PRINCETON UNIVERSITY DEPARTMENT OF FRENCH AND ITALIAN

Guidelines

For

Junior & Senior
Independent Work

2016-17

CONTENTS

Introduction	2
1. Goals	3
1.1. Independent Work: Goals and Skills	3
1.2. Junior Papers	4
1.3. The Senior Thesis	5
2. PORTRAIT OF THE DISCIPLINE	6
2.1. Areas of Concentration	6
2.2. Literature and the Humanities	7
2.3. Other Fields	7
3. PROCESS AND TIMELINE	8
3.1. Junior Papers	8
3.2. Senior Thesis	9
3.3. Calendar for Departmental Independent Work	10
4. Advising and Grading	12
4.1. Advising	12
4.2. Grading Independent Work	12
5. ORAL PRESENTATION AND COMPREHENSIVE EXAMINATIONS	14
5.1. The Senior Departmental Examination	14
5.2. The French Junior Seminar	14
5.3. Reading Lists for "Concentration in French and/or Italian"	15
6. FUNDING	16
7. OTHER ASSISTANCE	16
7.1. Junior Semester/Junior Year Abroad	16
7.2. Summer Language Study	17
7.3. Summer Work Abroad: The "Princeton-in-France" Program	17
7.4. Postgraduate Resources	17

Introduction

Choosing to concentrate in French and Italian studies means to embrace and celebrate the wealth of a truly humanist education. You will travel the roads of some of the greatest societies, in Europe and far beyond, refining your proficiency in languages and cultures that reach hundreds of millions of lives and whose literary, artistic, and scientific productions span centuries. Whether you wish to become a medical doctor, a financial consultant, or a schoolteacher, your intellectual and analytical potentials will find the challenges and fostering they need in the Department of French and Italian. As in any department specializing in language and literature, your analytical and research skills will be honed through personal, intensive training. As a concentrator in our Department, you will also have the opportunity to avail yourself of the very best conditions to achieve your personal, intellectual, and professional goals. Besides being the obvious vessel for honing your proficiency in French and/or Italian language, literature and culture, FIT also provides the ideal environment for cultivating your passion for continental philosophy and theory, cinema and theater studies, or your creativity in writing or the performing arts. Regardless of your professional plans, FIT is a good place to start.

These guidelines stand as a complement to the FIT Undergraduate Handbook. Focused on the specific object of Independent Work, they detail some essential aspects of the most significant element of your undergraduate studies at Princeton University.

In the following pages, you will find what is expected of you and what you should expect from the requirement and the experience of writing three pieces of Independent Work, your Junior Papers and your Senior Thesis. You will find information about the goals of the Independent Work, a portrait of the discipline, which defines the areas of study in the Department of French and Italian, as well as the achievements and challenges of scholarship. Details will be given about the process and timelines for each kind of Independent Work, and the criteria used by the faculty to evaluate and grade your work. In the final sections of these guidelines, you will find information about the final examinations and the defense of the Senior Thesis, the ultimate step towards your graduation from the Department of French and Italian.

The most important objective of these guidelines is to assist you in your own, personal quest for knowledge and skills. A successful Independent Work is one in which independence in conceiving questions, researching them, and exposing your results is fostered from the start and eventually achieved.

1. GOALS AND EXPECTATIONS

1.1.Independent Work: Goals and Skills

In your work, you will be able to show that you have developed skills specific to your concentration, i.e. linguistic and analytical: you will prove your proficiency in the language of your targeted concentration, as well as your mastery of close readings, proving you can analyze texts or data in the original language and culture. These skills may include identifying an original issue or question, or questioning pre-existing knowledge of a topic or issue, or breaking new grounds. You will thus demonstrate your willingness to question the received boundaries of the discipline, as well as your ability to take steps towards enriching existing scholarship or establishing grounds for new research, for instance by working on topics related to new technologies, innovative art forms, etc. You will, in sum, be able to show your full potential as a scholar and professional.

As a concentrator in the Department of French and Italian, whether you write on a literary, cultural, socio-political, or artistic topic, you will need to hone the following skills in your independent work:

- Analytical skills. In great part, this entails showing you can discern all possible ramifications of an issue, and do so with rigor and method.
- Research Skills. This begins by finding what has been said about an issue, and developing your own response to these existing arguments. Your independent work will also provide an opportunity to master research tools, such as databases, cross-referencing tools, etc. Managing data volumes (distinguishing promising leads, cross-referencing findings, identifying essential references and setting aside those too broad or too specific, etc.) can be especially challenging at times, and working on your JP or Thesis will improve your efficiency when sources/data are too abundant or too scarce.
- Critical skills. Whether you work on literary or artistic materials or gravitate towards more empirical data with history or sociology, you will have the delicate task of finding the balance between objectivity (for instance, avoiding over-reading or unfounded speculations), and subjectivity (where your personal take on the issue is both fundamental to a successful critique and risky inasmuch as it may take over your critical project). From a technical standpoint, some safeguards have always proven necessary, such as quoting the text and avoiding paraphrasing. These techniques will help make your work not only sound, but also compelling. Furthermore, writing critically does not mean agreeing with everything that has been written or said on the issue before you, even by the "highest" authorities, nor does it mean preemptively dismissing it. The question therefore becomes: What is the way to criticize preexisting criticism and scholarship?

- Writing skills. Moving between efficiency and originality, you will work on finding your own voice. Your best ally will be writing drafts and having your adviser, as well as others, giving you feedback.
- Organizational skills are also very important, as you will have to work under the pressure of the IW's deadlines along with the rest of your work. You will thus be asked to manage the delicate balance between focusing on single issues and multi-tasking, at times following several "trails" at once. Writing an Independent Work will refine your skills for organizing your ideas and managing time.
- Communication skills. Working with your adviser, you will learn to juggle diplomacy and assertiveness (e.g. gauging how far you wish to implement your adviser's advice). This aspect of your work will also be the occasion to refine your skills on how to engage in a debate, how to join a scholarly or otherwise critical conversation. In addition, you will showcase your communication skills during the final Oral Presentation, which, after the Comprehensive Exams, will give you an opportunity to reflect on your itinerary through the Department and its curriculum. (See Section 5).

1.2. Junior Papers

Junior Papers constitute the first form of Independent Work in the Department of French and Italian. More detailed information will be given in the section "3. Process and Timeline".

1.2.1. The First Junior Paper (4,000 words)

The first JP constitutes the first step toward a sustained research work, and an ambitious writing project. Its primary goal is to write an extensive yet concise analysis of a well-defined topic, within a limited corpus, which will include both primary and secondary literature. Consider, for instance, the difference between writing on "Public Space in the Work of Zola", which could be a Ph. D. Dissertation topic, and "The Café as a Subversive Public Space in Zola's *Ventre de Paris*", a much more focused topic devoted to a single novel only. The first JP is the venue for developing your skills in close reading, devoting attention to details that you deem pertinent for your argument. Secondary material should be used, but in limited volume.

1.2.2.The Second Junior Paper (5,000 – 8,000 words)

Usually undertaken during the Spring semester, the second JP makes for a more ambitious project. There, you may consider broader, more comprehensive and conceptual topics (e.g. "Figures of Patience in Dino Buzzati's Short Stories"), which you may also extend to explore the possibilities of comparative approaches (e.g. "Is Sleeping a Humanism? A Study of Albert Camus's *L'Étranger* and Marguerite Duras's *India Song*").

1.3. The Senior Thesis

Late in their junior year, students will discuss possible areas of interest with the Departmental Representative. As the culmination of their independent work, senior year students write a thesis on an approved topic.

Topics chosen in the past have ranged over the whole field of French and Italian studies, from linguistic problems and literary techniques through close textual analysis, to thematic and ideological studies. Students primarily interested in culture and civilization have written on art, on political and economic issues, on education, and on a variety of social questions. Joint supervision may be arranged for students following tracks 2. Concentration in Two languages, literatures and cultures, 3. Concentration in Literature and Any other related field, and 4. Concentration in Literature and the Creative Arts. The Senior Thesis is a major commitment of a student's time and energy, and the most important yardstick for choosing a topic is willingness to spend many hours immersed in that particular set of texts or problems.

In this journey through scholarship and writing, you will head towards your professional future, demonstrating your knowledge of a field, and your own vision of it. That being said, the Senior Thesis may also represent a very personal endeavor, with very pragmatic goals, such as providing a writing sample for graduate school applications.

2. PORTRAIT OF THE DISCIPLINE

The discipline of "French and Italian" encompasses a wide range of areas. Depending on the area of concentration, Independent Work will engage in various discussions, and require different methodologies.

2.1. Areas of Concentration

Through the diversity of courses taught in the Department, placing varying emphases on language, literary history and interpretation, aesthetics and literary theory, and cultural and intellectual history, students are able to pursue courses of study consistent with their individual interests. To complement this individualized approach to students' plans of study, the Department offers **four** distinct tracks within the concentration in French and/or Italian:

- 1. Concentration in One language, literature and culture. Students concentrate in French or Italian. Eight upper-division courses are counted towards concentration. At least five of these must be in the language and subject of concentration. Up to three of the eight may be cognate courses approved by the Departmental Representative and drawn from other sections of the Department or from other humanities and social science subjects.
- **2.** Concentration in Two languages, literatures and cultures. Students intending to combine work in two languages, civilizations and cultures normally take a minimum of eight upper-division courses: five in one of the languages (one of which may be a cognate), three in the other relevant language. The first language of concentration must be either French or Italian.
- **3. Concentration in Literature and Any other related field** approved by the departmental representative. Students intending to combine work in French or Italian and another related field normally take a minimum of eight upper-division courses: five in the relevant language and literature (one of which may be a cognate), and three in the other field. For example, students specializing in French or Italian and History, Politics, or Art and Archaeology, might take appropriate courses in those departments, such as HIS 350, 351, 345, or 365, POL 371, 372, or 381, or ART 319, 320, or 333.
- **4. Concentration in Literature and the Creative Arts.** This track is designed for students wishing to combine work in French or Italian and a creative art, such as theater, music, dance, painting, film, and creative writing. Upon approval by the Departmental Representative, the student would normally take a minimum of eight upper-division courses: five in the relevant language and literature and three in the field related to the art of interest. In some cases, an original work of creation (paintings, prose or poetry...), or of performance (theatre...), may substitute for the

senior thesis. In these cases, students will be required to also submit a substantial critical work of at least 6,000 but no more than 10,000 words (25-35 pages), in which they will position and discuss their creative work in relation to the historical and cultural context of the language in question.

2.2.Literature and the Humanities

As any area of culture interconnected with all others is wont to do, literary studies have evolved through a series of trends, more or less influenced by methodologies and approaches developed in other fields. This was the case, for instance, with structuralism. Literary studies are also transformed by the rise and establishment of new kinds of corpora novel media of expression, and dynamically changing genres that came into existence because of aesthetical, social, and historical developments. One may think of Gender studies (feminism, queer theory, etc.), post-colonialism, post-modernism, and so on. New fields bring new light to textual interpretation, but they also may generate challenges. The Independent Work provides an opportunity to experience this dynamism first hand and to face its challenges. For instance, in approaching data and developing arguments, one should consider the risk of overestimating the political dimension of a text and underestimating its aesthetics, or the hazards of anachronism while using modern approaches to interpret older texts (e.g. Dante's Feminism, Post-Colonial Rousseau, etc.).

2.3.Other Fields

In addition to literature, the Department of French and Italian is committed to generating and fostering your interest in major issues pertaining to French and Italian societies, such as immigration, national identity, the European Union, the economy, the evolutions of agriculture and gastronomy, etc. As previously discussed, many of the skills used in studying a text will be invaluable when it comes to approaching these other areas. Within the framework of a department specialized in language and culture, you will approach these disciplines from a qualitative standpoint, rather than a quantitative one, although the latter is not to be excluded (and may actually be necessary in some cases, such as sociological or economical studies).

Should you like to have more information about topics and approaches that students before you have chosen for their thesis, you can refer to the archive of Senior Theses maintained by the Department.

3. PROCESS AND TIMELINE

Meeting deadlines is not only an academic necessity (in the interest of both student and adviser), but also a crucial professional skill. While writing your Independent Work, you will develop your aptitude for managing time and organizing your own deadlines as far as all phases of the work are concerned: choosing a topic, conducting preliminary research, drafting bibliographies and outlines, etc.

Summertime may prove to be a very important and useful period for you to advance in your Independent Work. It is a good time to start narrowing down topics, and prepare a preliminary bibliography.

For Senior Theses, come the fall, it will be imperative to begin writing as soon as possible: feedback is most useful when material is provided. To help students get started on their thesis and foster their development, the Department offers a Senior Thesis Writers Group, led by an advanced graduate student in the Department under the supervision of the Departmental Representative.

3.1. Junior Papers

At the time of entering the Department, and in all cases no later than spring of the sophomore year, students should discuss their likely area of interest with the Departmental Representative in order to make the assignment of Junior Advisers as appropriate as possible. The Adviser will be assigned at the beginning of junior year. Students should get in touch with their Junior Adviser and plan regular meetings. In consultation with their adviser, students will also choose the language in which they will draft their paper. Responsibility for making and keeping these arrangements falls on the student

The first junior paper, written in the fall semester, should be about 4,000 words. The second junior paper, written in the spring semester, should be between 5,000 and 8,000 words. Both junior papers may be written in English, in which case a three-page summary in French or Italian must be provided. If the paper is written in French or Italian, a three-page (double-spaced) summary in English is required.

It is strongly advisable that students following tracks 2 or 4 write one junior paper in one of their two subjects of concentration, and one in the other.

In preparing their papers students should conform to the principles specified in the University's instructions for the writing of essays. Presentation should follow either the *Modern Language Association Handbook* or *The Chicago Manual of Style*, with consistency.

3.2. Senior Thesis

Late in their junior year, students will discuss possible areas of interest with the Departmental Representative. As the culmination of their independent work, seniors write a thesis on an approved topic.

As with JPs, Students should get in touch with their Senior Adviser and plan regular meetings. In consultation with their adviser, they will also choose the language in which their thesis will be composed. Responsibility for making and keeping these arrangements falls on the student.

Early choice of topic is immensely advantageous. Limited resources are available to assist students with the costs of senior thesis research.

The first step in senior independent work is to construct a working bibliography of primary and secondary materials. Early attention to the bibliography is of special importance when materials are not available in Firestone Library. In that case, a faculty member (generally one of the thesis advisers) will need to certify the need for such materials so they can either be acquired by the library or loaned to it.

Senior theses should not exceed 20,000 words, nor should they fall below 15,000 words. Longer theses are not always better ones. Students should note that it often takes longer to write a good short thesis than a long wordy one. For students following Track 4 (Creative Arts), the written component of the Thesis may be comprised between 6,000 and 10,000 words (25-35 pages)

If the thesis is written in English, a three-page (double-spaced) summary in French or Italian must be provided. If the thesis is written in French or Italian, a three-page (double-spaced) summary in English is required.

All sources must be properly acknowledged. Failure to comply with general University rules on the acknowledgement of sources may lead to very serious penalties.

Students should discuss their interests and possible topics with the Departmental Representative at the earliest opportunity, so as to permit the appointment of *two* Senior Advisers. Students must meet their Advisers no later than October 7th of their senior year — but earlier is better. A thesis outline and progress report, initialed by the first adviser, must be submitted by November 11th.

Three copies of the thesis, signed at the end of the final chapter, must be submitted by the due date. The first copy, hard-bound, will be returned to you on Class Day; the second one, which may be hard- or soft-bound, will stay in the Department; the last copy, a PDF electronic version, should be sent to the Department for eventual inclusion in the Mudd Library holdings.

3.3.Calendar for Departmental Independent Work

All Independent Work must be submitted to the Departmental Office, East Pyne 303, no later than **4:00 PM** on the specified date.

Exceptions and extensions for independent work cannot be granted by an adviser; they must be approved by the Departmental Representative in consultation with a student's residential college Dean. All requests for extensions for medical reasons must include a letter from a doctor or Dean. Requests for extensions recommended in consultation with both advisers must include a letter from the first adviser.

If an extension is not approved in advance of the departmental deadline, then a late penalty of 1/3 of a letter grade for every 48 hours that a paper is late will be applied, beginning at 5:00 p.m. on the due date.

Sample Calendar

	Seniors	Juniors
Sep. 19 – Oct. 7	If you have not yet done so, please make an appointment to see your advisers in order to discuss your Senior Thesis plans and schedule of future meetings.	Please make an appointment to see your adviser in order to discuss your Junior Paper plans and your schedule of future meetings.
Friday, Nov. 11	Submission of the Thesis Outline and Progress Report, initialed by 1st adviser. This should contain a description of your thesis, a summary of research to date, and a preliminary reading list.	
Tuesday, Jan. 10		Submission of first Junior Paper
Wednesday, Feb. 15	First chapter (first draft) of thesis, initialed by both advisers.	Make an appointment to see spring JP adviser
Wednesday, Mar. 15	Second chapter of thesis, initialed by both advisers.	
Monday, Apr. 10	Full draft deadline for thesis, initialed by both advisers.	
Apr. 17 – 21		Juniors meet the Dep. Rep. to select Fall Term courses and discuss senior thesis topic and assignment of Advisers.
Friday, Apr. 28	Three copies of Thesis , one bound, one unbound, and one electronic, due at the Department Office; the title page must follow the departmental format and the thesis must also be signed on the last page.	
Tuesday, May 9		Submission of second Junior Paper
Wednesday, May 17 9:00 AM – 12:00 PM	Senior Comps: Written Exam	•
Thursday, May 18 9:00 AM – 12:00 PM	Senior Comps: Oral Exam	

4. ADVISING AND GRADING

4.1.Advising

For all Independent Work, the relationship with the adviser is crucial. Students should get in touch with their Junior or Senior Adviser and plan regular meetings. Responsibility for making and keeping these arrangements falls on the student.

Besides building an intellectual relationship of trust with your adviser, it is fundamental to establish a process through which you can receive as much feedback as possible. For this, you will need to enter in a consistent dynamics of giving written material to your adviser in due course, and in timely fashion. The more you give, the more you receive.

Your adviser is a professional and is there to assist you. In the end, however, it is your work, and you are responsible for it.

4.2.Grading Independent Work

A paper in the **A range** demonstrates a high degree of mastery over the fundamentals of academic writing: it advances a relevant, arguable thesis; establishes a clear motive to suggest why the thesis is original or worthwhile; employs a logical and progressive structure; analyzes evidence insightfully and in depth; draws from well-chosen sources; achieves an excellent balance between synthesis of existing arguments and original analysis; and is written in a clear, sophisticated style.

A **B-range** paper resembles an A-range paper in some ways, but exhibits a vague, uninteresting, or inconsistently argued thesis; establishes a functional but unsubstantial motive for its existence; employs a generally logical but somewhat disorganized or undeveloped structure; includes well-chosen but sometimes unanalyzed and undigested evidence; uses sources in a correct but limited fashion; suffers from an unbalance between analysis and personal commentary; shows occasional use of paraphrasing; or is written in an unsophisticated or grammatically problematic style.

A **C-range** paper resembles a B-range paper in some ways, but also features a confusing, simple, or descriptive thesis; provides only a simplistic motive or none at all; lacks a coherent structure; fails to present sufficient evidence, or presents evidence that is insufficiently analyzed; drops in sources without properly contextualizing or citing them; and is written in a generally unclear, simplistic, or technically flawed style.

A **D** paper (there is no D+ or D- at Princeton) resembles a C-range paper but includes a purely descriptive or obvious thesis; lacks a motive; displays an unfocused, confusing, or rambling structure; and draws on little analyzed evidence and sources. A D paper has trouble engaging with the assignment and may not show awareness of the conventions of

academic discourse and style. It does, however, show signs of *attempting* to engage with the issues, topics, and sources of the assignment.

An **F** paper is similar to a D paper but is significantly shorter than the assigned length and addresses the assignment superficially or not at all.

A Note About Grading the Senior Thesis

Criteria for grading a Senior Thesis are essentially similar to those used for Junior Papers, but obviously on a much larger scale. The questions of structure are especially magnified (e.g. divisions in chapters, balance from chapter to chapter, etc.).

Senior theses are graded independently by two readers: the principal Adviser, and the Second Reader. If a student feels he or she has been unfairly graded, he or she may ask the Departmental Representative to appoint a third reader. The Departmental Representative will decide whether to appoint such a reader. The third reader's grade is final. In the event that the two advisers cannot agree on a grade, they should request a third reader, appointed by the Departmental Representative. The third reader's decision is final.

5. ORAL PRESENTATION AND COMPREHENSIVE EXAMINATIONS

5.1The Senior Departmental Examination

The Examination (known as "Comps", or Comprehensive Examination), taken in May, is designed to test aspects of the student's entire program of study in the Department. A list of required and recommended readings is provided for each of the languages and literatures taught in the Department; it is meant to guide students in preparing for the examination.

The format of the examination is as follows:

Part I. Written Component (3 hours, in class)

In order to better prepare for this portion of the "Comps," students are **strongly encouraged** to include either FRE 307 or ITA 307 in their departmental coursework.

- A) Sight Translation: This exercise will consist of the translation of a short prose text (500 words or less) from French or Italian into English. The resulting translation should reflect the linguistic command and stylistic sophistication expected from a reasonably proficient speaker of French or Italian.
- B) Essay: Written in the language of specialization. Students will choose one topic out of three culture/literature questions. Topics will be based on the Reading Lists and the course offerings.

Part II. Oral Presentation (30 minutes)

A brief (10-15 minutes) oral presentation, in the language of concentration (French or Italian), followed by a discussion. The content of the presentation will be determined and prepared by the student in concert with their adviser, and may reflect any aspect of the student's own general intellectual and academic experience in the Department. It may therefore stem from the Senior Thesis, but also largely refer to the overall course of study achieved in the subject of concentration. The examining committee will be constituted by at least two permanent faculty of each section.

5.2. The French Junior Seminar

Juniors in the French section are required to take the Junior Seminar in French Studies. The course initiates students to scholarship relative to various fields and teach a variety of theories and methodologies reflective of the diversity of French studies. It teaches literary approach based on poetics, semiotics, philosophy, psychoanalysis, history, and so forth. Furthermore, it introduces a theoretical agenda that reflects the evolution of French Studies over the last decades: gender studies, post colonialism, media studies, literature and science, literature and law, digital humanities, animal studies, performance theory, etc.

In addition, the seminar includes a number of workshops and assignments destined to

provide direct, practical introduction to and practice of fundamental elements used in the composition of an Independent Work (e.g. choice of a topic, argumentation, etc.), as well as major skills such as translation.

The Junior Seminar is usually taught in the Fall semester. If a student is abroad and cannot take it, s/he can take it in their Senior year.

A Note About Grading the Comps

Comprehensive examinations are graded by two faculty members. In case of significant disparity, the Departmental Representative will appoint a third reader, whose judgment will be final.

Aspects that will be reflected in the grading will be both formal and substantial. On the side of form, grammatical correctness, syntactic fluidity, and idiomatic quality of the writing are graded, although this portion of the grade is not the most significant. On the side of content, graders will take into consideration each student's ability to address with clarity the questions posed in the exam, to develop a coherent argument about them, to master pertinent primary sources related to the issues at hand, and to express their personal views about them.

5.3. Reading Lists for "Concentration in French and/or Italian"

Students who have taken courses across a broad range of historical periods can expect to have read and studied many of the books on the Reading List by their senior year. They are responsible for reading all the books on the relevant list in preparation for the Senior Departmental Examination.

French

Marie de France: Lais; Montaigne, Essais (selections: Book I, chapter 26; Book I, chapter 28; Book III, chapter 2); Molière, Le Tartuffe; Racine, Phèdre; Voltaire, Candide; Laclos, Les Liaisons dangereuses; Balzac, Le Père Goriot; Edmond de Rostand's Cyrano de Bergerac; Flaubert, Madame Bovary; Flaubert, Trois contes; Proust, Du Côté de chez Swann (First Part: Combray); Beckett, En attendant Godot; Djebar, L'amour, la fantasia; Selections of poetry will be provided to students.

Italian

Dante, *Inferno*, ed. Sapegno, Singleton, Bosco-Reggio; Petrarca, *Il canzoniere*, (Selections) ed. Arducci, Contini; Boccaccio, *Il decamerone*, (Selections) ed. Branca; Machiavelli, *Il principe*; Ariosto, *L'Orlando furioso* (canti I, VII, XXIII: 100-136, XXIV: 1-14, XXXIV, XLI, XLII); Tasso, *Gerusalemme liberata* (canti I, II, XII, XV: 53-66, XVI); Foscolo, *Le ultime lettere di Jacopo Ortis* and Poetry Selections; Leopardi, *I canti*, ed. Whitfield, Gallo & Garboli; Manzoni, *I promessi sposi*, ed. Nardi Getto. Verga, *I Malavoglia*; Svevo, *La coscienza di Zeno*; Pirandello, *Sei personaggi in cerca d'autore*; Montale, *Ossi di seppia*; Calvino, *I sentieri dei nidi di ragno*; Morante, *L'isola di Arturo*; P. Levi, *Se questo è un uomo*; Selections of poetry and prose will be provided to students.

6. Funding

The Office of the Dean of the College as well as the Department have funds available to help students with costs of research in connection with independent work. Please see the Departmental Representative as early as possible if you foresee needs of this sort in your own work. Early planning is essential to make the best use of such resources.

Thanks to the generosity of Alfred Foulet and others, the Department of French and Italian is proud to be able to support financially deserving projects by concentrators who wish to conduct research on their Junior Papers and Senior Theses.

The Schwartz Fund, also administered in the Department, sponsors the travel to Italy of students wishing to refine their language skills or to develop independent research projects.

Concentrators interested in obtaining financial support should submit to the Departmental Representative, using the S.A.F.E. portal, a formal proposal that includes a brief rationale for the project, a bibliography, and a detailed budget.

7. OTHER ASSISTANCE

The department offers a wide range of opportunities for assistance in developing Independent Work. Individual advisers and the Departmental Representative are usually the first resource that students are invited to tap into, but there are other institutional or extra-institutional sources of help.

The Department strongly encourages its concentrators to spend as much time as they can in any country where their language(s) of concentration is (are) widely spoken. There are several ways of doing this within the four-year undergraduate degree: by study abroad for one or two semesters; by summer study abroad; and by obtaining summer work or placement abroad.

7.1. Junior Semester/Junior Year Abroad

Students planning to spend a semester or their whole junior year abroad should seek advice from the Departmental Representative and from relevant faculty in choosing a suitable program of study. Further assistance may be had from Dean Nancy Kanach in the Office of the Dean of the College. Departmental and University approval is required.

Grades awarded by foreign institutions for courses that are recognized in lieu of Princeton courses are not included in the computation of Departmental Honors (see Part 1, E above).

Students studying abroad for one or two semesters are not exempted from independent work requirements. The responsibility for consulting with Advisers for meeting all normal deadlines lies with the student.

An approved one-semester course of study abroad normally counts for two departmental credits. Students must complete the program abroad to the standard required by the foreign institution.

7.2. Summer Language Study

The Department offers two "Princeton Summer Study Abroad" programs: one in French, in Aix-en-Provence, in partnership with the IS-Institute, and one in Italian, offered in partnership with the University of Macerata. These intensive four-week immersion programs are offered the 207 level.

In addition to these programs, students can select a summer course to help them advance in their studies. The Office of International Programs (OIP) has information about institutions offering summer courses. Please contact OIP if you are interested in any of these summer programs.

Please note that all summer courses (unless they are offered by Princeton) must be preapproved for Princeton credit by the appropriate departmental representative and the Office of International Programs.

7.3.Summer Work Abroad: The "Princeton-in-France" Program

"Princeton-in-France" is a long-established summer work program in France which selects students from Princeton who qualify linguistically to take on the responsibilities of a paying summer job or internship in France. Travel grants and salary supplements are available to students who receive financial aid. Detailed announcements about the application procedure will be made early in the fall semester.

Information about other placements and internships abroad may also be obtained from the Director of International Internships, in the Office of the Dean of the College.

7.4.Postgraduate Resources

Students interested in postgraduate study in French or Italian are urged to consult with their Adviser, the Departmental Representative, and with other Departmental Faculty before making application to graduate programs. Faculty members are usually happy to write letters of reference provided they are given adequate notice.