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PRINCETON
UNIVERSITY

Department of
Slavic Languages
and
Literatures

2019-2020

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I. Faculty and Staff Directory

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II. *Slavic Department Faculty*

Margaret Beissinger (*Ph.D. Harvard*). Research Scholar. Bosnian/Croatian/Serbian. Slavic and East European oral traditions; comparative oral narrative (epic, folktale); Russian and East European Romani (Gypsy) culture and performance; Balkan literatures and cultures (especially gender issues); general folklore; Romanian.

Ksana Blank (*Ph.D. Columbia*). Senior Lecturer. Nineteenth and twentieth-century Russian prose, Russian religious thought, Russian folklore, interdisciplinary approaches to literature (especially, relationship between literature and visual arts), and Practical Stylistics.

Ellen Chances (*Ph.D. Princeton*). Professor of Russian literature. Nineteenth, twentieth, and twenty-first century novel; literature and art; literature and ideas; contemporary Russian literature; the ethical dimensions of contemporary Russian cinema; Russian intellectual and cultural history; comparative Russian and American literature and culture.

Elena Fratto (*Ph.D. Harvard*). Assistant Professor. Theories of narrative, Russian prose (1860-1940), the Russian Formalists and the 1920s, history of science (primarily late nineteenth- and early twentieth-century medicine, astronomy, and non-Euclidean geometries), the Medical Humanities, post-Soviet nostalgia and the Kitsch aesthetics.

Olga Peters Hasty (*Ph.D. Yale*) Professor of Russian Literature. Russian nineteenth century poetry, Russian post-Symbolist poetry, Formalism, the Russian avant-garde, Nabokov and emigre literature, Russian drama, Russian women writers, film.

Svetlana Korshunova (*Candidate of Sciences; PhD equivalent, Moscow State Pedagogical University*). Lecturer. Language pedagogy, technology-enhanced language instruction, development of teaching materials for heritage speakers.

Katherine Hill Reischl (*Ph.D. U of Chicago*) Assistant Professor. Intersections of literary and visual culture in Russian iconography, journal and popular media culture, Gulag studies, socialist realism, Russian modernism; Soviet literature; photography (history and technology, Russia and the west); media theory.

Serguei Oushakine (*Ph.D. Columbia*) Professor. Contemporary Russian Culture; Popular Culture and Consumption; Everyday Socialism; Russian Formalism and Constructivism; Affects, Trauma and Memory; Identity Studies; Postcolonialism; Ethnography of Eurasia.

Mark Pettus (*Ph.D. Princeton*) Lecturer. Russian literature, Russian philosophy and literary theory, and the European novel in general (including French and German).

Ilya Vinitsky (*Doctor of Sciences; PhD equivalent, Moscow State Pedagogical University*). Professor of Russian Literature. Russian romanticism and realism, Russian futurism, History of emotions, Eighteenth- and nineteenth-century intellectual and spiritual history.

Michael Wachtel (*Ph.D. Harvard*). Professor of Russian Literature. Poetics, Nineteenth and twentieth century Russian poetry, Russian symbolism, Russian-German literary relations.

III. Graduate Students in Residence

Year Entered

2013	Natalia Klimova nklimova@
2014	Lev Nikulin levnik@princeton.edu @ Elizaveta Mankovskaya em18@ Gabriella Ferrari gferrari@
2015	Charles Swank cswank@ Maxwell Parlin mparlin@
2016	Laura Christians lauraec@
2017	Daniel Rusnak drusnak@ Alexander Jacobson alexander.jacobson@ Olga Zolotareva olgaz@
2018	Lidia Tripicione lidiat@ Eva Troje etroje@
2019	Paul Kleiman pkleiman@ Benjamin Musachio bjm4@

IV. Graduate School Directory

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Deductions for Taxes Withheld.....	Payroll Department, 701 Carnegie Ctr.
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I-9s.....	120 Alexander St.
International Students: Visa Information	120 Alexander St.
NSF Fellowship Questions	Clio Hall
Rutgers Exchange Program	Clio Hall
Stipend/Tuition Questions	Clio Hall
Summer Language Program	Clio Hall
Visas	120 Alexander St.
W-4s	Payroll Department, 701 Carnegie Ctr.

V. Course of Study

The Ph.D. program is designed to be completed in five years. Students normally study full-time in residence during the first two years and take the qualifying examination during the first semester of the **third** year. The remainder of the **third** year is devoted to completing the dissertation prospectus, researching and writing. During the **fourth** year students combine study and teaching, though some may prefer to spend time away from campus doing dissertation research. The fifth year is usually spent on campus, with some teaching and the remainder of the time devoted to completing the dissertation.

Ph.D. Program in Russian Literature

All students acquire a broad knowledge of the history and major texts of Russian literature. In consultation with the Director of Graduate Studies (DGS), students choose from a wide range of courses. Individual programs vary in accordance with the interests and background of each student. Graduate seminars cover historical periods (e.g., Russian Realism, Symbolism, Soviet and Post-Soviet Literature and Culture), specific authors (e.g., Pushkin, Tolstoy, Dostoevsky, Tsvetaeva), theoretical approaches to literature (e.g., twentieth-century Russian approaches to literature and culture: the formalists, the Tartu school and Bakhtin), and interdisciplinary subjects (visual culture, medical humanities).

- **Coursework**

The department expects students to take four courses per term.

First-year graduate students ordinarily take a mix of courses, including advanced Russian language, another language, as well as graduate seminars. Students are strongly encouraged to take courses outside their special area of interest in order to expand their research skills.

By their **second year**, students have a better sense of the demands made on them. At this point, most of the basic language work is completed, leaving room in the schedule for more advanced seminars. Auditing may be valuable at this point. Similarly, this may be a good time to explore the possibility of taking courses at other universities (Columbia, Rutgers,

University of Pennsylvania) through the graduate school's various exchange programs. This can be done at no cost beyond transportation, but it requires advanced planning and a little legwork.

Though the Slavic Department offers enough courses each semester to fill any graduate schedule, students should look outside the department. There might be compelling reasons for literature concentrators to take a seminar from German or Romance languages, comparative literature, history, philosophy, or anthropology. Regardless of their eventual dissertation topic, it is essential that students be exposed to comparative and interdisciplinary approaches to literature.

The faculty appreciates curricular suggestions from students. This concerns both the sequence of course offerings and the material presented in them. New seminars have been developed in response to student interest. Such wishes should be made known (as early as possible) to the DGS.

- **Writing:**

In addition to introducing material and encouraging independent thought, graduate seminars are designed to provide training in conceiving and writing articles such as what would be published in academic journals. **It is expected *each semester* that students write *at least one* potentially publishable research paper (20–25 pp.).** Such papers are routinely assigned in some seminars, while other seminars lend themselves more readily to exams or short essays. In some courses, students have a choice. In their meeting with the DGS at the beginning of the semester, students should indicate the course(s) for which they plan to write research papers. In those courses, they should determine semester paper topics as early as possible.

In evaluating the papers, the faculty member suggests the types of changes that would be necessary were the paper to be prepared for submission to a journal (or for more extensive development in the form of a dissertation).

- **Grading:**

The Graduate School records grades in letter format (A-F) and pass/D/fail. Coursework is normally due on the University's grading deadline ("Dean's Date") each semester: it is your responsibility to know when work is due in your particular courses. Faculty may request an "Incomplete" on a student's behalf only if exceptional circumstances warrant an extension past the University's grading deadline. You should not assume that unfinished work will result in an Incomplete, since incompletes are not automatic: students must propose a specific extension deadline for unfinished work well in advance of the deadline, or as soon as possible, preferably in writing (e.g., email). Work that remains unfinished without such explicit permission may result in a failing grade. Incompletes are not indefinite. They must convert to a grade, usually within one semester. Work that is still outstanding **one** year after the beginning of the course will result in a grade of F. Graduate School policy states,

Students should complete the work of graduate courses ... during the regular academic term in which they are taken. Failure to do so often results in deferred reenrollment, which in turn has an impact on the student's financial support and registration and course enrollment for the next academic year... A grade of "Incomplete" (INC) should be given only in exceptional circumstances when there are compelling reasons, discussed in advance between the course head and the student ... If a 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'. (<http://gradschool.princeton.edu/academics/policies/>).

Accordingly, failure to fulfill incompletes by the end of the academic year will normally result in deferred reenrollment and possibly in the loss of eligibility for research funding.

- **Facilities:**

Firestone Library has an excellent collection of Russian materials, with reasonably good holdings in other Slavic languages and literatures. We also participate in an inter-library loan exchange that will get you any circulating material from Columbia, Cornell, Dartmouth, Harvard, University of Pennsylvania, and Yale, usually within two days. This means that almost any source you need is easily accessible. For dissertation research,

however, it is sometimes necessary to travel abroad, both for more extensive (and obscure) library holdings or for archival material.

Thanks to the generosity of emeritus professor Charles E. Townsend, the department boasts a superlative library of long out-of-print dictionaries, grammars, etc. essential to the field. The books from the Townsend collection are housed in the Slavic Conference Room (a.k.a. lounge), so that they can be used at all hours of the day (or night). They do not circulate except in special circumstances. PLEASE do not remove them without permission of the departmental manager.

- **Enrichment:**

To supplement the course offerings, approximately 6-8 outside lecturers are invited to speak each year. Students are strongly encouraged to attend these lectures to get a sense of the variety of approaches in the field at large. If a group of students would be particularly interested in having a particular scholar speak, they should make this request to the chair or DGS, who will investigate the possibility.

Graduate students are often so busy with their studies that they forget to keep track of speakers who are invited by other departments. The Humanities Council circulates a program of such events each month, many of which feature the most prominent figures in the humanities today. It is well worth perusing this list and attending events outside of the department.

During last several years, the Department has developed a set of activities that help to socialize students into their future profession:

- **Work-in-Progress Presentations.** Successful academic careers require good research skills just as much as it requires excellent presentation skills. Attending conferences is one of the best ways to achieve this goal. Students can count on an annual travel grant (the amount varies, depending on the year, but it is unlikely that we will be able to offer more than \$300 per year per student). There is no application form; instead a student who is planning to apply for the grant must present his/her

conference talk to the faculty and peers. Talks should be scheduled ahead of the conference (they usually take place in November).

- **PriCol: Princeton-Columbia Annual Colloquium**. This is a one-day collaborative event aimed at strengthening ties among graduate students in the area. Traditionally, this conference takes place during the spring term, alternating between Columbia and Princeton. This is a good opportunity for first and second-year students to get some feedback on their current research.
- **Departmental Film Series**. As a rule, the second-year students are expected to compile and organize a year-long film series for the university community. The series can reflect the students' current research or their emerging interests. Ideally, the series should be used as a chance to explore potential connections between literature and film; it can also provide a structure for a future course on visual culture.
- **Annual Graduate Conference**. The third year-students are encouraged to take charge of the annual graduate student conference. The conference should be planned in advance (usually, a year ahead), and its main purpose is to foster academic connections with other graduate students and faculty members in the country. The conference is structured around a particular topic, and participants are selected through an open call for papers; leading Slavic scholars are usually invited to serve as discussants.
- **Annual Workshop with a Senior Scholar**. This gives students the chance to invite a scholar whose area of expertise is missing on campus. The visit is structured as a public lecture (Day 1), followed by a seminar/workshop for graduate students only (Day 2). Students should discuss the list of potential candidates, and make their final decision after a consultation with the faculty. Recent visitors have included Marcus Levitt (USC), Harsha Ram (U.C. Berkeley), and Irina Sandomirskaja (Södertörn University), Mark Lipovetsky (Columbia).

To become active members in their chosen profession, students should join the scholarly societies AATSEEL (American Association of Teachers of Slavic and East European Languages) and ASEEEES (Association for Slavic, East European, and Eurasian Studies). Both offer an inexpensive student membership that includes a subscription to the major Slavic journals published in the United States (*Slavic Review* and *Slavic and East European Journal*). They should attend the AATSEEL and ASEEEES national conferences (and give a paper) at least once before going on the job market. Partial funding is available for students presenting papers (see “Conferences” in *General Information*).

VI. Reenrollment

Reenrollment, the annual review of every graduate student’s academic progress, normally takes place in March or April. This process is conducted by each department, whose recommendations are then reviewed by the Graduate School Office before formal reenrollment contracts are mailed to students in May. The Graduate School’s letter is a binding contract, subject to the conditions and contingencies stated therein.

The Department faculty holds its annual readmission meeting in May to evaluate the progress each student has made toward completing degree requirements. The assessment is based on two types of materials:

- 1) in their annual reports (submitted to the DGS in April), students should describe their course work and other professional activity of the year (e.g., language preparation, film/talk series, conferences, etc.)
- 2) students’ advisors submit their assessment online and provide oral comments during the annual readmission meeting. First-year students are reviewed by the DGS.

The DGS conveys the faculty’s assessment of each student’s work in an individual letter. Reappointment/continuation in degree programs in graduate school is contingent on the annual assessment by the faculty as a committee of the whole.

During the reenrollment period, the department has four recommendation options:

1. Readmit: student is making progress at or above departmental expectations.
2. Contingent Readmit: student must fulfill one or more specific requirements by a specific time in order to continue: e.g., language requirements.
3. Defer: department wants to wait for further evidence from remainder of spring term, e.g., course grades, General Examination results, etc., before making decision. A deferral letter is sent by the Graduate School Office. Deferrals are resolved by early June.
4. Not Readmit: student's performance has failed to meet departments and/or Graduate School's requirements for satisfactory progress. A letter of termination is sent to the student and degree candidacy terminates.

Reenrollment is expected, but not automatic.

VII. Funding Opportunities

Princeton University offers all graduate students in Slavic five years of full funding, including summer funding, assuming that the student remains in good standing (see section on reenrollment). While five years is relatively brief, the generous stipend obviates the need for outside work, allowing all energies to be directed to course work and then the dissertation.

Nonetheless, for a variety of reasons, five years sometimes turns out to be insufficient. If students realize relatively early on that they will need more time, they should consider applying for outside fellowships that fund a year of study abroad (*In Absentia* – see Chapter XIV). A list of such fellowships is on file in the Graduate School office. Our students are always very strong contenders for Fulbright awards for Eastern Europe and Russia. Those who know German should consider Fulbright and DAAD stipends for study in Germany (which has a number of excellent Slavic programs). Applications for these fellowships are due in early October, and interested students should begin investigating possibilities several months prior to the deadline.

For additional fellowship opportunities, refer to the Graduate School home page:
<http://web.princeton.edu/sites/GraduateSchool/AcademicAffairs/HomePage/index.htm>

According to graduate school policy, students who teach in their first five years earn only marginally more than those who do not teach. In other words: it has become extremely advantageous to teach in the sixth year, as you will be paid for it. In accordance with this situation, we try to give sixth-year students the opportunity to teach language courses. However, such teaching is not guaranteed. Other opportunities exist, e.g. the Writing Program. Though these courses are time-intensive, they offer excellent experience, as most colleges in this country are happy to find candidates who have such training.

VIII. Advising

The Director of Graduate Studies (DGS) serves as general adviser for all graduate students along with their individual advisers. At the beginning of each semester, all pre-generals students meet individually with the DGS to discuss their schedules. The meeting covers not only the present semester, but also — insofar as this is possible — future plans.

Building productive relations with your advisors is important. Students are encouraged to get to know the full faculty during the first and second years through coursework, informal discussions of their mutual research interests, and by active participation in department events.

During their second year, each student should form a core group of two or three faculty members (“Committee”) who will be closely involved in shaping his/her research agenda. By the end of their second year, students should select the chair of their committee who will help with organizing qualifying exams (for more about this see the section on Qualifying Exams). After the exams, the dissertation adviser approves the student’s schedule (which often consists solely of research and writing). At this point, the advising is focused on the dissertation itself.

Advising is an important relationship of mutual responsibility and accountability. Regular updates help to keep the committee members informed about the student’s changing plans and intellectual trajectories. Committee members will also serve as students’ main recommenders for grants, fellowships and – eventually – jobs. Providing the committee with current and sufficient information is crucial for the success of the student.

The primary goal of the committee is to assist students with their research and education. However, the evolution of a student's interests may call for a committee change, especially after the qualifying exams. Students are always free to review and revise their committee membership, but doing so requires consultation with all former and new members, as well as the DGS.

IX. Requirements

The Graduate School at Princeton University does not insist upon course requirements for its Ph.D. programs. The Slavic Department requires only one course: the proseminar (offered once every two years). Students are also required to teach one year of Russian language and, in conjunction with that teaching, to take our course on language pedagogy.

Russian language:

Since Russian is the basis of most of the work done in this department, students are asked to demonstrate proficiency each pre-generals year on a diagnostic test. The test is usually given on the day of registration (or shortly before), and results are used to make course recommendations and to determine whether the knowledge is sufficient to qualify the student as a teacher of Russian. The exam consists primarily of translations (without dictionary) from Russian to English, with a shorter section of translations from English to Russian. There is also an oral component conducted by native speakers in the department.

Other languages:

As of fall 2018, graduate students are not required to know any languages beyond English and Russian, both of which should be fluent. However, the faculty strongly recommends competence in a third language. For a Slavist at Princeton, the most logical choices for this language would be French, German, BCS, Czech, or Polish. Other languages may make sense depending on the anticipated dissertation topic.

X. Teaching Experience

Students who wish to continue in the field should be aware that teaching experience is an essential part of their training. All Slavic graduate students are required to teach two semesters of Russian language (usually the first year). They are strongly encouraged to teach at least one semester of literature (which generally takes the form of precepting for a lecture course).

Teaching schedules vary depending on student availability and faculty needs, but a logical time to begin would be the sixth semester. There is little reason to begin teaching before qualifying exams have been completed, as this time can be put to better use reading for courses, writing papers, and preparing for exams. Nonetheless, the opportunity occasionally arises, and certain students are eager to take it. This is ultimately an individual decision, and the faculty respects the students' choices.

Graduate students who teach should be aware that each class hour of Princeton's short semester is essential. Classes should be canceled only in dire circumstances (a sudden and serious illness or an act of God). If such circumstances arise, the student must contact the professor in charge of the course immediately so that a replacement can be found. If the situation may require the student to miss more than one class, it is the student's responsibility to inform the DGS and chair as well as the professor.

Slavic graduate students take an active role in teaching first-year Russian. Each AI takes on one section of RUS 101 for three days per week. In most cases, the same AI teaches fall and spring semesters. AIs must enroll in the graduate course in language pedagogy while they are teaching RUS 101, as these courses are directly related.

XI. M.A. Degree

The Master of Art (M.A.) degree is normally an incidental degree on the way to full Ph.D. candidacy and is earned after successfully passing all parts of the general examination. It may also be awarded to students who, for various reasons, leave the Ph.D. program, provided that the following requirement is met: successful completion of at least 10 approved courses, at least eight of which must be graduate-level courses in the Slavic Department. The mandatory language pedagogy course does not count towards this requirement, but “Academic Russian” does.

The M.A. degree is free of charge, but you are required to submit an application:
<http://web.princeton.edu/sites/GraduateSchool/AcademicAffairs/HomePage/degapproc.htm>

XII. Qualifying Examinations

According to the Graduate School of Princeton University, general (or qualifying) exams should be taken *before* the fifth semester begins. However, the realities of graduate study in Slavic lead most students to do so in the fifth semester. This still leaves time to do research and write an excellent dissertation by the conclusion of the fifth year, but it does not leave much time for dallying. For those who fear this may not be sufficient, see the section on “Funding” (Chapter VI).

There are two Ph.D. qualifying examinations, both based on bibliographies of about 75 items. The first is a traditional general exam — written and oral — in which the students demonstrate their command of the history of Russian literature. This exam is based entirely

on a list of required works. After successfully passing that exam, the students then create their own specialized reading list for the second exam.

The first exam is designed and written by a committee consisting of the DGS and two members appointed by him. The committee for the second examination, likewise consisting of three members, is decided by the student. This second exam requires close cooperation between the student and his/her committee. Usually, the committee is composed of members of the department. However, students are free to cooperate with scholars from other departments at Princeton and beyond. Students should consult with the DGS about potential external examiners.

The second Ph.D. qualifying examination launches students into their chosen fields. It is designed to provide students with the opportunity to conduct independent research in a particular area of interest and to begin developing a dissertation topic. This examination process requires close cooperation between the student and his/her committee (three faculty members chosen by the student). For purposes of continuity, it is highly recommended that at least one member of this committee be part of the team that administered the first exam.

By the summer of their second year, students should develop the field of inquiry for the second exam. In consultation with the committee members, they draw up (and read) a bibliography of approximately 75 items.

The bibliography for the second exam should be divided into three parts:

1) author(s):

The purpose of this area is to provide a thorough knowledge of *primary* and *secondary sources* associated with an author. If the author is Pushkin, the student should not only read his major works, but also major monographs on him (Tomashevsky, Lotman, as well as major Western contributions like Todd and Sandler).

It is fine if a student wants to frame the bibliography around a different type of problem (e.g. the literature of the thaw, the genre of the war film). In this case it is best to choose as “author” one figure who produced important work in the area. “Author” may be construed broadly; it can be a theater or film director as well as a poet or novelist.

It should be emphasized that the focus on a single author in the qualifying exam does not mean that dissertation topics should revolve around a single author.

2) context:

The context should be largely historical and literary. In addition to the knowledge of primary works and secondary works specifically relating to the chosen author, the student must demonstrate familiarity with the broader context of this author's work (e.g. historical period, stylistic movement, ideological framework, contemporary like-minded authors, other authors that influenced him/her, etc.). For instance, if the author is Lermontov, the context could be Romanticism, for Andrei Belyi, the context could be the Symbolist movement, for Aleksandr Fadeev the context could be Socialist Realism, for Andrei Tarkovsky the movement could be the Thaw, for Dostoevsky the context could be Realism (i.e. Tolstoy, Turgenev, Goncharov as well as scholarship devoted to these writers).

3) approach (theory and method):

In this area, the student is expected to demonstrate knowledge of one or more methodological and interpretative approaches useful to understanding the author. The approach may cover a philosophical tradition (e.g. Existentialism or Feminism), a literary "theory" (e.g. Formalism or Deconstruction), a specific field of theoretical knowledge (e.g. Critical Theory of the body or Film Theory) or an aesthetic doctrine (e.g. Classicism, Avant-Garde or Postmodernism). The student should show an understanding of the history of the chosen field of inquiry as well as an awareness of the current state of the scholarship. If the author is Belyi, for example, the approach might include works on the European Avant-Garde in which Belyi is not mentioned, but which use an approach that could constructively be applied to understanding Belyi's work.

Exam Questions

For the first exam, the questions are written by the committee. The student chooses two of four questions and has two weeks to answer them. Each essay should be approximately 3000 words (footnotes and bibliography excluded). The exam is open-book.

For the second exam, the candidate formulates *four research questions*, two concerning author and context and two concerning author and approach. From these, the examination committee chooses *two questions* that the student should address. The committee has the liberty to reframe these

questions as it sees fit. The candidate is given one week for each essay. The essays should be of approximately the same length as for the first exam.

The first qualifying exam should take place early in the fifth semester; the second should take place towards the end of that same semester. Each exam is followed (ordinarily one week later) by a one-hour oral discussion. The oral for the first exam tends to cover texts not discussed in the written part of the exam. In the case of the second exam, the discussion should consider the feasibility of either essay to serve as the basis of a dissertation chapter.

If a student fails either part of the examination, he or she may stand for reexamination within a year. If unsuccessful the second time, the student may not take the examination again, and degree candidacy automatically terminates.

XIII. Dissertation

- **Choosing a topic:**

Ideally, the second exam leads directly to a dissertation topic. Students usually choose one of their committee members to serve as their dissertation advisor. In consultation with that advisor, the student prepares a dissertation prospectus (which, on the basis of the earlier bibliographies and the work already undertaken, should not take more than two or three weeks). This should allow sufficient time to produce a first dissertation chapter in the sixth semester.

- **The prospectus:**

The dissertation prospectus should be 10–15 pages long, with a several additional pages of provisional bibliography. Samples of past dissertation proposals are on file with the

Department Manager. It should be emphasized that the prospectus is not necessarily a road map. Sometimes the best dissertations diverge widely from the prospectus that preceded them. Still, the prospectus should make clear the basic issues, what research already exists on the subject, and the general methodology that you plan to use. It should also contain a preliminary overview of the whole, giving a sense of what will be covered in each chapter. The prospectus is submitted to the dissertation adviser. When it is accepted by the adviser, a copy should be given to the Department Manager as well. Under ordinary circumstances, the dissertation prospectus should be submitted *no later than a month after the completion of general exams*. Students often obsess needlessly over the prospectus. It cannot be sufficiently emphasized that the prospectus is merely a point of departure. It is far better to spend your sixth semester writing the first dissertation chapter than to spend it writing a prospectus.

At Princeton, all dissertations must be written in English, but beyond that, specifics depend on the adviser. As a rule, literature dissertations are 150–200 pages long. Citations from foreign languages are usually accompanied by an English translation.

- **Choosing a dissertation adviser:**

There are two essential questions that students should consider before selecting an adviser:

- 1) Who best understands the material I wish to work with?
- 2) Has this faculty member given me constructive feedback on earlier work?

If you feel that your relationship with a faculty member is — for whatever reason — poor and unlikely to improve, you should not choose him/her as an adviser. Keep in mind that, at Princeton, the second reader often does little more than read the finished product and write a brief report on it. It is therefore paramount that you have a good working relationship with your primary adviser. Students should of course feel free to speak about the dissertation with any and all members of the faculty, but the feedback on written work ordinarily comes from the primary adviser.

- **The adviser's duties:**

Students often overestimate the adviser's role. His/her function is not to rewrite your work according to his/her greater wisdom, but simply to help you organize your arguments, to point out illogical thinking, glaring errors and omissions. While it is fine to come to your

adviser to "bounce ideas around," keep in mind that all advisers find it much easier (and more efficient) to comment on written work than on ideas presented orally. Most students wait too long before beginning to write. There is often a sense in dissertations that you don't know enough to begin. However, if you really wait until you know enough, it's probably too late. Learning takes place as you write. It is best just to begin — even if it means starting in the middle of the third chapter and working your way backwards.

Advisers are busy, but they make special efforts to return dissertation chapters as quickly as possible. Students who have not received feedback within a month of handing something in should not hesitate to ask when they should expect comments. If the comments are not forthcoming within a week of this query, the student should speak with the DGS, who will make further inquiries.

Any regular faculty member (including research scholars) at Princeton University can serve as a dissertation adviser. It is rare to select an adviser from outside of the department, though it is not impossible.

- **Dissertation colloquium:**

All post-generals students who are in residence participate in a dissertation colloquium. The purpose of the colloquium is essentially one of support. The dissertation process can be a lonely one, and it is important that students have the opportunity to share their work with others. In this spirit, all students present written work and get input from their peers. It is expected that post-generals graduate students will write at least one chapter per semester. A few colloquium meetings each year are set aside to help prepare students for entering the job market. Topics discussed include the writing of abstracts, conference presentations, syllabus development, c.v.'s, interviews, and publications. Attendance is mandatory (also for those students with DCE status) and readmission is contingent on participation.

- **Rules on dissertation format:**

The Graduate School and Seeley G. Mudd Library (where dissertations are retained) have specific rules and guidelines regarding format, type of paper, binding, delivery, etc. **It is imperative that you refer to their web sites regarding these requirements early in your dissertation writing stage:**

<http://www.princeton.edu/~mudd/thesis/index.shtml>

<http://web.princeton.edu/sites/GraduateSchool/AcademicAffairs/HomePage/index.htm>

As the dissertation nears completion, it is the student's task to line up 2 official readers (one being your advisor) and 2 examiners. All four professors need as much notice as possible to agree to read the dissertation AND to agree on a date for the dissertation defense. Once the date has been established, the student should meet with the Department Manager to arrange submission (a minimum of two weeks in advance of the defense date) of the following materials:

- _____ Degree application
- _____ Two unbound copies of dissertation
- _____ Four photocopies of abstract (not to exceed 250 words)
- _____ Four photocopies of the title page
- _____ University microfilm agreement form
- _____ Doctoral Dissertation Agreement
- _____ Check payable to: Princeton University Library

XIV. Final Public Oral Examination

In the final public oral examination, the candidate defends the dissertation in the presence of departmental faculty, graduate students, and other informed or interested persons and is expected to demonstrate mastery of the subject and effectiveness in oral discourse. Before the final public oral can be scheduled, the Department must receive authorization from the Graduate School to hold the Final Public Oral examination. Once approved, the Department is required to prominently display the date, time, and location of the exam for a *minimum* of three business days between the authorization and the defense date. There must be at least THREE principal examiners, normally members of the Princeton faculty at the rank of Assistant Professor or above, at least two of whom have *not* been principal readers of the dissertation

XV. Professional Preparation and the Job Market

Since the excitement of the Gorbachev years and the end of the cold war, the Slavic field has been undergoing a certain degree of compression. Considering these factors, the recent economic downturn, and the less than ideal situation in the humanities in general, Princeton graduate students in Slavic have fared reasonably well. Since the graduate program was reinstated (after a thirty-year hiatus) in 1991, our students have gone on to faculty positions at Boston University, Bucknell University, McGill University, New School University, Notre Dame, Ohio State University, Pomona College, University of Missouri at Columbia, the University of Pennsylvania, Rutgers University, Stanford University, University of Texas at Austin, Vanderbilt University, University of Washington at Seattle, Wellesley College, Willamette University and The College of Wooster. Several have received multi-year post-docs (at Harvard, Kenyon College, UCLA, USC, and Vanderbilt).

In recent years, Universities and colleges seeking to fill openings in Slavic are conducting interviews at the ASEES conference, which takes place annually in late November or early December. (Many schools are now doing initial interviews over Skype, but usually at approximately this time.) Prospective candidates are asked to submit a dossier (a cover letter, transcript, letters of recommendation, a writing sample) in October or early November. On the basis of these materials, interviews are scheduled, and a few finalists are then invited to a campus interview, which generally consists of numerous meetings with faculty and a job talk.

The Princeton faculty prepares students for all aspects of the job search by reading cover letters, writing recommendations (when necessary, several different letters for the same candidate), holding practice interviews, listening to job talks. However, there is only so much the faculty can do. Much depends on the dissertation itself and on the candidate's command of Russian language. In addition, certain elements will make a job application stronger, for example:

- a) extensive experience in Russia
- b) genuine fluency in a second Slavic language (and literature)
- c) published papers (preferably unrelated to the dissertation)
- d) broad scholarly interests (students should be prepared to teach literature, film, and contemporary culture)

- e) a teaching profile beyond the Slavic Department (e.g., experience in the writing center)
- f) papers read at national or regional conferences
- g) experience with digital humanities

None of these factors guarantees success, but students should keep them in mind while devising their academic programs.

Graduate students who intend to go on the job market in a given academic year should make this clear as early as possible (no later than the beginning of fall semester and preferably in early summer) to their recommenders (usually three letters are required) and to the DGS. Most advertisements ask that the Ph.D. be completed within eight months of application (by June), and it is usually pointless to apply unless this is a very real possibility.

XVI. Alternative Careers

The faculty of the Slavic Department is committed to preparing students optimally for careers in academia. However, for one reason or another, students may decide that this is not the direction they ultimately wish to take. In cooperation with Princeton's Program for Teacher Preparation and the State of New Jersey, the Graduate School has initiated a program of teacher certification for New Jersey public schools. This involves two audit courses on educational practice (which can be done during the Ph.D. program) and a practicum experience (usually done after enrollment at Princeton) totaling thirty hours in local schools. While this is not part of the standard Ph.D. trajectory, it offers students an alternative career that would call upon many of the skills and resources developed in graduate school. It also allows students to remain in the New York/Philadelphia area (which cannot be said about most university jobs). For further information, see <http://teacherprep.princeton.edu/become-teacher/certification>.

XVII. Residency, Change of Status

- **Residency:**

There is a graduate school residency requirement of a minimum of one full academic year in or near Princeton before generals. In fact, almost all students reside in Princeton at least through generals and many beyond that. After generals, it is less significant where students live, provided they have good access to the materials they need for the dissertation.

- **In Absentia Status**

Students may be recommended for reenrollment with in absentia status if they need to use educational resources that are not available in Princeton. In absentia status is normally granted for only one year to students who have passed the general examination. Students are encouraged to seek financial aid outside the University for the time spent in absentia. Students enrolled in absentia are not required to pay tuition. All appropriate University benefits, with the exception of housing, are continued. If the student has been supported on a University fellowship or other University award, the fee for the student health plan is included in the benefits. If the student is supported on an outside grant during the in absentia period, the grant will be charged.

- **Leave of Absence Policy**

Continuous enrollment between admission and the completion of degree work is considered the norm. Circumstances, however, may force students to interrupt their studies temporarily. Up to a year's leave of absence for personal reasons may therefore be granted by the Graduate School to students in good standing on the recommendation of the department. An extension may be requested and granted for only one additional year. Students on a leave of absence are not engaged in full-time Princeton degree work.

Students seeking a leave of absence must discuss their request with both their DGS and the associate dean for academic affairs.

Leaves should be timed, whenever possible, to come at the end of the term, preferably at the end of a full academic year. Reenrollment after leave does not depend on ranking

among new applicants, but is subject only to confirmation of continued professional suitability and a written request for reenrollment. Requests must be received by December 15 for return the following spring term, and by March 15 for return the following fall term.

Financial support cannot be guaranteed to students returning from leave, but in practice it is nearly always renewed at prior levels.

- **Post Enrollment Status**

Enrolled Ph.D. students who have not completed their degree within five years, in the 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 reenrollment process in the last year of their program of study, and must be approved for DCE status by their department and the Graduate School Office based on criteria for satisfactory academic progress. DCE status is confirmed via e-mail from the Graduate School to the student, after which the student can electronically accept reenrollment in this status. Students in DCE status are fully and formally enrolled graduate students, working full-time to complete degree requirements. DCE students may be enrolled as regular (in residence) or in absentia students (pursuing their work away from Princeton). In both cases, a marginal-cost tuition and the mandatory Student Health Plan fee will be charged. In academic year 2019-2020, these combined charges totals \$5,800. Please see the Graduate School website for the current academic year fees. If students do not choose DCE status, they will enter Enrollment Terminated, Degree Candidacy Continued (ETDCC) status.

The Graduate School may terminate a student's degree candidacy when, upon recommendation of the department, the student has not made satisfactory academic progress or when a student on leave has not requested reenrollment. In the case of Ph. D. students in particular, degree candidacy terminates automatically after a second failure of the general examination or after five years from the date of the student's having passed the general examination if the student has not maintained regular contact with the department and dissertation adviser.

- **Health Insurance:**

Health insurance is included as part of the graduate stipend. However, once students begin to teach, they have the alternative of participating in the faculty health insurance program. This is not worth doing for single students, but those with a partner (or family) may find this an attractive alternative. Be advised, however, that once you switch away from the student policy, you cannot ever go back to it. Before doing so, therefore, be certain to speak to the Graduate School and ascertain that it is the best long-term choice for you.

XVIII. General Departmental Information

Department Lounge

The Slavic Department Conference Room (lounge) is essentially a place for graduate students to socialize, relax, and study. The door to this room is to remain locked at all times. This will discourage interlopers and ensure the safety of students' belongings (and the departmental library). Students should feel free to eat here as long as they make certain that all library books are off the tables. Unless the department has specifically approved it, no alcohol can be consumed in this room.

Bulletin boards

There are bulletin boards outside of the department lounge. Please check these boards regularly for official notices regarding deadlines, fellowships, research opportunities, and miscellaneous postings.

Job Postings

The Department often receives announcements of positions in Russian literature and Slavic linguistics as they become available at other academic institutions. These announcements are sent via email to all graduate students.

SEELANGS: This is a list-serve for people in the Slavic profession; it's an excellent way to find out news in the field.

Keys

Access to East Pyne outside of business hours is available with your ID card. There are scanners on all exterior doors. Keys are given to all students to access the lounge, and should be returned at the end of your Ph.D. degree candidacy.

Stipend Checks

Paychecks are generally deposited directly to your bank, with a copy of the check distributed to your mailbox on the last weekday of each month.

Housing

On-Campus: The Graduate School has a very good web site available at: <http://webware.princeton.edu/GSO/housing.htm> with helpful information.

Off-campus: There is a listing on the following web site: <http://point.princeton.edu/tigertrade/>

Photocopies

While there is a photocopy room on the floor, students are asked not to use it without permission. If you are teaching and need copies for class use, this should be cleared in advance with the DGS. Keep in mind that we would prefer you to print out exercises and worksheets on the departmental computer than to photocopy them.

Printing in the Lounge

You should feel free to use the printer in the lounge, but within reason. Please think twice before printing lengthy documents. Remember that money saved on printing is money that we can use to subsidize student research and travel.

Dean's Fund for Scholarly Travel

The Graduate School offers support from the Dean's Fund for Scholarly Travel during the academic year, September through May, and from the Association of Princeton graduate Alumni (APGA) during the summer, June through August. Requests are reviewed on a first-come, first-served basis. The application, which should be submitted prior to the conference, consists of a letter describing the event to which you have been invited, a brief budget statement of the costs of the proposed trip, a copy of the letter of invitation to present a paper or a copy of the program showing your paper scheduled, a letter of support from the DGS, and, in the case of post-Generals students, a letter of support from your advisor. These latter two documents should specify whether you can expect to receive any support from the Department or a source other than the Graduate School, and if so, how much. The maximum grant amount for AY 2019-2020 is \$800, and you can receive only one grant per academic year. For more information, refer to: <http://gradschool.princeton.edu/financial/travel/deansfund/>

Research Funds for Graduate Students

The department will give each graduate student a \$500 research fund for the academic year 2019–2020. This can be used for a range of activities including buying books, attending conferences (hotel and/or travel), etc. Please do not use this funding to purchase computer hardware or software, as these items technically would belong to the University and would have to be returned eventually. If you are uncertain whether an expense qualifies, check with Kate. For legal reasons, you *must* submit receipts in the Concur system within a month of the expense; it is best to do so immediately.

XIX. Important Dates for 2019-2020

Fall Term 2019

September 1	Beginning of Graduate Student Registration
September 10	First-Year Graduate Student Orientation
September 11	Fall Term Classes Begin
October 7	General Examinations for the Ph.D. begin
October 31	Deadline for November Degree Applications
October 26	General Examinations for the Ph.D. end
October 26	Fall Recess Begins
November 4	Classes Resume
November 26	Thanksgiving Recess Begins After Last Class
December 2	Classes Resume
December 13	Deadline for fall term course changes
December 13	Winter Recess Begins After Last Class
December 31	Deadline for January Degree Applications
January 6	Reading Period Begins
January 6	General Examinations for the Ph.D. Begin
January 14	Reading Period Ends
January 15	Fall Term Examinations Begin
January 24	General Examinations for the Ph.D. End
January 25	Last Day of Fall Term Examinations

Spring Term 2020

February 3	Spring Term Classes Begin
March 14	Spring Recess Begins
March 23	Classes Resume
April 20	General Examinations for the Ph.D. begin
March 20	Deadline for April Degree Applications
May 1	Deadline for spring term course changes
May 4	Reading Period Begins
May 12	Reading Period Ends
May 23	General Examinations for the Ph.D. End
June 1	Baccalaureate
June 2	Commencement Day