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INTRODUCTION

The Department of Romance Studies at Duke University offers doctoral programs in French and Francophone, Italian, Spanish and Latin American literatures and cultures. It also offers an innovative PhD track in comparative Romance Studies for students who combine two linguistic traditions in their research plans.

Our graduate curriculum explores the rich traditions of Spanish, French, Portuguese, and Italian cultures, in their countries of origin and in the cultures of diaspora including Latin America, the Caribbean, Quebec, and their borderlands. Our research covers, both historically and geographically, an extensive area of the planet: from Europe to Africa and South America, from the Caribbean to the Philippines, from the Mediterranean to Indochina and the Mauritius Islands. The traditions taught in Romance Studies are those of the earliest European and American vernaculars and of the Renaissance, but also those of postmodernism; those of the Enlightenment and of deconstruction; of European hegemony and of Muslim Al-Andalus and Sicily; of European colonialism, and also those of the de-colonial thought of Franz Fanon, Antonio Gramsci, and Amílcar Cabral.

Departments of Romance Studies were originally created in the early twentieth century. They were founded on assumptions about the centrality of Europe and of the nation-state as the organizing principle of literary studies. Today, our research and teaching has evolved to mirror and anticipate the moment in which the university has recognized the necessity and fact of internationalization. We strive not just to be global, but rather to understand the human processes, ethical ramifications, and cultural, aesthetic, and political possibilities of globalization. Our courses introduce students to multiple epistemological frameworks, political systems, and expressive cultures from the Global South in dialogue with the Global North, and bring them to reflect deeply on contemporary questions critical to continued life on the planet.

Crucial to our work is collaboration: between graduate students and faculty; with scholars across the Duke campus through study groups; with nearby programs like those at the University of North Carolina at Chapel Hill through exchange and co-taught courses; with the National Humanities Center and the Franklin Humanities Institute, to which our faculty and students regularly participate; and with colleagues across the continents through the numerous international conferences, conventions, lectures and visits by distinguished critics and writers that our department organizes throughout the year. Exposure to the thought and research of Duke faculty and visiting writers and critics is deemed essential to graduate education. Students are expected to attend department-sponsored lectures.

The Duke learning environment includes exceptional library resources. Perkins Library, one of the nation's major research libraries, houses among others the Gustave Lanson Collection in French, the Guido Mazzoni Collection in Italian, the Pérez de Velasco Collection in Latin American Studies.

The department has about thirty resident students in the various programs and fields. The academic needs of individual students are met through regular advising and close work with members of the faculty. The aim is to provide a meaningfully adjusted course of study in light of the different individual interests and strengths that graduate students bring to the department. A Graduate Liaison Committee comprised of faculty and students

constitutes the official link between the departmental faculty and the student body.

The core requirements for the PhD are:

- Coursework
- Fulfillment of the language requirement
- Successful defense of the Preliminary Examination in the form of a portfolio of academic work
- The Dissertation Prospectus Workshop
- Completion and defense of the dissertation

Students must be enrolled in one or more courses during the semesters they take the Portfolio Examination and Dissertation Prospectus Workshop; this course may be an independent study.

This document sets out the requirements and opportunities available to doctoral students in the department. **It is the student's responsibility to be aware of these requirements and associated deadlines, and to maintain communication with the DGS, DGSA, and faculty advisors about them.**

ADMISSION TO THE PROGRAM

The applicant's record should include substantial advanced coursework in French, Italian, Spanish, or Portuguese. Proficiency in the major language is fundamental and the applicant's letters of recommendation should address this question. A balanced and diversified education is essential, and knowledge of a second language (other than English) prior to admission is desirable; students focusing on the Lusophone world should have some experience in Spanish prior to admission. Students holding or acquiring an M.A. are welcomed as applicants. The department does not admit students for a terminal M.A.

M.A. DEGREE

A student can obtain an M.A. certificate en route to the PhD after passing the Preliminary Examination and completing all coursework by applying to graduate through The Graduate School by the appropriate deadline (check TGS website). There is no penalty if you apply to graduate and do not graduate during that semester. However, the form data does not carry over from one semester to the next, so you will be required to re-apply for the next graduation.

A student who has passed their Preliminary Examination and subsequently leaves the PhD program can file for a terminal M.A.

A TYPICAL FIVE-YEAR PROGRAM

First Year		
Semester 1 (Fall)	3 courses - must include ROMST 501S: Methods & Theories of Romance Studies	Graduate Assistantship
Semester 2 (Spring)	3 courses	Graduate Assistantship
Second Year		
Semester 3 (Fall)	3 courses - must include FR / SP/ RS 700: Teaching Foreign Languages (Pedagogy Course) *2 courses for students with an M.A.	Serve as Language Teaching Apprentice (LTA) as part of Pedagogy Course
Semester 4 (Spring)	3 courses *2 courses for students with an M.A. Sign Field Contracts with Committee	Teach a language course
Third Year		
Semester 5 (Fall)	2 courses Take Preliminary Examination	Teach a language course
Semester 6 (Spring)	Take Dissertation Prospectus Workshop	Teach a language course OR TA with a professor on the graduate faculty *Students can expect to TA once between years 3 & 5
Fourth Year		
Semester 7 (Fall)	Dissertation research and writing	Fellowship support free of service responsibility
Semester 8 (Spring)	Dissertation research and writing	Fellowship support free of service responsibility
Fifth Year		
Semester 9 (Fall)	Dissertation research and writing	Teach 327S (if TA has been completed) OR TA with a professor on the graduate faculty OR Teach a language course Apply for Sixth Year Fellowships if needed
Semester 10 (Spring)	Dissertation research and writing	Teach 327S (if TA has been completed) OR TA with a professor on the graduate faculty OR Teach a language course

MENTORS and ADVISING

The Romance Studies Ph.D. program is committed to providing thoughtful and supportive mentoring and advising of all students. This is reflective of an overall shared philosophy of graduate pedagogy, and the below information clarifies expectations for the roles of advisers, committee members, and doctoral students. These guidelines are meant to facilitate communication and support the community of scholars gathered in the department.

Mentors

All incoming students are assigned a mentor. This mentor will remain in place through the second year. Mentors can be counted on for general questions about Duke, the academic profession, alternative professional opportunities, and sources for support with personal challenges that may emerge. Mentors are drawn from faculty outside the student's main area of specialization, in order to provide general support and insights that complement the academic relationships with potential primary faculty advisors and committee members.

Advising

Prior to the Preliminary Exam

The Director of Graduate Studies is the official advisor to all graduate students until they confirm a dissertation advisor at the end of their second year. The DGS sets out the arc of requirements that students will pass through as part of their academic process, and is available to consult with students about progress and to help them select courses. The DGS meets with all first and second year students at the beginning of each semester to plan the courses and evaluate their progress through the program. Those meetings allow the DGS to recommend faculty at Duke whose research aligns with the student's research interests, and help to identify additional opportunities on and off campus. Students should enroll in courses with an eye to the composition of their future preliminary exam and dissertation committees.

The DGS monitors the progress of students based upon faculty reports, individual meetings, and annual reports during the first two years, and helps students plan for their Preliminary Exam (Portfolio) in their third year. The DGS, with the support of the DGSA, organizes workshops for students on questions including fellowship and job applications, how to build a dissertation committee, and the Portfolio exam and Dissertation Prospectus.

After the Preliminary Exam

Students will have a primary advisor, who is also the chair of their dissertation committee. Once students confirm their Preliminary Exam committee and start work on their Portfolio, and then dissertation prospectus, the thesis advisor functions as their main advisor. The DGS is still available for consultation on any programmatic questions, and often writes letters of support for students that attest to their standing in the program.

All faculty in the department are committed to the support of enrolled doctoral students, and advising and committee membership is considered essential to their position. Students accepted into the PhD program and who remain in good standing should feel no hesitation in requesting the participation of faculty in their

committee or as their advisor. Course work with faculty members within the department during the first two years— including meetings during office hours and careful development of seminar research projects— is essential to developing those scholarly conversations and relationships.

The primary advisor helps the student to design the major area of specialization for the Preliminary Exam, aids in shaping the dissertation project, and guides the student toward a timely completion and defense of the dissertation. The primary advisor also supports students as they apply for fellowships and jobs, whether those are in the academy or other fields. Committee members, in turn, provide support (individual meetings, revision of texts, suggestions of bibliography, etc.) for the specific areas of the dissertation that correspond to their specialization, and also write letters of support for student applications to fellowships and jobs.

Expectations of Faculty

In addition to the expectations for all [Graduate Faculty at Duke](#) and the advising roles detailed above, expectations of all professors in the Department include:

- Create an environment that promotes linguistic and cultural diversity.
- Support international students as they adapt to the US academic system, and to help prepare them for professional opportunities both in the US and another system if they so desire.
- Provide professional guidance about teaching opportunities, alternative career paths, work-life balance, etc.
- Depending on their role as course instructors, advisors, and committee members, be available to be consulted on written work. This includes consultation and advising on written work for course assignments, exam lists, dissertation prospectuses, dissertation chapters, fellowship and grant applications, job and post-doc application materials (CVs, cover letters), and so on.
- Set clear expectations for students regarding:
 - Levels of participation and deadlines for work to be submitted in seminars.
 - The procedure by which students should request a letter of recommendation.
 - The responsibilities of students serving as TA or RA.
- Respond in a timely manner to all student communications.

Expectations of Students

In addition to the expectations for all [Graduate Students at Duke](#), doctoral students are expected to assume primary responsibility for the successful completion of their degree, and to make active use of the advisory relationships and support in place.

Students more generally are expected to:

- Keep abreast of their own progress through the program. Follow the guidelines for each year of the program, and reach out to the DGS or their advisor(s) with any questions.
- Submit their annual report on time, planning any necessary meetings with the DGS or advisors well in advance of the deadline for submission of the signed report. Meet the goals set out in the annual report of the previous academic year.
- Be an active advisee. Planning for each semester should include: arranging meetings with the DGS, faculty, mentors, and advisors to discuss coursework, summer research and teaching plans,

exam preparation, language study, dissertation topics, fellowship and job applications, letters of recommendation, and other aspects of professional development.

- Prepare for meetings with all faculty carefully. Send necessary materials with sufficient time for faculty to read them; agree upon and then meet deadlines.
- Attend departmental workshops to prepare for all major milestones; those include workshops on grant writing, the job market, formation of the dissertation committee, etc.
- Attend most if not all departmentally-organized lectures and symposia; attend all presentations of job candidates in the department.
- Respond in a timely manner to all departmental and faculty communications.

Peer Advising Resources

We encourage students to consult with their peers in the department and to work collaboratively. The DGSA has an archive of materials available for students that includes sample portfolio exams, sample job letters and CVs, and more.

There is a new pilot system for peer advising via The Graduate School; we encourage students to participate in it as mentors and/or mentees. For information, email Maria Wisdom, Director of Interdisciplinary Advising and Engagement, at maria.wisdom@duke.edu.

Grievances

Students with concerns or grievances may speak to their mentor, the DGS, or the Chair of the department. Confidentiality will be maintained as much as possible.

Students may also bring concerns or reports of harassment to the appropriate staff member at the Office of Institutional Equity: <https://oie.duke.edu>.

Faculty with concerns about students should contact the DGS. The graduate faculty meets annually to discuss student progress, after receipt of completed annual reports.

COURSE REQUIREMENTS

The program requires student entering with a B.A. to take **14 graduate courses**. Eight of those must be taken within the department. The remaining six may be taken in other departments, but must be related to their course of study. Students who enter with the M.A. must complete **10 graduate courses; provided that 4 of their previous graduate courses are in the field of study or a closely related field**. Of those 10 courses, at least six must be taken within the Romance Studies Department; the others may be taken in other departments and must be related to their course of study. Students who wish to pursue this option need the approval of the Director of Graduate Studies (DGS).

Two courses are required of all students: ROMST 501S: Methods & Theories of Romance Studies to be taken in the Fall semester of the first year; and the language pedagogy course, FR/SP/RS 700: Teaching Foreign Languages, to be taken in the Fall semester of the second year.

Students may take up to two independent study courses. Independent Studies (numbered 791) allow students to explore topics of particular interest for which there are no course offerings. They also may be used to prepare for the Preliminary Exam or Prospectus Workshop. The student must apply to a member of the graduate faculty to direct and grade the work, and submit a detailed course proposal prepared with that professor for approval by the DGS in order to register.

All students doing coursework must meet with the DGS each semester prior to registration. In the first year of study, students should have breadth of coverage in mind. They should try to take courses in areas of least previous preparation, whether that be new theoretical approaches, historical periods they have not studied in depth, or new linguistic or cultural fields. We recommend that students in their first year take no more than one course per semester outside the Department. Second language preparation ought to begin in the first year (see Language Proficiency below). In the second year and beyond, students should develop a firm background in the areas of their anticipated dissertation, as well as clearer definition of their minor fields.

When enrolled, students may take as many additional courses as they wish, with the approval of the DGS or major advisor, and provided the following regulations are observed:

1. The credit maximum per term is 15 course credits plus continuation. Any courses over that amount are considered an overload, and a request and rationale must be submitted to the DGS for approval.
2. Summer courses offered at Duke at the graduate level are included in your funding. Undergraduate summer courses unrelated to dissertation research will be charged a per-credit summer registration fee.
3. Undergraduate level summer courses at Duke that are related to dissertation research, including language courses, must be approved by the DGS and The Graduate School. The DGS must write a message to The Graduate School registrar with justification that the courses are related and necessary to the student's research, and the student must submit an Under-500 Level Permission Form. The request go through several approvals to have the summer fee reversed. Student must be registered in Continuation for the fee waiver to be possible.

Students must register for Continuation every semester except for Summer sessions; only students who take courses or plan a summer dissertation defense must register for continuation during the summer.

Responsible Conduct of Research (RCR) Mandatory Courses

All matriculating PhD students at Duke University are required to complete 12 hours in RCR training in the Humanities. Students must attend a four-hour RCR Orientation (GS714 + GS715) during Orientation Week and attend at least four (4) RCR Forums (2 credits each) within the first three years of their program in order to meet the number of training hours required for the degree. Students who fail to take these courses will not graduate. For more information on the RCR training, see:

<https://gradschool.duke.edu/professional-development/programs/responsible-conduct-research>

Special considerations for students enrolled in the Romance Studies PhD Track

In general, coursework should be divided evenly between the two areas of specialization. Exceptions to this rule can be made in consultation with faculty advisors and the Director of Graduate Studies, in order to take into consideration such factors as course availability and prior training.

Graduate Student Permission to Enroll in a Course Below the 500-Level

With the approval of their Director of Graduate Studies (DGS) and the Associate Dean for Academic Affairs, graduate students may enroll in courses below the 500 level. These courses will not count toward the credits required for a post-baccalaureate degree and will not be included in a student's GPA calculation.

Audited Courses

In order to audit a course, a student must obtain the approval of the instructor of the course by filling out the required "Permission to Audit Course" form and delivering it to The Registrar's Office (in person, by fax, or via email as a scanned PDF) by 5pm on the last day of drop/add for the current semester. Any student registered full-time in a degree program may audit courses without charge during the fall and spring semesters. Otherwise an audit fee is charged. Note: Language classes in Spanish, Italian, French, and Portuguese typically do not permit auditors, and must be taken for a grade (not pass/fail).

Inter-Institutional Courses

Under a plan of cooperation among Duke University, The University of North Carolina at Chapel Hill, North Carolina Central University, North Carolina State University, the University of North Carolina-Greensboro, and the University of North Carolina-Charlotte, full-time students properly enrolled in The Graduate School of Duke University during the regular academic year, and paying full tuition to this institution, may be admitted to a maximum of two courses per semester at one of the participating institutions. Students must obtain approval of the instructor of the course, fill out an inter-institutional approval form, and have it approved by the Director of Graduate Studies and the Registrar Helene McAdams. **No other registration process is necessary.**

Graduate students may only take a course through this program if:

- The course is not being offered at Duke during the same academic year;
- The course is equivalent to a full, 1.0 cc Duke course (no partial credit);

Students must take these courses for credit (no audits); and for a letter grade (no Pass/Fail option). The Inter-institutional registration agreement does not permit enrollment in remote courses. In addition, only graduate-level interinstitutional courses are permitted to be taken by graduate Duke students.

To take advantage of this arrangement during either summer session term, the student registers for three units of credit at the home institution and three units of credit at the other institution, for a total of six units. All inter-institutional registrations involving extra fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. Grades for

inter-institutional courses will appear on student's transcript and will be factored into their grade point average if approved by the Director of Graduate Studies and the Duke registrar. For more information about inter-institutional courses, see: <https://registrar.duke.edu/interinstitutional-duke-students-visiting-other-campuses>

Grades

Grades in The Graduate School are as follows:

1. A, B, C, F, I (for Incompletes - see below), and occasionally Z (indicates satisfactory progress at the end of the first semester of a two-semester course). These grades can be modified with pluses and minuses.
- a grade of F in a major course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.

In addition to the grade, a Course Performance Evaluation for each course is placed in the student's file. These evaluations are not distributed automatically to students, but they may be consulted by request to the DGSA.

Incompletes

The Grade I indicates that some portion of the student's work is lacking, for an acceptable reason, at the time the grades are reported. For students enrolled in The Graduate School, the instructor who gives an I for a course specifies the date by which the student must make up the required work. All course work must be completed and a grade submitted within one calendar year from the date the course ended. Grades submitted within the appropriate time frame will replace the grade of I. Otherwise, the grade of I remains permanently on the student record, and they do not receive credit for the course.

LANGUAGE PROFICIENCY

Learning a new language is perhaps the most important thing a student will do in their academic career. Languages open new bibliographies, interpretive traditions, and understandings of literature and the world. The faculty believe strongly in the utility, beauty, and importance of linguistic competences beyond English and the language(s) of specialization. Other departments at Duke offer opportunities to learn or improve languages through credited or audited courses, which we encourage students to explore.

In order to complete the PhD, reading proficiency in a language other than the major one(s) (and other than English) is required by the time the student takes the Dissertation Prospectus Workshop. The student's advisory committee may also prescribe other languages necessary for scholarly competence in a particular field. For students in the Romance Studies Ph.D. track, a **high level of scholarly competency** is required in **two** Romance languages.

Reading proficiency may be satisfied in one of the following ways:

1. A 204-level course in the department or its equivalent in another department. Language courses at this level do not count toward the 14 courses required for the PhD degree.
2. A 300-level literature course taught in the language. With the approval of the DGS, this course may count toward the 14 courses required for the PhD degree.

3. Equivalent courses taken prior to matriculation at Duke may also satisfy this requirement, as long as the transcript shows that the student has received a grade of B+ or above.
4. Students wishing to fulfill their requirement for a second language by means of a translation exam rather than coursework should make a request with a qualified examiner well in advance. The examiner will provide two short scholarly texts for translation into English: one is to be translated without a dictionary, the other with a dictionary. The exam must be completed within one hour, and will be evaluated by the examiner as either “pass” or “fail.” If a failing grade is given, the student may repeat the exam once, with new texts to translate.

The Language Program Directors may make an exception to the programs’ rule against taking courses pass/fail (The reason for this exception is solely to relieve the stress associated with grading), and in that case the following requirements will apply:

1. students must meet the instructor’s attendance requirements
2. students must fully participate in class, and complete all assignments/tests.

SATISFACTORY PROGRESS

1. In order to be certified as making satisfactory progress towards the degree, the following must be satisfied: The Graduate School requires that graduate students must maintain at least a 3.0 (B) cumulative grade point average. Any lower cumulative grade point average will place the student on probation for the semester. Two consecutive semesters below a 3.0 cumulative grade point average will result in an automatic dismissal from the program. In the case of two consecutive semesters with a cumulative grade point average below 3.2 in core courses, the faculty of Romance Studies may recommend that authorization to continue towards the degree not be granted. Students receiving any grade below B+ are urged to meet with both the professor who has assessed the grade and with the DGS to discuss their progress through the program (see below regarding grades).
2. Students must pass the Preliminary Examination by the end of the third year.
3. Second Language Requirement must be met before taking Dissertation Prospectus Workshop
4. Dissertation Prospectus Workshop must be passed before receiving funding for research abroad
5. Dissertation Prospectus Workshop should be completed no later than the beginning of the fourth year
6. The dissertation defense must be passed within four years of the Preliminary Examination

Faculty advisors may recommend exceptions to stated program requirements, such as additional outside courses or independent studies; such requests must be approved by the DGS.

ANNUAL PROGRESS REPORTS

All Ph.D. students must submit an annual report on their progress toward the degree to the Director of Graduate Studies Assistant (DGSA). Prior to the Preliminary Examination, the report will identify the likely schedule of courses still to be taken and the likely dates for the Preliminary Examination and Dissertation Prospectus Workshop. Following those landmark exams, the report should specify the progress of dissertation research,

identify any portions of completed written work, detail articles in process or published, as well as participation in conferences, establish a clear timeline for completion of the dissertation, and set a target date for the defense.

Any concerns about progress will be shared in a timely manner with the student, the Graduate Faculty, and the dissertation advisor, in order to determine a memorandum of understanding to address them. Students will be required to meet the expectations in that MOU in order to remain in good standing.

PEDAGOGY TRAINING

Teaching is integral to our graduate program. The department offers students training in pedagogy and experience in instruction, which prepares them for a range of professional opportunities.

All students enroll in ROMST 700: Theories and Techniques of Teaching Foreign Language in the fall semester of their second year, a seminar centered on theories of communicative language pedagogy as well as pragmatic lesson planning and elaboration of teaching and testing materials. The course includes a language teaching apprenticeship in which students shadow experienced faculty, and professionalization and training workshops. A student who has already taken a comparable course in pedagogy may petition the director of the appropriate language program for a waiver of this course; this petition must include a syllabus of the course taken, a transcript of the grade received, and any other documentation required by the Language Program Director.

In the fourth and fifth semesters in the program, students teach one section of a lower level course in the appropriate language program with the direction and support of the language program supervisor. After these two semesters of experience in the language program, students have the opportunity to be a Teaching Assistant (TA) for an upper level undergraduate course with their advisor or another professor in their field.

Students who are advanced in their dissertation research and writing, and have already taught in the lower levels of the language program, may design and teach a course in their major field. Typically, in their fourth year students submit a proposal for a 327S course to be taught the following year. These courses contribute to the department's undergraduate curriculum, and are of sufficient breadth and depth to attract a range of students, and so provide invaluable experience as our students prepare to apply for jobs.

All graduate student instructors attend a week-long teaching workshop held each year at the beginning of the Fall semester.

THE PRELIMINARY EXAMINATION (Portfolio Format)

For the Department of Romance Studies, students will take an exam called The Portfolio Examination (equivalent of The Graduate School's Preliminary Examination) that includes a portfolio and oral examination. The purpose of the exam is to for students to demonstrate their readiness to undertake independent dissertation research through a portfolio of their best work to date. The portfolio format, modeled on the

tenure dossier, combines a set of requirements (most of which will be completed in the normal progression through coursework during years one and two) with sufficient flexibility to allow the students to display their knowledge of different fields, clarity of written communication, and evidence of teaching ability. This is typically taken in the third year of the program; it may be earlier in the case of students entering with an M.A. but should not be later.

Portfolio Structure and Composition

Each student's portfolio will be divided into three fields of specialization. One of these, the “major” field, will be completed with the student’s main advisor in the department of Romance Studies. The other two, the “minor” fields, will be completed with other faculty in Romance Studies. **In addition to the work completed for the three sections of the portfolio, the student will also submit an intellectual statement of three to five pages describing their overall agenda and explaining how the three fields cohere.** In developing a plan for the portfolio, the student should work closely with their main advisor to make sure to receive the appropriate training to work effectively as teachers and scholars in the chosen field(s).

At the beginning of the process, when the faculty member agrees to examine a student in a particular field, together they will **establish a set of written guidelines outlining the kind and quantity of written material the student should include in the portfolio.** This communication between faculty and student will take the form of a contract, signed by the faculty examiner and submitted for DGS approval with a copy given to the DGSA. After this contract, faculty may not request additional material. This contract should be signed by the end of the second year of study or no later than three months before the exam to ensure that expectations are clear for students and faculty.

Each portfolio will include a **reading list** connected to the particular field, which will inform the written work presented. The written materials themselves will in many cases include work produced for graduate classes taken during the first two years. Faculty and students can also decide to use previous papers as a basis for expanded theoretical or methodological essays. **The particular format for submitted work is quite open: the portfolio can include book reviews, critical essays, historiographical reviews, annotated bibliographies, course syllabi, and research papers.** The intention is to build on the student’s previous work by assigning a set of written projects that will allow them to demonstrate their understanding and engagement with a particular body of work. As elements of the portfolio are completed, the student should meet with the members of the committee to discuss their progress.

The selection of fields is up to the faculty and students, but should be conceived broadly in order to provide the student with exposure to a range of approaches and fields. A field might be organized around a particular author or group of authors, or a particular historical period. It can also be organized around a broad theoretical inquiry. In addition to preparing students for their dissertation project, the fields also serve to establish expertise in potential teaching areas. It is therefore important for them to include material directly relating to teaching.

Preliminary Exam (Portfolio) Committee

According to Graduate School guidelines, preliminary committees require a **minimum of four** members of the Graduate Faculty. **Three** must be faculty within the Department of Romance Studies, who will represent the student's three areas of specialization: one major and two minor fields. One or more additional reader, designated as an external member, reads the Portfolio Exam materials and participates in the oral examination.

Serving on exam and dissertation committees is considered a core faculty responsibility, and students should feel free to meet with faculty in their areas of specialization to discuss potential participation in their committee. As soon as students confirm their committee members, they should send their names to the DGSA. Any subsequent changes to the committee should be immediately registered with the DGSA.

Submission Timeline

Students should begin thinking about the fields for their portfolio, and begin consulting with potential faculty advisors, during their first year in the program. The process of organizing the material they are producing in classes and in independent studies will help students identify their fields and examiners in a timely manner. At the end of the second year, students must complete and submit their Portfolio agreements with each of the three representatives from their major and minor fields.

Checklist for Portfolio agreements:

- a) Name of Field Advisor for each field
- b) A short description of the topic for each field
- c) A bibliography for each field
- d) A list of the kinds and number of works to be submitted for each field (i.e. research paper, syllabus, book review, conference paper, etc.)
- e) Field advisor signatures

Students may adapt the bibliographies for their fields until October 1 of their third year. Neither student nor field area advisor should alter the number and kind of items agreed upon in the field agreement after they are signed and submitted in spring of their second year.

Students should complete the portfolio and defense by the fall or early spring of the third year, so that they can complete their Dissertation Prospectus Workshop by the end of the spring semester. **A reminder: The Graduate School requires that students pass the Preliminary Exam by the end of their third year.** A student who has not received preliminary certification by the end of the third year must file a statement approved by the Director of Graduate Studies with the Dean of The Graduate School, which explains the delay and sets a date for the examination. Extensions will not be granted beyond the middle of the fourth year.

Oral Examination of the Portfolio

Once the student has completed all the work for the three fields included in the portfolio, the faculty examiner for each of the student's fields will evaluate the relevant field section of the student's portfolio. The student's

major advisor will review the portfolio in its entirety, and will notify the student, other committee members, and the DGS as to whether the student may proceed to the oral examination.

The student's entire committee will then participate in the **two-hour oral discussion of the portfolio**. In addition to field examiners, students must include one or two additional readers – either from within Romance Studies or from another department – who will read the portfolio materials and participate in the oral examination. At the end of the oral examination, the committee will determine whether the student has completed the Preliminary Examination requirements and can move on to preparing for the Dissertation Prospectus Workshop.

Outcomes for the Preliminary Examination

Graduate students must satisfy The Graduate School requirements for The Preliminary Examination (Portfolio format). Please see the requirements on The Graduate School Website:

<https://gradschool.duke.edu/academics/academic-policies>.

There are four possible outcomes to the Portfolio Examination:

- Pass with permission to continue in the PhD program
- Fail with permission to retake parts of the exam
- Terminal pass allowing the student to leave the program with an M.A.
- Fail

Preliminary Examination Checklist

Three weeks prior to the scheduled oral exam, the student must submit the following to their major advisor/chair of their committee and to the DGSA:

1. A 3-5 page intellectual statement
2. A final Table of Contents for the entire Portfolio. Must include:
 - 1) Student's name, Department of Romance Studies, Portfolio Examination at the top
 - 2) Date of the oral examination
 - 3) Topics of major and minor fields
 - 4) Name of Field Advisor for each field
 - 5) An updated copy of all Field Agreements, which contains the titles of the items included
3. Major advisor signature

Each committee member/faculty examiner must receive all of the items of their field, and the chair of the committee/major advisor must receive the complete Portfolio as detailed above.

THE DISSERTATION PROSPECTUS WORKSHOP

Once students pass the Preliminary Examination, both the completed Portfolio and the Oral Examination, they should begin working toward their Dissertation Prospectus Workshop. This document of approximately 15-20 pages should outline the topic, approach, and implications of the dissertation project. Once completed, the

Dissertation Prospectus will be submitted to the student's committee, usually the same group that participated in the Preliminary Examination process. During this 2-hour workshop, the committee will respond to the prospectus in order to help the student complement and refine the project. The committee can request the prospectus be revised and resubmitted on the basis of the workshop discussion if deemed necessary.

Customarily the dissertation is composed of **3 or 4 main chapters, plus an introduction and conclusion**. That can be considered a norm rather than a requirement, and students may structure the dissertation differently according to their specific research and scholarly writing style. It is essential to decide on this matter in consultation with the primary advisor in preparation for the dissertation prospectus workshop.

The Graduate School requires that all dissertations and theses be written in English. The sole exception is when there are compelling scholarly or professional reasons to write the research portions of a doctoral dissertation in another language, such as if that language is recognized by the student's examination committee as the primary language of the student's research within a foreign language studies PhD program in which the student is a degree candidate.

If that is the case, special permission must be requested from the Graduate School once the prospectus is approved. The student must write a letter to the Graduate School with the rationale for submission in the language, and the advisor must write a letter of support signed by all members of the dissertation committee. The request must be approved by both the student's examination committee and by The Graduate School's academic dean. If granted an exception, the student may write the dissertation's research chapters, introduction, and conclusion in another language. Note that for all dissertations, the title, abstract, copyright notice, committee signature pages, and table of contents of dissertations must be written in English.

The Dissertation Prospectus Workshop should be completed by the end of Spring semester of the third year of graduate study. The prospectus should address:

1. **Specific Issues to be explored:** Outline the issues to be explored and state their significance. Specify the relationship of the proposed dissertation to other research in the field, and identify the gaps that the proposed thesis is intended to fill. Briefly describe the most significant previous work related to the dissertation's central issues.
2. **Approach, Methods, Techniques:** Describe the special aims of the thesis, and the theoretical perspectives that will help to shape the research. Identify questions that remain to be answered more broadly in the field, and articulate the specific questions that will be asked and answered. State why the proposed methodology is most appropriate for this research project.
3. **Core materials:** Briefly outline the central materials (texts, images, music, manuscripts, etc.) that will form the core of the investigation. Set out the general organizing principle by which they will be discussed (sections or chapters of the dissertation).
4. **Limitations/Pitfalls:** Indicate the potential limitations and pitfalls to the approaches and methods proposed, as well as the challenges presented by the issues proposed to investigate.
5. **Thesis timetable; travel (if needed):** Indicate how time will be organized to complete the different stages of thesis research and writing. If thesis requires research outside of Duke University, provide

details, justification, and plan for carrying out that travel. Indicate the competence in the languages needed to examine the primary and secondary materials that will be studied in the project.

6. **Bibliography:** This bibliography should be specific to the dissertation, not simply drawn from the bibliographies submitted with the Portfolio. It should demonstrate familiarity with the recent publications in the field, as well as major writings that have contributed to its current state.

The Dissertation Prospectus must be approved by the committee before full-time research and writing on the dissertation can begin; no departmental funding for dissertation work will be authorized until the committee determines that student has satisfactorily completed the Dissertation Prospectus Workshop.

Dissertation Prospectus Workshop Committee

This exam is a departmental exam but the guidelines for composing the committee follows The Graduate School rules. If the Dissertation Prospectus committee remains the same as in the Preliminary Examination, no administrative changes are required. However, if changes are made in the composition of the committee, recall that the **minimum number of committee members is four**. Three of these committee members must be faculty of Romance Studies (including those with joint appointments) and one member may be from outside the department or from another university. Students should consult with their primary advisor and the DGS with any questions regarding the composition of the committee, and for permission to make any changes between the Preliminary Exam and the Dissertation Prospectus Workshop. **Names of confirmed committee members must be submitted to the DGSA when scheduling the date and time of the Prospectus workshop.**

Submission Timeline

Once the Dissertation Prospectus is completed, student should send it to all members of their committee and send a copy to the DGSA for their file. The Dissertation Prospectus must be finalized and distributed to all committee members **at least three weeks prior to the workshop date.**

The Dissertation Workshop should be scheduled within one semester of the Preliminary Exam (Portfolio) in order to remain in good standing in the program.

Outcomes of the Dissertation Prospectus Workshop

There are four possible outcomes to the Dissertation Prospectus Workshop:

1. Pass with permission to continue in the PhD program
2. Fail with permission to retake parts of the exam
3. Terminal pass allowing the student to leave the program with an M.A.
4. Fail

RESEARCH ABROAD

The department encourages students to spend an extended period abroad, particularly during dissertation research. Following successful completion of the Preliminary Exam and Dissertation Prospectus workshop in the

third year, students receive two semesters of fellowship with no other obligations, which frees them to travel for dissertation research. Students are encouraged to prepare for their research abroad by resolving questions of archiving their own research (digital resources and organization) and bibliographical software *prior* to leaving the country. The Duke Libraries has many resources to aid you with this process, and doing so will reduce the need for costly return trips.

Students should take the initiative to investigate additional funding prospects, including Duke international fellowships, Fulbright, American Association of University Women (AAUW), Foreign Language Area Studies (FLAS), Chateaubriand, and other grants external to Duke. The department has information about these fellowships, and the student's advisor and the DGS help students throughout the application process. Note that sixth-year support from the department requires evidence of application to external funding.

Students participating as assistants in Duke in France/EDUCO or exchange programs with the Université de Paris-VII and the École Normale Supérieure (Paris/ULM and Lyon) are expected to remain on track with their program requirements.

DISSERTATION

Dissertation Guidelines

Typically, the total page count (including bibliography) of a dissertation in Romance Studies is between **250-300 pages** (Times New Roman, 12-size font, double spaced). This length should be considered a norm not a requirement. Most importantly, the dissertation must make a significant contribution to the scholarship in the student's field, and as such, requires a certain extension and engagement with the relevant bibliography.

It is essential to follow the technical rules for the dissertation format provided by The Graduate School. Refer to the "[Guide for the Preparation of Theses and Dissertations](#)." For specific aspects of form and style, the student should consult *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or other approved manuals of style. A satisfactory dissertation must utilize proper citational practices throughout. By understanding the formatting and citational process from the start, students will avoid serious problems when completing their theses and performing the final formatting.

Dissertation Committee

The dissertation committee will usually be composed of the same faculty members who served on the Preliminary Examination committee. With the approval of the DGS, a student may have two faculty members as co-directors in lieu of a second reader. Three committee members must belong to the graduate faculty in Romance Studies; the dissertation director must be from Romance Studies. A co-director may be from another department at Duke. The committee members and director are responsible for guiding the student in the research and writing, deciding on the acceptability of the work, and administering the oral dissertation defense.

Submission Timeline

It is crucial to maintain good communication between the faculty members that form committees and graduate students. In order to avoid last minute complications for all involved, all dissertations must be finalized and distributed to all committee members and a copy sent to the DGSA at least **one month** prior the defense date in order to anticipate any problems and take relevant criticisms into account in preparing the final version of the dissertation. The student should also bear in mind the need for time for any revisions of the thesis requested by the committee during the defense, and the deadline for submission of the finalized thesis in order to graduate. The final composition of the doctoral committee must also be given to the DGSA at least one month before the defense date.

When setting a defense date, students should first review the deadlines for graduation set by The Graduate School for the semester they wish to graduate, then meet with their primary advisor to determine:

- 1) The date by which a final draft will be submitted to the chair of the committee
- 2) The date by which revisions to that draft will be completed and resubmitted to the chair
- 3) The date by which the final dissertation will be submitted to the entire committee
- 4) The date of the defense

The Graduate School Requirement: The doctoral dissertation should be submitted and accepted within two calendar years after the Portfolio Examination, and must be passed within four years of the date of the Preliminary Examination. Should the dissertation not be submitted and accepted within four years after the examination, the candidate may send a request to their committee chair and the DGS for them to petition the Dean of The Graduate School for an extension of up to one year. If this extension is granted and the dissertation is not submitted and accepted by the new deadline, the student may be dropped from candidacy. Students dropped from candidacy must then pass a second Portfolio Examination to be reinstated as candidates for the degree. In such cases, the new time limit for submitting the dissertation will be determined by the dean of The Graduate School in consultation with the candidate's committee.

Note: All dissertations must be submitted electronically. When the dissertation has been completed to the satisfaction of the director and committee, it is initially submitted electronically to The Graduate School. Please see The Graduate School's [Summary of Steps for Electronic Submission of Thesis and Dissertation](#).

Apply for Graduation/Intention to Receive Degree

One month before the dissertation is presented (and no later than current deadlines listed on The Graduate School website), the student must **Apply for Graduation** with The Graduate School. This application should indicate the approved title of the dissertation and be approved by both the director of graduate studies and the professor who directs the dissertation. The [Graduate School website](#) has more information about final submission deadlines and how to Apply for Graduation.

Students completing a certificate must apply separately according to that program's requirements.

The "Intention to Receive Degree" is valid only for the semester in which it is filed and does not carry over from

one semester to the next. When the student declares an "Intention to Receive Degree," they should send the title of the dissertation to the DGSA so the departmental Intent to Defend schedule can be submitted to The Graduate School in time for the Defense.

Dissertation Defense

All members of the dissertation committee must participate in this examination. The exam takes two hours, and may involve questions not only about the content of the dissertation, but also its contributions to the candidate's major field more broadly. Three committee members, including the dissertation director, must agree that the candidate has passed. Minor changes or corrections on the dissertation may be requested prior to final submission of the thesis to The Graduate School.

Checklist for Doctoral Dissertation Defense

- Confirm that you have fulfilled your RCR Requirements
- Apply for Graduation as required through The Graduate School.
 - After applying for graduation, The Graduate School will contact the student to ensure all requirements are met prior to the defense.
- Confirm that list of approved committee members is up to date. If not, notify DGSA of the correction and submit a new Committee Approval Form. Final committee must be approved at least 30 days before dissertation defense.
- Schedule the exam with the DGSA during school semester.
 - Clear date and time with all members of milestone committee.
 - Specify if any committee member(s) will be out of town during the exam so they can receive necessary permissions to participate remotely.
 - Ask DGSA to reserve a room or set up a Zoom for the exam.
- Send the dissertation title to the DGSA for the departmental announcement to The Graduate School.
- Format the dissertation using The Graduate School [dissertation template](#) and submit electronic dissertation via ProQuest at least two weeks before your defense and no later than 5:00pm on the deadline date. ALL dissertations are submitted electronically. Before submitting the dissertation, be sure to review all information on The Graduate School website. After you submit your electronic dissertation to ProQuest, you will receive an email informing you of any formatting problems and providing you a link to request an optional format check meeting with your assigned ETD administrator.
- Students will receive instructions regarding electronic submission of the advisor-approved embargo document in the email they receive from ProQuest after their initial submission has been reviewed by a TGS administrator.
- Send final copy of the dissertation to all committee members at least 30 days in advance of defense date.
- Committee Chair must review full dissertation and send a statement on letterhead to The Graduate School (gradacademics@duke.edu), including the DGSA as a CC, stating that they have read the full dissertation and it is ready for defense.
- The final defense certificate will be sent to student's chair and DGSA 24-48 hours before defense date.

- After the defense, the committee must sign Defense Certificate and submit to the DGS/DGSA. The DGS must sign the Defense Certificate and send it to The Graduate School from their Duke email address.
- Include the DGSA as a CC on emails so they can have a copy of each of these documents that are going to The Graduate School.
- Submit final completed, defended dissertation to ProQuest by deadline (check The Graduate School website for deadlines)
- After completing all formatting revisions requested by the assigned Duke Administrator as well as any requested by the committee, upload the final version of the thesis/dissertation to ProQuest. Final submission must occur within 30 days of the defense or by the semester deadline, whichever comes first (check TGS website for deadlines)
- You will be notified through ProQuest when the document has been accepted or any additional work has to be done. The acceptance of the final submissions is necessary for moving forward with confirmation of degree requirements and clearing for graduation.

Resource: Guide to Electronic Submission of Theses and Dissertations:

<https://gradschool.duke.edu/sites/default/files/documents/ETD%20Guide%202020.pdf>

NOTE: The DGSA only takes care of scheduling a room for the exam and sending the departmental announcement of the defense. Everything else is handled through The Graduate School.

FUNDING

Full-time PhD students are charged a flat rate each semester for tuition and registration which is covered entirely by their departmental funding for up to six years. The Graduate School guarantees Ph.D. students five years of stipend, tuition, and fees support, plus six years of full coverage for health and dental insurance premiums. In addition, Romance Studies provides financial support for a sixth year for all students who apply for external funding for that additional year. The funding package is composed of a balance of a research assistantship, fellowships, teaching assistantships, and teaching in the language programs. Beginning with those admitted for Fall 2022, students are funded for a full twelve months.

Typically funding support is as follows. First-year students serve as a research assistant with a professor in their field of study (maximum 8-9 hours per week). Beginning in the second semester of the second year, students teach a maximum of one course per semester in the language program, as part of our pedagogy training that includes a course on teaching methods.

Following successful completion of the Preliminary Exam and Dissertation Prospectus workshop in the third year, students receive two semesters of fellowship with no other obligations, which frees them to travel for dissertation research. In the fifth year, students may design and teach a course, as a key component to professionalization in the academy, and often teach in the language program. In the fifth year, students who require a sixth year of funding apply for competitive fellowships within Duke and externally; all those who apply for external fellowships (outside of Duke) are guaranteed a sixth year of funding.

Students who have not graduated by the end of the sixth year are assessed a continuation fee by the Graduate School each semester until graduation.

Fellowships are reportable as income to the IRS with the exclusion of money spent on tuition, fees, books, and equipment, although the University neither reports nor withholds income taxes except for international students. The student can arrange to have tax withheld by filing a W-4 form. Research assistantships and teaching assistantships, on the other hand, are both taxable and are reported by the university to the IRS.

Conference Travel Awards

The Graduate School provides up to \$525.00 for domestic and \$700.00 for international conference travel funding for advanced Ph.D. students who have passed all parts of the Preliminary Examination and are actively participating in a regional, national, or international conference (e.g., presenting a paper, leading a discussion on their research, etc.). The award provides 70% of the total expense, or \$525 for domestic and \$700 for international travel, whichever is less. Students' departments must commit to covering the remaining 30% of total expenses. Since the pandemic started, this funding has also been used to support active participation in virtual conferences. **Previously, this support was provided as a reimbursement after the conference, once students have submitted their expenses. Going forward, it will be provided as an advance payment before the conference, so as to help reduce up-front costs for students.**

Students are limited to one conference support award per fiscal year (July 1–June 30). Students attending conferences during the academic year must be registered at the time of the conference and not graduating in the conference term. For summer conferences, students must be registered for the upcoming fall semester, and have been registered for the previous spring semester. Expenses for alcohol and snacks are not covered. Per Duke policy, students applying for Graduate School funding for international conference travel must first receive approval for the travel. To request approval, complete the essential travel form (https://gradschool.duke.edu/sites/default/files/documents/Essential_Travel_Request_Form_fillable.pdf) and send it to gradacademics@duke.edu.

Appropriate forms must be completed by the student and submitted by the department DGSA at least 30 days in advance of the date of travel, so please allow 5 days of processing time for the DGSA and DGS to review and sign off on conference travel form. Conference Travel Award Applications are available on The Graduate School website. **Please complete all sections of the forms and include the letter of intent and the abstract in the materials submitted to the DGSA:**

- Application form (Completed by the student and signed by the Director of Graduate Studies) - <https://gradschool.duke.edu/sites/default/files/documents/conftrav.pdf>
- Travel advance form (Student should complete all fields except for the section asking for cost object, amount requested, and employee and student codes): https://resources.finance.duke.edu/resources/forms_sec/ta.pdf
- A brief letter of intent
- The submitted abstract of the paper or poster being presented

After the department processes the application, The Graduate School reviews it and sends a request to the Employee Travel & Reimbursement office to issue an advance payment. Once ET&R processes that request, students will receive their advance payment via direct deposit within 5-7 days. A debit line item in the amount of the award will be posted to students' bursar accounts.

After the event, students must submit all receipts and a completed Expense Form (<https://finance.duke.edu/travel/forms#ta>) to their DGSA. DGSAs must submit this post-trip documentation to The Graduate School within 20 days of the end of the travel. Once The Graduate School and ET&R process the expense report, the debit line item will be cleared from students' bursar accounts. If students submit receipts that total less than the amount of the advance payment, a partial debit line item will remain on their bursar accounts and must be paid back at the Cashier's Office. For example, if a student receives a \$525 travel advance, and submits receipt for \$400, then only \$400 will be cleared from the bursar account debit line item, and the student will need to repay the remaining \$125. Failure to repay the outstanding amount may result in delays such as registration blocks or diploma holds. Students who have not repaid the outstanding would also not be able to apply for additional conference travel awards from The Graduate School.

If you have questions about The Graduate School's conference support, please contact grad-finaid@duke.edu.

The Department of Romance Studies also has funds to support conference travel for those students (up to \$700) who do not yet qualify to apply for support from The Graduate School. This primarily includes students in their first and second years who have not yet completed their Preliminary Exam. More details are available on the application form, downloadable from the Forms and Policies page. The appropriate forms (Department Conference Travel Application) must be filed 30 days in advance of the scheduled travel.

The Graduate School Competitive Fellowships

The Duke Graduate School offers a number of fellowships for continuing Ph.D. students, including fellowships that provide full support for the academic year, summer research fellowships for the summer, teaching fellowships, and dissertation research travel awards. The deadline for these fellowship applications is typically mid-November, with an earlier departmental deadline for edits and nominations. View all the programs, deadlines and nomination limits on [The Graduate School website](#).

External Fellowships

Students are encouraged to research and apply for external fellowships in their fields. [The Office of Research Support](#) has a comprehensive list of funding databases and directories. Our students have enjoyed success with the following fellowship programs: the Fulbright Scholar Program, the Mellon/ACLS Dissertation Completion Fellowship, Foreign Language Area Studies (or FLAS, coordinated by the relevant area studies center on campus), the Ford Foundation, and the American Association of University Women. Success in procuring grants is an important component of future professional work, makes a curriculum vitae stand out, and provides financial support for travel and additional research time free of service responsibilities. Note that in order to be eligible for sixth year funding provided by the department, students must provide evidence of having applied for

academic year funding from a source outside of Duke.

Letters of Recommendation

In order to compete for research grants and apply to jobs, students are required to submit letters of recommendation. In order to leave the appropriate time to the faculty member to write a strong letter, the student should request a new letter at least three weeks before the letter's due date. For recommenders who already have submitted letters on students' behalf slightly less time may be required; however, bear in mind that updates to letters and their submission is time-intensive.

The following materials are generally required once a request to write a letter of recommendation has been granted, but individual faculty members can have their own requirements:

- Copy of official transcript
- Current CV
- Completed application forms
- If not a committee member or advisor, a brief paragraph stating the course taken with the professor and a copy of the seminar paper.
- Any other contact (RA, TA) the student has had with the professor.
- Instructions for submission of the recommendation, indicating the due date clearly.

It is advisable to request all recommendations at the same time whenever possible, and to use one of the electronic letter management services.

GRADUATE AFFAIRS and ADMISSIONS COMMITTEE

The Graduate Committee discusses issues of interest to the graduate students in the program. The committee is chaired by the DGS who, in consultation with the Chair, will appoint three additional faculty members selected from the different units.

The charge of the committee is:

- to manage graduate admissions in consultation with the graduate faculty
- to assist in graduate recruitment
- to serve as an advising team for doctoral students before their Preliminary Examinations
- to facilitate placement of students as Graduate Assistants and TAs
- to evaluate proposals for fellowships, bass instructorships, and 327S in consultation with the graduate faculty
- to organize regular workshops on topics such as preparing materials for the job market, writing fellowship proposals, preparing for the portfolio exam, and crafting an effective syllabus for 327S

GRADUATE LIAISON COMMITTEE

Each year, graduate students meet at the beginning of the Fall semester to elect representatives to the Liaison

Committee. Four students selected from the different PhD tracks (French/Francophone, Spanish/Latin America, Italian, Portuguese) are elected members of the Committee. No more than one first-year student may serve on the committee. There should also be a GPSC liaison student designated by the graduate students in the department.

Those representatives call regular meetings for students to discuss interests, concerns, and proposals for activities. They attend the portions of faculty meetings not limited to regular rank faculty, and meet at least once per semester with the DGS.

PAYROLL

First-year students are paid their academic year stipends over a 10-month period with their payments beginning in August. Returning students are paid their academic year stipends over a 9-month period with the stipend beginning in September. Summer stipends are paid in equal amounts in June, July, and August.

Romance Studies graduate students within their years of funding will receive two types of payments. Payment for assistantships (such as teaching and research/graduate assistantships) is paid as compensation for work duties. Compensatory payroll is direct deposited on the 25th of the month. The rate of payment for these positions is divided by the number of months in the term. For example, fall semester “comp payroll” for a GA/TA position takes place over 4 months: September through December. Spring semester payments occur over five months: January through May.

Fellowship payments are non-compensatory. The “non-comp payroll” is direct deposited on the last business day of the month. If student fails to receive a payment or receive a payment that is unexpectedly high or low, student should contact departmental DGSA immediately to solve the issue.

All exempt (monthly/graduate students) student employees may work in NC or in one of the 10 approved states (California, Florida, Georgia, Maryland, New York, South Carolina, Tennessee, Texas, Virginia, Washington, D.C.). Compensatory payments may not be received by students residing internationally.

LEAVES OF ABSENCE

A leave of absence guarantees students a place in the graduate program if they return to Duke within the time limit specified. Leaves of absence of no more than two semesters may be granted because of:

- medical necessity
- full-time employment relevant to completing the degree
- acceptance of an external award judged likely to benefit the student as an individual but not related to degree requirements
- other reasons approved by the Associate Dean.

Leaves of absence must be originated by the student and approved by the Director of Graduate Studies and the student’s primary advisor (when applicable). All requests for a leave of absence must be submitted to the

Associate Dean for consideration before the first day of classes in a semester. Only students who have completed at least one semester at Duke are eligible to request a leave of absence. No fees are charged to students who are on a leave of absence, but time limitations on degree requirements and time schedules for the completion of incomplete coursework are not waived during a leave, other than those of medical necessity and as approved by the academic dean.

Students contemplating leaves of absence should be aware that, for financial purposes, all guarantees of financial support are calculated from the date of initial matriculation. For example, if a graduate program has stated that a student will be supported through the fifth year of graduate study and the student subsequently takes a leave of absence for one of those years, the student would forfeit a year of institutional support. Departments and programs are encouraged, but not required, to offer a deferral of funding to a subsequent term in the case of medical leaves of absence.

Requests for medical leaves of absence must be supported by a letter to the academic dean from a treating medical practitioner. Return from such leave must be similarly supported by evidence, such as a letter from a treating practitioner, that the student is ready to return to the rigors of graduate study. If an emergency medical leave must be taken once a semester has begun, it would be retroactive to the start of the term. Formal leaves of absence are not applicable to summer term.

A leave of absence may be granted for a period of time no longer than one calendar year. Before the end of the period of time granted for a leave of absence, the student must notify the Associate Dean and the Director of Graduate Studies of their intention to resume graduate study.

Upon returning from a Leave of Absence, a MOU will be created and signed to be sure there is an understanding between student and faculty on the expectations for the student's return.

Note: Students in the United States on a Duke-sponsored student visa normally cannot remain in the country during a leave of absence. Holders of a student visa should check with the International Office before submitting a leave of absence request about implications for their immigration status.

Information for International Students

International students must check in with visa services upon arrival. They will help with processing the necessary paperwork for getting a social security number and aid with any other visa or travel concerns. For more information visit: <https://visaservices.duke.edu/>

Students are ultimately responsible for maintaining their visa status, so please keep on top of any concerns and bring them to the DGSA or DGS should problems arise.

International House (<https://studentaffairs.duke.edu/ihouse>) is a valuable resource for international students. They regularly coordinate trips to government offices, and they also put on programming for students throughout the year.

WELLNESS RESOURCES

Students have access to a range of wellness resources and support through Duke's Student Wellness Center and beyond:

- **[BLUE DEVILS CARE](#)**: 24/7 telemental-health support to all students at no cost, through immediate and scheduled appointments.
- **[COUNSELING AND PSYCHOLOGICAL SERVICES \(CAPS\)](#)**: CAPS offers many services to Duke students, including telemental-health appointments. Any student can call 919-660-1000 to speak with someone, or for assistance with referrals in your local community.
- **[DUKEREACH](#)**: DukeReach will help students identify support services from among the variety of resources across campus or in your local community. Students can also contact DukeReach at 919-681-2455 or by emailing dukereach@duke.edu.
- **[DUWELL](#)**: Duwell engages students through a variety of wellness experiences across campus in an effort to manage stress and reduce anxiety while emphasizing self-care.
- **[STUDENT HEALTH](#)**: Student Health is the primary source for a wide range of healthcare services for all Duke students. During COVID-19, Student Health remains open for essential services and offers virtual visits, and students may call (919) 681-9355, option 2, during business hours to speak to a triage nurse. For urgent matters after hours, students can always speak to a nurse by calling 919-966-3820.
- **[TWO-CLICK TO CONNECT](#)**: In just two clicks, students can select the category of person who will reach out within 24-48 hours, be it a trained Peer For You responder or a DukeReach staff member. These individuals are here to discuss the issue at hand, help provide guidance through stressful times, and connect students with resources.
- **[DUKE WOMEN'S CENTER](#)**: The Duke University Women's Center is dedicated to helping every woman at Duke become self-assured with a streetwise savvy that comes from actively engaging with the world. The Women's Center welcomes men and women alike who are committed to gender equity and social change. Resources for Gender Violence Services and Support to Students available.
- **[DUKE EASY REPORTING TOOL](#)**: This guide helps Duke Graduate School students understand the options and processes for reporting harassment, discrimination, and other concerns. Choose a situation below for guidance and resources. (Note: This guide is written specifically for students in Ph.D. and master's programs in The Graduate School.)