during the summer months of June and July. 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 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. There may be slight differences in the offerings in a given year.

YEAR ONE:

Fall:

Exam preparations for first years (annual)

Job applications, job market, interviewing, and/or job talk

Spring:

Prospectus defense

Seminar papers and academic publishing

McGraw Inclusivity Workshop (annual)

YEAR TWO:

Fall

Exam preparation for first years (annual)

Writing grant applications

Spring

Conferences

McGraw Inclusivity Workshop (annual)

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:

- The *Chronicle of Higher Education* website, which has numerous articles/blogs/forums on the job market
- *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.

- Curriculum Vitae
- Cover letter
- Dissertation abstract
- Writing sample
- Statement of teaching philosophy
- 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 perspective 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. The student should share with each recommender a CV, a draft of the cover letter, and samples of recent work (dissertation chapters, publications). A letter from a faculty member outside the department can be a valuable addition to the application dossier. 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. Cover letter
2. CV
3. Dossier, which includes your letters of recommendation and possibly 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 and 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 or Zoom interviews. Applicants should be prepared for both possibilities. The department holds mock interviews for students on the market in late November / early December. Many search committees will decide about their short list of finalists while they are still at the MLA. 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 or “job talk,” individual meetings with faculty members and with university/college administrators, 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/>.

Outlines of the Cover Letter and CV

Cover letter for job application—general outline

(Princeton letterhead is available in the department office)

Princeton University

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, research positions, organizing film series, speakers, colloquia, assistant to the 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:

- The job letter should NOT be longer than 2 pages at this stage, and 1 and ½ pages is ideal. Show your letter to as many faculty as possible and listen carefully to their feedback.
- 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...
- 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 ADMINISTRATIVE 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?

- Thank the person for the offer and be very positive in your reaction.

- Get all the details. Find out when you will be getting the offer in writing and what the timetable is for making the decision. You do not have to give an answer right away.
- Students should consult closely with their adviser(s) about the details of the offer and the ins and outs of negotiating. Depending on the situation (maybe more than one offer), you may be able to ask for more salary, research funds, moving funds, and/or various other forms of support. What you negotiate for depends on the circumstances of the offer and 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 if you do not get something (or something perfect) your first time out. If there is no offer from the first round of searches, 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

Directory of Faculty and Staff

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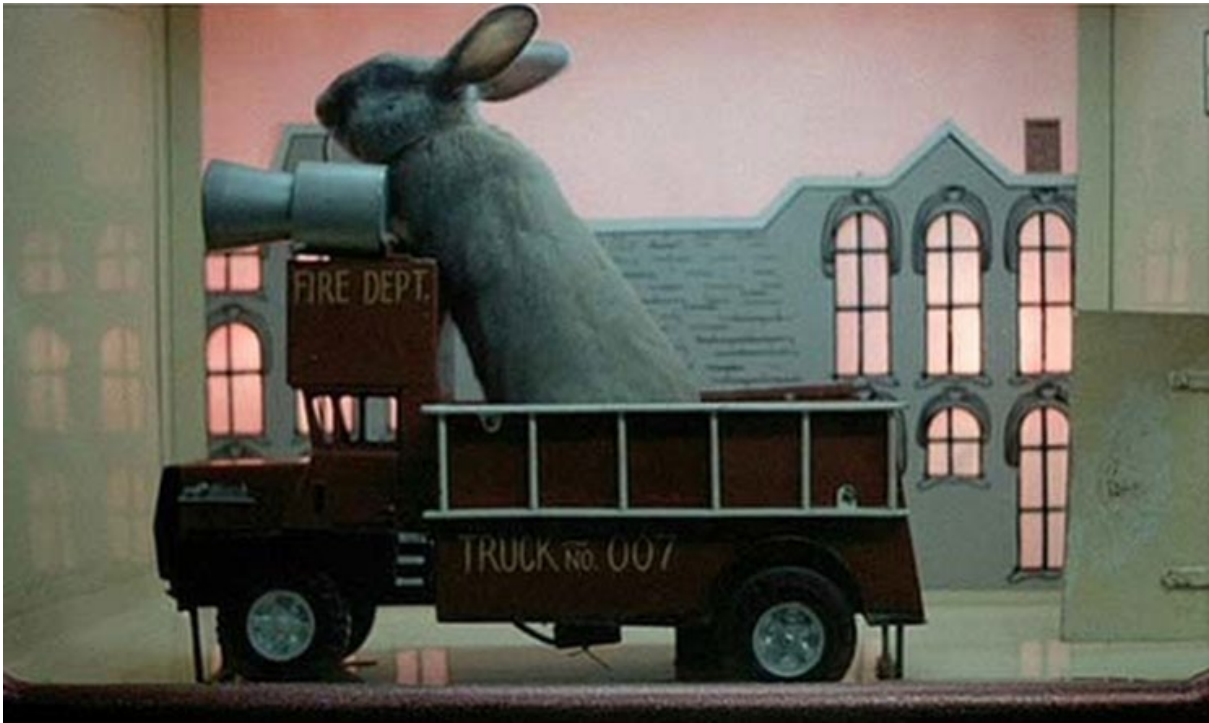
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