

Spanish PhD Graduate Handbook

School of International Letters and Cultures

(Updated Summer 2021)

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FOREWORD

The Spanish Graduate Committee acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today. The Spanish Graduate Committee acknowledges the sovereignty of these nations and seeks to foster an environment of success and possibility for Native American students.

The Spanish Graduate student body, faculty and staff, pride themselves for their diversity. They come from all 50 states, and more than 20 countries. They have different religions (or practice none at all), political stripes, sexual orientations, gender identities and income levels, but each and every one is welcome and made to feel included. Faculty are committed to ensure that all graduate students thrive and succeed to meet the challenges of a global age.

The Spanish Graduate Handbook provides Spanish graduate students the information necessary for their compliance with the degree requirements of the Ph.D. program, and articulates the academic standards, policies, and procedures that govern them. It should be used in conjunction with the existing Arizona State University Graduate Policies and Procedures. Since it is the students' responsibility to comply with all university, school, and faculty requirements and to become informed of their nature and application, it is in their best interest to be thoroughly familiar with this handbook. When questions do surface, the graduate student should consult his/her advisor and/or the Spanish Graduate Advisor.

Arizona State University is an affirmative action/equal employment opportunity institution and does not discriminate on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, citizenship, age, disability, Vietnam-era veteran status, special disabled veteran status, or any other unlawful discriminatory grounds in its programs or employment.

Tempe, May 2015
Updated May 2021

Academic Standards and Other Policies

ASU Graduate Policies and Procedures

Please visit the Graduate College's [Graduate Policies and Procedures](#) handbook.

Archived Handbooks

Previous versions of all SILC graduate program handbooks can be found in the SILC intranet as well as the SILC Canvas. Current students who are not able to access either the intranet or Canvas should contact the Graduate Program Student Services Support Coordinator.

Spanish Ph.D. Admission Requirements

Please visit the [Spanish PhD](#) degree search page for Admission Requirements.

Full details of all the different ways that English proficiency can be met can be found here: <https://admission.asu.edu/international/graduate/english-proficiency>.

Satisfactory Academic Progress

For information on the university's policy regarding student academic progress (SAP), please visit the [Satisfactory Academic Progress](#) webpage.

Scholarship/Fellowships/Awards

For Scholarship/Fellowships/Awards, please visit the [SILC Website](#) as well as the [ASU Graduate College Website](#), and [The College of Liberal Arts and Sciences](#).

Other resources: [Graduate and Professional Student Association](#) (GPSA), [Institute for the Humanities Research-ASU](#), [ACMRS Academic Programs Awards and Grants](#).

Continuous Enrollment

Once admitted to a graduate program, students must be registered for a minimum of one credit hour during all phases of their program. Students must register for graduate level credit every fall and spring semester from admission to graduation. Summer registration is not required unless students are taking examinations, completing culminating experiences, conducting a doctoral proposal/prospectus, defending their dissertations or graduating from the program. Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. To review the full continuous enrollment policy, please see the Graduate College's [Graduate Policies and Procedures Handbook](#).

Coursework

Students will register for all coursework online through their MyASU page. Graduate-level courses are those numbered 500 or higher. Details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#).

Retention

All students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by this degree program. If a student fails to satisfy the requirements of their

Academic Standards and Other Policies

degree program, and/or benchmarks below, the student may be dismissed from their program based on the unit's recommendation to the Graduate College.

- Ph.D. students are required to maintain a 3.6 cumulative GPA. Students who at any time fall below these averages will be considered on probation for the following semester. If, during that semester, they do not meet minimal requirements, we will recommend to the Graduate College dean that the student be dismissed from the program.
- Grades of C and below do not meet the requirements of a graduate degree.
- Satisfy all requirements of the graduate degree program.
- Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the dissertation.

Review and Dismissal

After the first year, all students will be reviewed annually. Students whose progress is found deficient will be informed in writing to that effect by the Graduate Advisor of Spanish Graduate Studies. Students whose progress is unacceptable will be dropped from their degree program.

Incompletes

Please visit the [ASU Student Services Manual \(SSM\)](#) for the incomplete grade policy.

Reading and Conference

Reading and Conference courses should not duplicate courses that are available in the catalog or by Special Topic. The Graduate Advisor of Spanish Graduate Studies is responsible for authorizing such work. Appropriate forms are available in the departmental office. Please visit the ASU Catalog for the [Classification of Courses](#).

Internships

The internship course for Spanish is SPA 584/684/784. Although students may not use internship credit as a substitution for courses required by the program, internship courses may be used on the iPOS as part of the total hours for the degree. One (1) credit hour may be awarded per 50 hours of internship work with prior approval. For more information on internships visit the [ASU Career and Professional Development Services](#).

Leave of Absence

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. If a student cannot meet this requirement, they must request a leave of absence, which can be done as a petition through the Interactive Plan of Study. Once submitted, the petition must be approved by the academic unit and Graduate College before the anticipated semester of non-registration. Students may request up to two semesters of non-registration during their graduate program.

Academic Integrity

The highest standards of [academic integrity](#) and compliance with the university's [Student Code](#)

Academic Standards and Other Policies

[of Conduct](#) are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university. Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work.

Withdrawal

Voluntary withdrawal from ASU: If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the [Voluntary Withdrawal Form](#). Students must separately complete the appropriate forms with the University Registrar to withdraw from their courses. International students should contact the [International Student and Scholars Center \(ISSC\)](#) before submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

Voluntary withdrawal from a graduate degree program: If a student wishes to transition from one graduate degree program to another graduate degree program, the student should complete the *Voluntary Withdrawal form*. The student should not take this action until they have been admitted to the other graduate degree program.

Other types of withdrawal: There are appropriate circumstances when students may need to withdraw from the university (i.e. medical withdrawal, compassionate leave). The policies for such withdrawals are the same for both undergraduate and graduate students. Types of withdrawals and procedures can be found at the [University Registrar's Office](#).

Graduation Process

Apply to Graduate: <https://students.asu.edu/registration/graduation-apply>

Graduation Deadlines: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

International Students

Students who need assistance with visas, immigration status, or other immigration questions should contact the [International Student and Scholars Center \(ISSC\)](#).

Interactive Plan of Study (iPOS)

Graduate students will file their Doctoral Plan of Study using a secure online process called the Interactive Plan of Study (iPOS). This electronic process will guide you through a step-by-step process and present a list of eligible courses to choose from. A number of edits are built in to ensure that students have met university requirements prior to submitting their iPOS. Students must submit their iPOS by the time they have enrolled for 50 percent of the minimum credit hours required for their degree program. Students will be able to login to review the status at any point along the way.

Academic Standards and Other Policies

Transfer Credits

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College office, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted.

Grade Appeals/Grievances

- A. The aggrieved student must first undergo the informal procedure of conferring with the instructor, stating any evidence and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure used and show how the grade in question was determined).
- B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to handle the problem. Step B applies only in departmentalized colleges or schools.
- C. If these discussions are not adequate to settle the matter to the complainant's satisfaction, the student may then confer with the dean of the college or school concerned (or the dean-designate) who will review the case. If unresolved, the dean or designate may refer the case to the college or school academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

University Resources

[ASU Libraries](#), [Graduate Student Writing and Academic Centers](#), [Graduate & Professional Student Association](#), [Provost's Office](#), [Career Services](#), [Campus Parking](#), [Student Business Services](#), [Sun Devil Student ID Card](#), [IT Help](#), [Memorial Union](#), [Campus Dining](#), [Student Banking](#), and [Student Organizations](#)

Health, Wellness and Accessibility Resources

ASU offers many health and wellness resources for our students. Please visit [ASU Health Services](#) for information on counseling, public safety, and Sun Devil Fitness. ASU's [Student Accessibility and Inclusive Learning Services](#) is a great resource for students with disabilities. Additional resources for wellbeing can be found here: [Graduate Wellness Resources](#) and [10 Best Practices in Graduate Student Wellbeing](#).

Entrepreneurship + Innovation

Do you have an idea for a product or service that could solve a problem, fill a need or enhance people's lives? [Entrepreneurship + Innovation](#) at Arizona State University connects you to the information, resources and people that can help you turn your ideas into reality.

Connected Academics Scholar



As a PhD student in our program, you will be part of our Connected Academics initiative and a Connected Academics Scholar. Arizona State University is one of three universities nationally chosen by the Modern Language Association and the Mellon Foundation to reimagine PhD education in the humanities for the twenty-first century. Through the MLAMellon Connected Academics Grant, we have designed programs that advances your career goals. Connected Academics enriches the experience of earning a doctoral degree in languages and literatures through augmented curricula, expanded para-curricular development, and extensive mentoring.

Mentoring to make the most of your time at ASU

We provide mentoring from now through graduation and beyond. If you have any questions about your mentor, you may contact your graduate advisor. Your mentor will help you navigate not only course selection and scholarly research but also practical details of the graduate program. You are free to change mentors at any time should your research areas or interests change.

Time-to-Degree Digital Portfolio

This digital tool has been designed for you to not only facilitate the degree process, serving as a space to track program requirements and communicate with advisor and dissertation committee members, but also to provide an attractive website platform that can function as the center of your digital professional identity after graduation and on the job market. In short, the digital portfolio is a valuable tool for you during and after your PhD program. The template, which is catered to the separate PhD programs, has extensive directions and suggestions for ease of use; you simply fill out pertinent sections and upload documents. To assist in implementing and completing the digital portfolio, the Connected Academics team also provides ongoing support through regular workshops.

Preparing Future Faculty and Preparing Future Scholars (PFx)

Stemming from the nationally recognized Preparing Future Faculty (1993) (PFF), and the more recently developed Preparing Future Scholars (2013) (PFS) professional development programs, PFx (2017) provides doctoral students, MFA students, and postdocs with an overview of the requirements, career development skills, and plan stratagems necessary for a competitive career.

During PFx you will learn about the various roles of faculty members (research, scholarship, creative activity, teaching, service) as well as administrators, entrepreneurs, and leaders in industry, government, and other non-profit sectors. PFx will help you gain multiple perspectives and develop the skills needed for a successful career inside and outside of academia.

Doctoral Student Internships

As you develop your areas of expertise, you may pursue an internship opportunity within an organization outside your academic program. Internships may involve work in other disciplinary areas at ASU, partner educational institutions (K12, community college, or four-year), cultural organizations, other non-profits, or industry. Internships are designed to extend learning opportunities beyond the classroom as they allow you to gain hands-on experience in

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professional work environments related to your academic and career interests. An internship will provide you with a breadth and depth of experience, opportunities for you to apply principles learned in and outside the classroom, observe professionals in action, develop specific skills, and better understand structures of diverse work environments.

Professional Development Workshops

Connected Academics sponsors monthly professional development workshops to assist students in broadening skill sets applicable to diverse career pathways and fostering a professional identity. Past workshops have included the following:

8226 “Theory-to-Practice: Pitching Your Research” with Michael Manning

8226 “Developing Digital Identities” with Dr. Devoney Looser and Shannon Lujan

8226 “An Evening of Career Diversification” with Ruby Macksoud and Dr. Kalissa Hendrickson

8226 “Alternative Career Pathways for Humanists” with Dr. Mary O'Reilly and Dr. Jacqueline Hettel

8226 “Intentional Academic and Professional Development” with Dr. Alejandro Lugo and Dr. Michael Simeone

8226 “Voice Matters: An Introduction to the Production of Audio Text” with Dr. Ames Hawkins

Innovative Graduate Certificates

The Connected Academics program is launching Graduate Certificates in Humanities and Social Sciences Methodologies, in Digital Humanities, in Teaching in Higher Education, and in Computer Assisted Language Learning to offer a broader graduate education and enhance student's academic and professional profiles.

Ph.D. in Spanish

The Spanish Program in the School of International Letters and Cultures offers the Doctor of Philosophy in Spanish degree. To complete the Ph.D. in Spanish degree the student needs 84 credit hours of graduate level work (see Schedule of Milestones in the Ph.D. Program at the end of the handbook). Incoming students with a MA in Spanish will need 54 credit hours of graduate level work (see Schedule of Milestones in the Ph.D Program at the end of the handbook).

The intent of the Ph.D. program in Spanish is to be as flexible as possible. Recognizing the many demands put upon the scholar in the modern world and the wide variety of specialized interests, every attempt will be made to plan a plan of study, with the supportive guidance of the student's advisor that will best prepare the candidate for a productive career in the discipline of Hispanic studies. Thus, rather than specifying a general and rigid program of courses, broad areas of competence will be established, through an individualized plan of study, that will be measured by the written and oral comprehensive examination administered at the end of formal course work and prior to the writing of the Ph.D. dissertation.

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SPA 596 (Spanish Language Methodologies) during the first fall semester of their plan of study. In the second year they will take SPA 520 (Preparing for Professional Careers, 1 credit-hour), GRD 791 [Preparing Future Faculty and Scholars (PFx, 2 credits)]

The focused area of study within the degree program may be the following specializations and tracks

Ph.D. in Spanish
Literature (Specialization)
Cultural Studies (Specialization)
Early Modern Iberian Studies (Track)
Chicano and Chicana Studies (Track)
Visual Studies (Track)
Spanish Linguistics (Track)

For all specializations, tracks, or focus areas within the Spanish PhD program, the final diploma reads "Degree of Doctor of Philosophy Spanish in the College of Liberal Arts and Sciences."

Focus areas/specializations are a list of systematic courses that take up a portion of coursework (12 credit hours) on a specific subject. The coursework is individualized per student and is agreed upon by the student and their faculty advisor. Focus areas do not need approval of the Graduate College as they are individualized per student. They also do not appear on the transcript or diploma. If a student needed to provide evidence that they focused their studies on a specific

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subject, they would simply provide the course list from their transcript.

Tracks are a list of systematic courses that take up a portion of the coursework (18 credit hours, see below Schedule of Milestones in the Ph.D Program), but in this case they are informal and do not have a plan code assigned to them. Tracks appear neither on the student's transcript nor on the diploma. It differs from a concentration because it is not formally recognized by the university, thus is not assigned a plan code for official reporting/record-keeping purposes and does not appear on the ASU transcripts. If a student needed to provide evidence that they took the track, they would simply provide the course list from their transcript.

Specializations:

Literature

A typical doctoral program with a specialization in Literature will consist of a variety of graduate SPA courses in literature, selected among various geographical areas and historical periods, as approved by the student's supervisory committee. All students in this specialization must take SPA 520 (Preparing for Professional Careers) and SPA 545 (Concepts of Literary Criticism) during the first spring semester of the program.

Cultural Studies

A typical doctoral program with a specialization in Cultural Studies will consist of a variety of courses in literature, and culture, diversified between geographical areas and historical periods, as approved by the student's supervisory committee. All students in this specialization must take SPA 520 (Preparing for Professional Careers) and SPA 545 during the first spring semester of the program.

Tracks:

Early-Modern Iberian Studies

This track focuses on the historical interconnections between the literatures and cultures of the Iberian Peninsula, and explores Iberian global systems of exchange from the Middle Ages to modernity and post-modernity. This track challenges conventional divisions between genres, periods, and regions: its scope will cover: global, transatlantic, Mediterranean, pan-European, and colonial texts, performances, visual artifacts, maps, buildings, and so on. All students in this track must take SPA 520 (Preparing for Professional Careers) and 545 (Concepts of Literary Criticism) during the first spring semester of the program. In addition, students will take 5 of the following classes or any other combination of classes related to early modern literature, culture or linguistics:

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Core Course	
SPA 520	Preparing for Professional Careers
Track Courses (choose 6)	
SPA 545	Concepts of Literary Criticism (required)
SPA 568	Cervantes
SPA 598	Topic: Latin America & the Atlantic World, 1500-1800
SPA 598	Topic: Prose and Worldwide Pax Hispanica (1599-1618)
SPA 598	Topic: Early Modern Gender and Culture
SPA 598	Topic: Transatlantic Plays: Metropolitan Responses to European Expansion
SPA 598	Topic: Sor Juana Ines de la Cruz: Baroque Contexts/Modern

Mexican American Studies

This track explores the Mexican American/Chicanx condition as displayed in literature, language, visual arts, and cultural practices. This track serves to recognize the importance of the historical, political, and socioeconomic experiences of Chicanas and Chicanos in the United States, particularly in the Southwest, and establishes cultural links to all US Latinos as well as to Mexico, Central and South America, and Spain. All students in this track must take SPA 520 (Preparing for Professional Careers) and 545 (Concepts of Literary Criticism) during the first spring semester of the program. In addition, students may take 15 credit hours selected from the following classes:

Core Course	
SPA 520	Preparing for Professional Careers
Track Courses (choose 6)	
SPA 538	Chicana Writers
SPA 545	Concepts of Literary Criticism (required)
SPA 552	Chicano/Chicana Film
SPA 586	Chicano/Chicana Short Novel
SPA 587	Chicano/Chicana Drama
SPA 588	Chicano/Chicana Essay
SPA 598	Topic: Chicano/Chicana Poetry
SPA 598	Topic: Chicano/a Autobiography

Visual Studies

This track explores the meanings and practices of looking across historical and literary periods of the Pan-Hispanic culture. Within the Cultural Studies umbrella, Visual Studies include a variety of methods and approaches applied mainly to photography, film, television, performance, video, comics, popular culture and painting. All students in this track must take SPA 520 (Preparing for Professional Careers) and 545 (Concepts of Literary Criticism) during the first Spring semester of the program. In addition, students should take 5 of the following courses or any other combination of classes related to visual studies.

Ph.D. in Spanish

Core Course	
SPA 520	Preparing for Professional Careers
Track Courses	
SPA 545	Concepts of Literary Criticism (required)
SPA 550	Latin American Photography
SPA 552	Chicano/Chicana Film
SPA 553	Latin American Feminist Film
SPA 569	Studies in Spanish Film
SPA 582	Studies in Latin American Film

Spanish Linguistics

The Spanish Linguistics track offers advanced interdisciplinary graduate training that combines key areas in second language acquisition and teaching, applied linguistics, heritage language research and pedagogy, and sociolinguistics and bilingualism. The student will take the following core courses:

Core Course	
SPA 520	Preparing for Professional Careers
Track Courses	
SPA 543	Structure of Spanish
SLC 598	Topic: Research Methods for Linguists
SLC 598	Topic: Sociolinguistics
SPA 544	Spanish Phonology
SPA 598	Topic: Heritage Language Pedagogy
SPA 598	Topic: Spanish Second Language Acquisition

In addition to these courses in Spanish Linguistics, students after consultation with their mentor/director will choose to specialize in one of these three focus areas: 1) second language acquisition (SLA) and teaching methodologies; 2) heritage language research and pedagogy; or 3) sociolinguistics and bilingualism.

Focus Area: SLA and Teaching Methodologies	
SPA 596	Second Language Methodologies
SPA 598	Topic: Language Program Administration
SPA 598	Topic: Spanish for Specific Purposes Pedagogy and Curriculum Development
SPA 691	Advanced Studies in Spanish Linguistics (e.g. advanced topics in SLA/applied linguistics)

Ph.D. in Spanish

Focus Area: Heritage Language Research and Pedagogy	
SPA 542	Studies in the Spanish of the Southwest
SPA 598	Topic: Topics in Bilingualism
SPA 691	Topic: Heritage Language Research
SPA 691	Advanced Studies in Spanish Linguistics (e.g. advanced topics in SLA/applied Linguistics)

Focus Area: Sociolinguistics, Bilingualism, and Spanish in the U.S.	
SPA 541	Spanish Language in America
SPA 542	Studies in the Spanish of the Southwest
SPA 598	Topic: Topics in Bilingualism
SPA 691	Advanced Studies in Spanish Linguistics (e.g. advanced topics in SLA/applied linguistics)

The Ph.D. Supervisory Committee

All students accepted into the doctoral program in Spanish will be assigned a temporary mentor, who will serve as a reference person to navigate the Ph.D. program. This mentor need not be part of the Ph.D. Supervisory Committee.

Down the road, all students in the doctoral program in Spanish will chose an advisor for their dissertation (the Chair of the Committee) and form a three-member Supervisory Committee from the Spanish Graduate Faculty and the Affiliated Spanish Graduate Faculty lists (see below). The Chair of the student's Supervisory Committee serves as the primary mentor to the student as well as the Director of the dissertation. In accordance with the GSPA Bill of Rights, i.e. "Graduate students and their thesis/dissertation director should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences" (5).

The Graduate Advisor of the Spanish Graduate Program, besides being a member or chair of some supervisory committees, will be a member *ex officio* of all supervisory committees.

The three members of the student's supervisory committee will represent a balance between the areas whether in literatures and cultures or linguistics. One of the three can be from the Affiliated Spanish Graduate Faculty. Please visit <https://graduateapps.asu.edu/graduate-faculty/degree/G8> for a list of the Spanish Graduate Faculty. Affiliated Spanish Graduate faculties can serve as members of Supervisory Committees, not as Committee Chairs / Dissertation Directors.

Change of Ph.D. Supervisory Committee

It is understood that, for valid professional reasons expressed in writing to the Spanish Graduate Advisor, a student may request a change in the membership of his/her Supervisory Committee. This change shall be submitted through the iPOS system.

Ph.D. in Spanish

Language Reading Knowledge Requirement

Each prospective doctoral candidate is expected to demonstrate a reading knowledge of one language other than English and Spanish. The student will choose the language in consultation with his/her Supervisory Committee. The Language Reading Knowledge Requirement must be satisfied before the candidate is eligible to take the Ph.D. Comprehensive Examination.

Students may satisfy this requirement in two ways:

1. Students may take a reading knowledge course in the language (i.e., FRE 550, GER 550, POR 593, etc). Students must pass the course with a C or better to use it towards satisfying the requirement.
2. Students may take and pass the [Graduate Foreign Language Exam](#) to show reading knowledge. Spanish graduate students can opt to translate the text into English or Spanish (with prior faculty approval).

Language Requirement Exemption

Graduate students may be exempted from the Graduate Foreign Language Exam on a case-by-case basis. Exemptions may be granted if the student presents evidence that:

- he/she has completed at least part of his/her higher education in that language;
- he/she has taught that language, or in that language, at high school level or above;
- he/she presents other evidence of high intermediate competence.

Requests should be sent to the Graduate Coordinator, who will submit them to the advising committee of the student's PhD program. In case of appeals, they should be directed to the Graduate Steering Committee.

Administration of the Ph.D. Qualifying Examinations

Students admitted to the PhD program directly from the B.A. or equivalent need to take the Qualifying Examination in their fourth semester.

Administration of the Qualifying Exam

During the summer after the end of the second semester students should begin to prepare for the Qualifying exams by reading the texts in the list appended at the end of the Handbook. In order to take the qualifying exam on the fourth semester, students must have completed 24 credit hours (no incompletes) prior to the Spring semester in which they will take the exam. The Qualifying Exam allows the graduate student to demonstrate a basic knowledge of all the parts mentioned below. The exam will contain eight questions, two for each part (part A, B, C, D). Students select one of the two questions in each of the four areas and produce four essays. The exam is administered from 8am to 5pm on the first Friday after Spring Break. Students can only bring in water, snacks, food to sustain them for that period.

Parts of the Qualifying Exams:

- A. Medieval, Golden Age, and Colonial (including the Southwest of the US): answer length=750-800 words; 25%
 - Question A
 - Question B
- B. 19th Century – contemporary (Peninsular): answer length=750-800 words; 25%
 - Question A
 - Question B
- C. 19th Century – contemporary (Chicano): answer length=750-800 words; 25 %
 - Question A
 - Question B
- D. 19th Century -- contemporary (Spanish America): answer length=750-800 words; 25%
 - Question A
 - Question B

The qualifying exam, which is based on the Reading List (See Appendix A), will be taken in the spring of the student's second year. Each professor will grade the exam holistically on a Pass/Fail basis. In order to pass the Qualifying Exam, students need to: 1) show that they have mastered the reading list in their chosen areas; 2) be able to reproduce main topics of those texts; 3) be capable to contextualize these topics; 3) master basic critical material about those areas and works; 4) work on basic analytical skills and use them in discussion of given/chosen questions.

If the exam is not passed, the student may retake it the following semester (Fall) and s/he may pursue a terminal M.A. degree, which must be completed by the end of the same Fall semester. To earn the terminal M.A., the student must assemble a portfolio and defend it as the equivalent of a Master's Thesis.

Administration of the Ph.D. Qualifying Examinations

If the exam is not passed, the portfolio should contain:

- A narrative/statement (2-4 pages) contextualizing the selected papers within the student's broader program of study and his/her development as a scholar.
- Either two 25 page or three 15 page high quality research papers that:
 - are original works.
 - contain thorough, relevant literature review; discussion of theoretical framework; description and justification of methodology.
 - substantially incorporate professor's comments and suggestions for development.
- Transcript and Plan of Study (ipos) including courses taken toward degree and MA committee membership.

LINGUISTICS

I. For students showing more interest in SLA

Part I

- A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%
- B. Phonology or Syntax (TBD), Sociolinguistics, HL pedagogy: answer 1 of 2 questions; length=1000 words; 30% 30%

Part II

SLA: answer 1 of 2 questions; length=1500 words; 40%

II. For students showing more interest in Sociolinguistics

Part I

- A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%
- B. Phonology or Syntax, SLA or Heritage Language Pedagogy: answer 1 of 2 questions; length=1000 words; 30%

Part II

Sociolinguistics: answer 1 of 2 questions; length=1500 words; 40%

III. For students showing more interest in Heritage Language Pedagogy

Part I

- A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%
- B. Phonology or Syntax, SLA or Sociolinguistics: answer 1 of 2 questions; length=1000 words; 30%

Part II

Heritage language pedagogy: answer 1 of 2 questions; length=1500 words; 40%

Administration of the Ph.D. Comprehensive Examinations

The comprehensive examination will be given at the completion of the student's course work. The Ph.D. Comprehensive Examination in Spanish consists of *written examination* and an *oral examination*. The candidate is responsible for compliance with all requirements set by the Graduate College, SILC, the Spanish graduate committee, the examining committee, and the section.

Guidelines for the Written Comprehensive Examination (literature and culture)

The written examination consists of three segments:

1. *Period*. The student will be examined on a broad-based period of literature, usually a century or substantial segment thereof, for instance, Colonial/ Golden Age; 19th C; 1900-1950; 1950 onwards. The student is responsible for literature or culture in Spain and Spanish America (including the Mexican American/Chicano Southwest), and should have a good grasp of other relevant Western literature or culture of the same period. The period to be covered should not coincide with the following two segments.
2. *Genre*. The student will be examined on historical, theoretical and other relevant issues associated with a particular genre of literature or culture; it is assumed that illustrations will be drawn from Spanish and Spanish American (including Mexican American/Chicano) literature or culture. Traditional literary genres are: narrative: novel or short story, poetry, drama, and essay. Cultural genres are, for example: film, theater, popular culture, visual arts or diverse nonliterary genres. The genre chosen should not coincide with the specialization. The examination will cover all the periods of a genre, and all the genres for the given period.
3. *Specialization*. The student will be examined on the figures and topics germane to the subject of his/her dissertation, including pertinent issues of a theoretical, bibliographical, and methodological nature.

Guidelines for the Written Comprehensive Examination (Linguistics)

The written examination consists of three segments:

1. *Theoretical issues and empirical research in primary area of study*
2. *Secondary field of study*
3. *Dissertation topic*

Guidelines for Written Comprehensive Exam in All Concentrations: Writing and Evaluation

Each segment of the Comprehensive Exam will consist of two essay questions in separate sealed envelopes; the student, in the presence of the SILC Graduate Program Student Services Support Coordinator will draw one. The student will have *one week* writing time to elaborate the answer. The written essay should be between 15 and 25 double-spaced pages, excluding bibliography. It is strongly advised that the student completes the written part of the comprehensive examination within one semester. Candidates will be required to write the examination in Spanish. It will be the responsibility of the student's Supervisory Committee to discuss the scope of each segment in the examination, and a copy of the specific recommendations made by the Supervisory Committee to each student will be placed in the student's academic file.

As each segment is finished, the examination will be given to the SILC Graduate Program Student

Administration of the Ph.D. Comprehensive Examinations

Services Support Coordinator who will route the complete examination to the chair of the Supervisory Committee. The chair will then distribute the examination to the committee for reading and assessment once all the segments have been submitted. Each committee member will grade each answer to each segment of the comprehensive examination as follows:

A4	B3	C2	D1
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After all three written answers to exam segments have been reviewed by all committee members, the Supervisory Committee Chair will collect the grades. The Chair will inform the committee members and the candidate of the results via email. In order for the student to pass each segment, the average of all answers in that segment must be a minimum of **3.0** points.

In the event that the candidate fails any one-exam segment, s/he will be required to retake that segment within six months and prior to any oral exam. In the event that the candidate fails more than one exam segment, s/he will be required to retake all three exam segments within one year. A second failure will bar the student from candidacy and writing the dissertation. The new comprehensive exam responses will be evaluated by the same Supervisory Committee. Institutional student funding will not cover more than the maximum of four (54 credits) or five (84 credits) years, requiring student to secure funds from outside sources.

The Supervisory Committee Chair is responsible for discussing the results of the comprehensive exam with the candidate as well as directing her/him to discuss the exam with other members as needed and/or requested. In the event that the candidate obtains a passing score of **3.0** or above on each of the three exam segments, s/he will normally proceed to the oral examination within a month from the time the results of the written examination were communicated to him/her.

Guidelines for the Ph.D. Oral Comprehensive Examination

If the written component of the Ph.D. Comprehensive Examination is passed, it will be followed, normally within a month, by an oral examination.

For the Ph.D. Oral Examination, in consultation with the Supervisory Committee, the student will prepare a dissertation prospectus and a reading list covering his/her field of specialization. The oral examination will address any weaknesses in the written examination and will focus primarily on the student's dissertation prospectus.

Whereas it is strongly advised that the student complete the written part of the comprehensive examination within one semester, the Ph.D. Oral Examination must be scheduled in the very same semester or, at the latest, within the following semester after the written component has been evaluated.

The written and the oral component are the indivisible part of the doctoral comprehensive examination. If the oral examination is not completed within the established time limit (see above),

Administration of the Ph.D. Comprehensive Examinations

the results of the whole exam will no longer be valid. The student, then, will have to retake the whole comprehensive exam (both written and oral components). Once again, in the extending graduate study at ASU, the student will need to secure outside funding to finance needed time to retake examination.

Failing the comprehensive examination(s) is considered final unless the supervisory committee and the head of the academic unit recommend and the Dean of the Graduate College approve a re-examination. Only one reexamination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the Dean for the Graduate College before a student can take the examination a second time. Reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. The Graduate College office may withdraw a student from the degree program if the student's petition for re-examination is not approved, or if the student fails to successfully pass the retake of the comprehensive examination(s).

Dissertation Prospectus

The Dissertation Prospectus should be developed by the student in consultation with his/her Supervisory Committee. The prospectus should specify the theoretical model(s) to be used, the corpus to which it will be applied, and the tentative significance of the research proposed. The prospectus will usually run from ten to fifteen pages, excluding the supporting bibliography, which should list all major sources. Although the Advisory Committee shall make the final decisions related to format and length of proposal, the following format is suggested:

1. Title Page
2. Abstract
3. Introduction
4. Statement of the Problem
5. Review of Existing Research Relevant to Doctoral Project
6. Research Questions and/or Hypotheses
7. Methods and Procedures
8. Limitations
9. Tentative Dissertation Chapters
10. References (limited to those cited in the proposal)
11. Appendices (if necessary)

The Doctoral Dissertation



The dissertation is the document presented by a candidate for the Ph.D. in demonstration of the ability to conduct documented scholarly research in conformance with the prevailing standards of humanistic scholarship in general and Hispanic scholarship in particular.

Dissertations are prepared under the direction of a three-member supervisory committee and are defended publicly. The Director of the dissertation is the Chair of the student's Supervisory Committee and is primarily responsible for ensuring its completion in conformance with prevailing scholarly standards. Pursuant to guidelines established by the College Education, the Director of the dissertation fulfills a mentor role with respect to the student, setting the focus of the research project, guiding the candidate in all phases of his/her work, and maintaining the highest possible academic standards. The candidate should obtain the *Format Manual*, available in the College. Please visit <https://graduate.asu.edu/format-manual> for the Graduate Education Formal Manual.

The members of the committee need timely access to the draft of the dissertation—in order to afford them the chance to make comments for substantive changes toward accuracy of research, information, and exposition. The Director of the dissertation and the candidate share the responsibility of providing members of the committee with drafts of each chapter in progress for their examination and the opportunity to suggest modifications prior to the typing of the final draft for the oral defense.

The candidate is responsible for providing committee members with a copy of the final manuscript of the dissertation at least ten working days prior to the date of the oral defense. Any substantive changes made between this date and the defense must be communicated in writing to the committee members before five working days of the date of the oral defense. In the event of differences of opinion, the candidate is responsible for retaining the copies of the drafts with the suggestions of the committee members and providing a reasonable defense for their inclusion or exclusion.

The candidate cannot request the defense of the dissertation until all Supervisory Committee members consider it convenient and once they have had the opportunity to see the manuscript in its entirety and have been able to discuss it with the candidate, *and until the majority of them are satisfied with its scholarly substance*. Members of the Supervisory Committee are requested to put their comments on the scholarly substance in writing, and the Director of the dissertation will be responsible for circulating them among the members of the committee. If there are serious substantive questions raised by the other committee members, the whole Supervisory Committee should meet to resolve them.

Masters in Passing (MIP)



The MIP is an option for Ph.D. Students in the Spanish program who may be interested in having a Master in Spanish degree. That said, Spanish may grant the master's-in-passing to Ph.D. students not already holding the Master of Arts (M.A.) in Spanish. Regularly admitted students in the doctoral program may be considered for the M.A.-in-passing when they have completed 30 hours of course work judged to be equivalent to the M.A. requirement.

Requirements: In order to satisfy the requirements of the masters-in-passing, doctoral students will submit a portfolio which should contain:

- A narrative/statement (2-4 pages) contextualizing the selected papers within the student's broader program of study and his/her development as a scholar.
- Either two 25 page or three 15 page high quality research papers that:
 - are original works.
 - contain thorough, relevant literature review; discussion of theoretical framework; description and justification of methodology.
 - substantially incorporate professor's comments and suggestions for development.
- Transcript and Plan of Study (ipos) including courses taken toward degree and MA committee membership.

After completing 30 hours of course work, the portfolio will be submitted to the chair of the student's dissertation committee to be reviewed by the dissertation committee.

Procedure: Ph.D. students who have met the above requirements and wish to be awarded the master's-in passing should submit a Masters in Passing Request. After approval in the department it will be submitted to the Graduate College. The Graduate College will confirm the student's eligibility for the master's-in-passing and then work with Graduate Admissions to make the necessary system changes that will allow the student to submit the master's-in-passing iPOS online through MyASU. Once that is done, the student will be sent an e-mail alerting them to file the iPOS. The student will submit the iPOS through the normal procedures to the department for approval.

Please note that the Graduation Office will not review the iPOS for a master's-in-passing until the student has applied for graduation. Once the student has applied for graduation, the graduation office will review the master's-in-passing iPOS. If the iPOS is approved, the Graduate College will also enter the culminating experience results at that time. The master's-in-passing will be awarded at the end of the semester, with all other degrees, per normal graduation procedures.

Applications for Graduate Assistantships



1. If a candidate is interested in obtaining a Teaching Assistantship, the letters of recommendation should also address his/her competence in Spanish and his/her ability (potential or demonstrated) to conduct a university-level language course. If the authors of the academic letters are unfamiliar with a candidate's teaching ability, a separate letter addressing this issue from a more appropriate source should be included in the application package.
2. The Language Proficiency Form must be completed by a faculty member at an accredited institution.

Selection of Teaching Assistants for Academic Year Appointment

Ph.D. students who demonstrate satisfactory progress toward completion of degree requirements will be supported for a maximum of four years (54 credits) or five years (84 credits). Their teaching performance should be satisfactory. The deadline for submission of applications is usually January 15 of each year. TAs are only granted beginning in the fall semester. Applications will be processed by the Spanish graduate committee. The Orientation and SPA 596 Second Language Methodologies course will be required of all graduate students who hold TAs. This course needs to be taken in the first fall semester under the supervision of the Director of the Spanish Language Program and TA Supervisor. Failure to attend the Orientation and enroll in the SPA 596 course will automatically cancel the Teaching Assistant contract. TAs are also required to attend teaching-related meetings, orientations, and workshops for the time they hold a TA.

Students with a TA must enroll for a minimum of six (6) non-audit units each fall and spring semester of their associate appointment. TAs may not hold any additional or outside employment beyond their TA during the fall or spring semesters (although they may in the summer). Engaging in such activities may result in the termination of your assistantship. Additionally, students who have accepted a TA offer must reside in the Phoenix Metropolitan area, regardless of course instruction mode.

For more Graduate College policies and procedures for Teaching Assistantships, please see this page: https://graduate.asu.edu/sites/default/files/ta-ra-policies-and-procedures-handbook-8-4-2017_0.pdf

Selection of Teaching Assistants for Summer Sessions

Students interested in being considered for summer appointments as FAs must submit applications separate from applications for the next academic year. The Spanish graduate committee will review applications and, in light of the needs of the Spanish Program, a decision will be made regarding the positions, sessions, classes, and times awarded. Selection will be based on the results of the Evaluation Criteria (see below). In order to receive a teaching assignment, students must maintain residency on campus—even in the case of online courses.

The Spanish faculty recognizes its obligation to provide continuous appointment for as many graduate students as possible during the summer months. However, no one is guaranteed a

Applications for Graduate Assistantships



summer appointment because summer courses are subject to enrollment constraints and cancellations. Furthermore, *appointment to summer teaching positions is contingent on the needs and budgetary allowances of SILC*. Ordinarily, such appointments will be to teach the 100 and 200 levels and qualifications for such openings will be the same as during the regular academic year. Should openings occur at the 300 level, the teaching assistant should comply with the criteria established by the Spanish graduate committee.

Applicants for summer positions must have been Teaching or Research Assistants during at least one semester of the previous academic year. Applications will be ranked by the Spanish graduate committee taking into account the following priorities and criteria:

1. Academic and teaching rating on a 10 point scale;
2. All factors equal, previous summer support will be taken into account.

Notification will be made at the earliest time permitted, pending final budget decisions for the summer sessions.

Criteria for Candidates for 300-Level Teaching Assistant

The candidate must have taught at the 100 and 200 level (including 202 at ASU) with excellent evaluations by both students and TA Supervisor. Two of the candidate's last four evaluations must be presented. Candidates should be able to work independently and as a team, toward which a good recommendation in this area from their former TA supervisor will be required. Candidates need to be informed about modern methods and approaches to teaching, the proficiency movement, ACTFL scale, etc., and they should have taken a formal methods course in recent years. All candidates interested in teaching at the 313-314 level will be interviewed by the TA supervisor to discuss their teaching expertise and knowledge of methods. Candidates should present a lesson plan for a week for 313 and are expected to have visited both 313 and 314. Candidates should have received excellent teaching evaluations (1.50 or better) from their students and from their supervisor. The Faculty Head of the Spanish and Portuguese Program, the Graduate Advisor of the Spanish Graduate Program, and the Director of the Spanish Language Program must approve all appointments of TAs to teach at the 300 level.

Evaluation of Continuing Graduate Students

Deadline for student evaluations is before February 1 of each academic year

Each academic year the advisor or the Chair of the student's Supervisory Committee and the Director of the Spanish Language Program are charged with submitting an evaluation of their students' academic progress and teaching performance.

Each student must present their faculty advisor or chair with a printout of his/her graduate courses taken at ASU (unofficial transcript) and file a brief self-evaluation addressing his/her academic progress, teaching and goals for the next academic year. Statements should include:

1. How many semesters of support s/he has received, including summers;
2. Has s/he filed the official plan of study, taken exams, participated at conferences;
3. Teaching record and pedagogical workshops;
4. Participation in the writing and tutoring center;
5. Editorial responsibilities in *Puentes*, *Laberinto Journal*, *Chasqui* service in activities such as organizing the graduate student conference, or events for Sigma Delta Pi- Theta Epsilon, Homecoming, Night of the Open Door, and extracurricular pedagogical activities such as Language Fair, conversation groups, and other pertinent events for the period covered by the evaluation.
6. Participation in *Connected Academics*
7. Participation in internships sponsored by SILC or ASU

It is the student's responsibility to submit all the required paperwork by the deadline and to ensure that his/her academic advisor has filed the appropriate report. Incomplete dossiers cannot be considered.

Evaluation Criteria

1. Academic evaluation (up to 5.5 points)
 - GPA, that is, Grades, Course work (up to 2)
 - Progress to degree
 - Presentations at professional conferences
 - Publications in professional journals
 - Other achievements (grants obtained, honors received, etc.)
 - No grade of Incomplete on record (for summer teaching)
2. Teaching (up to 4 points)
 - Courses taught: students' evaluations (mean Average Score 5-point Normal score)
 - Evaluation by the Director of the Spanish Language Program
3. Service (up to 0.5 point)

The evaluation period is the calendar year (January to December). Students receive an Annual Evaluation letter from the Spanish Graduate Committee referring to their process to degree and they are asked to sign and return it to the Graduate Advisor as well as the Graduate Program Student Services Support Coordinator. If there is an issue, students are expected to meet with the Graduate Advisor as soon as possible to resolve it.

Rights and Obligations of the Student Representatives

Graduate students will be represented on the Spanish graduate committee. Their representatives will have voice at previously established regular meetings. The right to voice at other meetings of the committee will be exercised through a member of the Spanish graduate committee who will serve as spokesperson for the graduate students at the committee sessions that do not require the presence of the student representatives. Delegation of the right to voice will be made in writing. Graduate Representatives can attend meetings of the Spanish graduate committee by request, except those that require discussion of personnel or personal matters.

Graduate Representatives represent the graduate students in their petitions or suggestions to the following School or University authorities:

1. Faculty Head of Spanish and Portuguese, SILC
2. Director of the Spanish Language Program
3. Spanish Graduate Advisor
4. SILC Director and SILC Associate Director of Graduate Studies
5. Spanish Graduate Committee
6. University administrators in general, as the specific case requires and the chain of command permits.

Graduate Advisor serves as a link between the different educational and administrative levels of the School and the Spanish graduate students. This will be achieved by the following means of communication:

- a. discussions
- b. Memoranda
- c. meetings, both regular and special
- d. posting on web page.

Student representatives will initiate the organization of graduate students' conference.

At the end of the spring semester, student representatives will organize annual elections of graduate representatives for the coming academic year.

Student representatives have the right to resign their position for either professional or personal reasons.

The representatives should conduct themselves according to the norms that professional behavior requires because they will frequently be privy to privileged or confidential information.

A representative may never represent another graduate student without the prior written authorization or request of that student.

Schedule of Milestones in the Ph.D. Program

Credits: 84 credit hours of graduate level work: 54 credits in SPA prefix content courses, i.e. in literature or culture (=18 graduate classes, including SPA 520 and GRD 791 (2 credits), 18 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship), and 12 dissertation credits (SPA 799). Time to degree: 5 years.

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SPA 596 (Spanish Language Methodologies) during the first fall semester of their plan of study, and SPA 520 (Preparing for Professional Careers, 1 credit hour) in the first spring semester, followed by GRD 791 [Preparing Future Faculty and Scholars (PFx) two credit hours] in the following fall.

All students with 84 credit hours must pass the qualifying exam after completing 24 credit hours of coursework.

To ensure success follow this pathway:

	Fall Semester		Spring Semester		Summer
1 st year	9 credits	2 classes (SPA)+ SPA 596	9 credits	2 classes (SPA)+ SPA 545	
2 nd year	11 credits	3 classes (SPA) + GRD 791 PFX (2 credits)	10 credits	3 classes (SPA) SPA 520 (1 credit) Qualifying Exams (March) Students with 84 credits	
3 rd year	9 credits	3 classes + Language Exam I	6 credits	2 classes (SPA)	Comprehensive Exams
4 th year	9 credits	Research SPA 792	9 credits	Research SPA 792	
5 th year	6 credits	Dissertation SPA 799	6 credits	Dissertation SPA 799	

Schedule of Milestones in the Ph.D. Program

Students with MA. Credits: 54 credit hours of graduate level work: 10 credits in SPA prefix content courses, i.e. in literature or culture courses (= 30 graduate classes, including SPA 520 and GRD 791 PFX (2 credits), 12 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Reading and Conference (Independent Studies) and/or Research and/or Internship and 12 dissertation credits (SPA 799). Time to degree: 4 years.

To ensure success follow this pathway:

	Fall Semester		Spring Semester		Summer
1 st year	6 credits	1 class (SPA) + SPA 596	9 credits	2 classes (SPA) + SPA 545 (Lit. tracks only)	
2 nd year	11 credits	3 classes (SPA) + GRD 791 PFX (2 credits)	4 credits	SPA 520 (1 credit) + 1 class (SPA)	Comprehensive Exams
3 rd year	6 credits	Research SPA 792	6 credits	Research SPA 792	
4 th year	6 credits	Dissertation SPA 799	6 credits	Dissertation SPA 799	

SILC Graduate Spanish Faculty and Research Specializations

BEAUDRIE, Sara. Associate Professor (Ph.D. University of Arizona): Heritage language development and classroom instruction, language program development, bilingualism, and heritage language assessment and literacy development.

CERRÓN-PALOMINO, Álvaro. Assistant Professor (Ph.D. University of Southern California): Spanish sociolinguistics, Spanish in the Americas, Spanish of the Southwest,

BEZERRA, Ligia. Assistant Professor (Ph.D. Indiana University) Latin American literature and culture, consumption, and everyday life.

GARCÍA-FERNÁNDEZ, Carlos Javier. Professor (Ph.D. University of California at Davis): 19th and 20th century Spanish narrative, Spanish film studies.

GIL-OSLÉ, Juan Pablo. Professor (Ph.D. University of Chicago): 16th and 17th century literature, friendship theory, early modern globalized world, image and text, Cervantes, early modern gender, digital humanities.

GOODMAN, Glen. Clinical Assistant Professor (Ph.D. Emory University). Modern Brazilian and Latin American history and culture; race and ethnic studies; migration studies; food studies.

GRADOVILLE, Michael. Assistant Professor (Ph.D. Indiana University): usage-based linguistic theory (especially in phonology), sociophonetics, corpus linguistics, quantitative research methodologies in linguistics, and language variation and change

HERNÁNDEZ-G., Manuel de Jesús. Associate Professor (Ph.D. Stanford University): Mexican American/Chicanx literature (novel, short story, theater, essay), Chicana writing and feminist theory, Chicano/a literary criticism, U.S. Latina/o literature (Neorican, Cuban American, Nica-American), Chicax/U.S. Latinx immigrant literature, Pan-Latino theory, postcolonial theory, Chicano/a and Latino/a cultural studies.

JOHNSON, Christopher. Associate Professor (Ph.D. New York University): Seventeenth-century Iberian and Colonial literature; history of rhetoric; intellectual history; comparative literature and comparative arts.

ROSALES, Jesús. Associate Professor (Ph.D. Stanford University): Mexican American/Chicanx literature. Chicano and Latino literatures and cultures.

TECEDOR CABRERA, Marta. Assistant Professor (PhD in Second Language Acquisition, University of Iowa): Computer-assisted language learning, online, hybrid and flipped language learning, instructor training, curriculum development, teaching methods, second language acquisition theories, second language speaking.

SILC Graduate Spanish Faculty and Research Specializations

TOMPKINS, Cynthia Margarita. Professor (Ph.D. The Pennsylvania State University): Latin American narrative and theater; women writers and feminist theory; film studies; literary theory, criticism and aesthetics; cultural studies; comparative literature and translation studies.

URIOSTE-AZCORRA, Carmen. Professor (Ph.D. Arizona State University): Spanish literature: 20th-century Spanish fiction, popular studies, cultural studies, women's writers, literary theory, digital humanities.

VOLEK, Emil. Professor (Ph.D. Charles University, Prague): 20th-century Latin American narrative, theater and poetry, Caribbean, Central American, and Mexican literature, literary theory and cultural studies, avant-garde and postmodern literature and culture, magic realism, Latin Americanism and other macondismo

Affiliated Faculty to the Spanish Graduate Program

Please visit <https://graduateapps.asu.edu/graduate-faculty/degree/G8> for a list of the Affiliated Faculty to the Spanish Graduate Program. Affiliated Spanish Graduate faculties can serve as members of Supervisory Committees, but not as Committee Chairs / Dissertation Directors.

Literature Reading List for Qualifying Exams

A) LITERATURA PENINSULAR

Peninsular: Medieval

Cantar de Mio Cid, ed. Colin Smith (Cátedra). Cantar III

Don Juan Manuel. *El conde Lucanor*, ed. Alfonso I. Sotelo (Cátedra). Exemplos 35, 42, 45, 48

Gonzalo de Berceo. *Milagros de nuestra Señora*, ed. Michael Gerli (Cátedra). Milagros 15, 18, 19

Anónimo, *La Celestina*, ed. Dorothy S. Severin (Cátedra)

Peninsular: Siglos de Oro

Garcilaso de la Vega, *Poesía castellana completa*, ed. Consuelo Burell (Cátedra). "Cuando me paro a contemplar mi 'stado", "¡O dulces prendas por mi mal halladas", "Si para refrenar este deseo", "En tanto que de rosa y d'azucena"; "Aquella voluntad honesta y pura" (Égloga III)

Anónimo, *Lazarillo de Tormes*, ed. F. Rico (Cátedra)

Literature Reading List

- Cervantes, *Don Quijote de la Mancha*, ed. F. Rico (Crítica). “Primera parte de Don Quijote” (1615).
- Lope de Vega, *El perro del hortelano*, ed. Mauro Armiño (Cátedra)
- Francisco de Quevedo, *Poesía varia*, ed. James Crosby (Madrid: Cátedra, 2008). “A una mina,” “Himno a las estrellas,” “¡Fue sueño ayer; mañana será tierra!” “¡Oh, tú, que, inadvertido, peregrinas,” “Retirado en la paz de estos desiertos,” “Parióme adrede mi madre,” “Poderoso caballero es don Dinero”
- Calderón de la Barca, *La vida es sueño*, ed. J.M. Ruano de la Haza (Castalia)
- Luis de Góngora, *Selected Poems of Luis de Góngora*, ed. John Beverley (Cátedra, 2007). Soledad 1^a.
- María de Zayas. *Desengaños amorosos*, ed. Alicia Yllera (Cátedra). Desengaño 3, 4, 9

Siglos XVIII y XIX

José Cadalso, *Cartas marruecas*

Mariano José de Larra, *Artículos*, ed. de Luis F. Díaz Larios, Austral, 2011

Poesía española del siglo XIX (antología). Ed. de Jorge Urrutia, Cátedra, 2003.

Gustavo Adolfo Bécquer, *Rimas y leyendas*, ed. de Francisco López Estrada y María Teresa López García-Bedoy, Austral, 2010.

Leandro Fernández de Moratín, *El sí de las niñas*

Ángel de Saavedra, Duque de Rivas, *Don Álvaro o la fuerza del sino*

José Zorrilla, *Don Juan Tenorio*

Selección de cuentos del siglo XIX. Ed. de Marta Cristina Carbonell, Edebé, 2017.

Cecilia Böhl de Faber, *La gaviota*

Juan Valera, *Pepita Jiménez*

Pedro Antonio de Alarcón, *El sombrero de tres picos*

Benito Pérez Galdós, *Doña Perfecta*

Leopoldo Alas, Clarín, *La Regenta*

Emilia Pardo Bazán, *Los pazos de Ulloa*

Secondary Texts (Recommended)

Alonso, Cecilio. *Historia de la literatura española*. Vol. 5. *Hacia una literatura nacional. 1800-1900*, Crítica, 2010.

Carr, Raymond, ed. *Spain: A History*, Oxford UP, 2000.

Gies, David T., ed. *The Cambridge History of Spanish Literature*. Vol. 5. *The Enlightenment and Neoclassicism*, Cambridge UP, 2005.

Gies, David T., ed. *The Cambridge History of Spanish Literature*. Vol. 6. *The Forging of a Nation: The Nineteenth Century*, Cambridge UP, 2005.

Turner, Harriet S., and Adelaida López de Martínez, eds. *The Cambridge Companion to the Spanish Novel: From 1600 to the Present*, Cambridge UP, 2003.

Walters, D. Gareth. *The Cambridge Introduction to Spanish Poetry*, Cambridge UP, 2002.

Literature Reading List

Siglo XX

Ensayos selectos de Azorín, Miguel de Unamuno, Ramón Menéndez Pidal, Claudio Sánchez Albornoz y María Zambrano (Del Río y Benardete, *Antología de ensayos*)
José Ortega y Gasset, *La deshumanización del arte*

Miguel de Unamuno, *Niebla*
José Martínez Ruiz, Azorín, *La voluntad*
Pío Baroja, *El árbol de la ciencia*
Carmen Laforet, *Nada*
A. J. Cela, *La colmena*
Ramón J. Sender, *Réquiem por un campesino español*
Luis Martín Santos, *Tiempo de silencio*
Juan Benet, *El aire de un crimen*
Juan Goytisolo, *Reivindicación del Conde Don Julián*
Mercé Rodoreda, *La plaza del diamante*
Juan Marsé, *Últimas tardes con Teresa*
Eduardo Mendoza, *La verdad sobre el caso Savolta*
Carmen Martín Gaité, *El cuarto de atrás*
Javier Marías, *Corazón tan blanco*
Luis Goytisolo, *Recuento*
Javier Cercas, *Soldados de Salamina*
Bernardo Atxaga, *Obabakoak*
Manuel Rivas, *El lápiz del carpintero*

Ramón María del Valle-Inclán, *Luces de bohemia*
Jacinto Benavente, *Los intereses creados*
Federico García Lorca, *La casa de Bernarda Alba*
Miguel Mihura, *Tres sombreros de copa*
Antonio Buero Vallejo, *Historia de una escalera*
Alfonso Sastre, *Escuadra hacia la muerte*
Fernando Arrabal, *El triciclo*
Paloma Pedrero, *La llamada de Lauren*

Poesía española del siglo XX, ed. G. Correa (Gredos) 2 vols. Selecciones de A. Machado, J.R. Jiménez, Lorca, Guillén, Cernuda, Alberti, Jorge Guillén, Vicente Aleixandre y Dámaso Alonso.

José Paulino Ayuso, ed., *Antología de la poesía española del siglo XX (1900-1980)*, Castalia, 2003.

Secondary Texts (Recommended)

Carr, Raymond, ed. *Spain: A History*. Oxford UP, 2000.

Gies, David T., ed. *The Cambridge Companion to Modern Spanish Culture*. Cambridge UP, 1999.

Literature Reading List

- Graham, Helen y Jo Labanyi, eds. *Spanish Cultural Studies: An Introduction: The Struggle for Modernity*. Oxford UP, 1995.
- Ródenas, Domingo. *100 escritores del siglo XX*. Ariel, 2008
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B) LITERATURA HISPANOAMERICANA

Época Colonial

Popol Vuh, (Selecciones).

Cristóbal Colón, *Textos y documentos completos. Nuevas cartas*, ed. C. Varela y J. Gil (Alianza).

Selecciones: *El primer diario de a bordo*.

Hernán Cortés, "Segunda carta de relación" en *Cartas de relación*, ed. M. Hernández (Historia 16, 1985)

Alvar Núñez Cabeza de Vaca, *Naufrajos*. ed. E. Pupo-Walker (Castalia, 1992)

Bartolomé de Las Casas, *Brevissima relación de la destruycion de las Indias*, ed. A. Saint-Lu (Cátedra, 1987)

El Inca Garcilaso de la Vega, *Comentarios reales. Selección. Comentarios reales. Primera parte*, ed. E. Pupo-Walker (Catedra, 1966)

Felipe Guamán Poma de Ayala, *El primer nueva corónica y buen gobierno*, ed. J. V. Murra y Rolena Adorno (Siglo XXI, 1980). Tomo I: "Presentación", "Primer capítulo de los Inga", "Visita general", "Conquista", "El buen gobierno". Tomo II: "Visitador", "Comienzo del capítulo de la pregunta", "Del mundo vuelve el autor a su casa"

Sor Juana Inés de la Cruz, Selecciones de poesía en *A Sor Juana Anthology*. ed. A. S. Trueblood (Harvard); *El sueño (1690)*. Ed. E. Volek (Visor, 2019). "Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz", *Obras completas*, tomo I.

Siglo XIX

José Joaquín Fernández de Lizardi, *Periquillo Sarmiento* (selección)

Esteban Echeverría, "El matadero"

Domingo Faustino Sarmiento, *Facundo*

José Hernández, *Martín Fierro* (Parte I)

Ricardo Palma, selección de *Tradiciones peruanas*

Rubén Darío, "El rey burgués" (Azul); selección de *Prosas Profanas; Cantos de vida y esperanza* en *Obras completas* (Aguilar)

José Martí, selección de versos; "Nuestra América"

Siglo XX

Mariano Azuela, *Los de abajo* (Archivos) César Vallejo, *Trilce*

Literature Reading List

Gabriela Mistral, Selección

Pablo Neruda, *Residencia en la tierra* y *Canto general* Miguel Ángel Asturias, selección de *Leyendas de Guatemala* Jorge Luis Borges, *Ficciones*

Alejo Carpentier, *El reino de este mundo*

Octavio Paz, selección de poesía, *El laberinto de la soledad*

Juan Rulfo, *Pedro Páramo* (Archivos, Cátedra) y *El llano en llamas*

Julio Cortázar, *Rayuela* (Archivos) y cuentos

Gabriel García Márquez, *Cien años de soledad* (Cátedra)

Elena Poniatowska, *La noche de Tlatelolco*

Rigoberta Menchú, *Soy Rigoberta Menchú y así me nació la conciencia*

Secondary Texts (Recommended)

Alonso, Carlos J. *The Spanish American Regional Novel : Modernity and Autochthony*. New York: Cambridge UP, 1990.

Franco, Jean. *The Decline and Fall of the Lettered City: Latin America in the Cold War*. Cambridge: Harvard UP, 2002.

Rama, Ángel. *Tranculturación narrativa en América Latina*. México: Siglo Veintiuno, 1982.

Sarlo, Beatriz. *Jorge Luis Borges, a Writer on the Edge*. London: Verso, 1993.

Unruh, Vicky. *Latin American Vanguardists: the Art of Contentious Encounters*. Berkeley: U of California P, 1994.

Viñas, David, et al. *Más allá del boom: literatura y mercado*. México: Marcha, 1981

C) LITERATURA CHICANA/MEXICOAMERICANA

Mexicoamericana/Chicana: Antologías

Manuel Hernández-Gutiérrez y David W. Foster, *Literatura chicana 1965-95: An Anthology in Spanish, English, and Caló* (selecciones)

Tino Villanueva, *Chicanos: Antología histórica y literaria* (selecciones)

Mexicoamericana: Periodo colonial español

Álvar Núñez Cabeza de Vaca, *Naufragios* (selecciones)

Gaspar Pérez de Villagrà, *Historia de la Nueva México* (selecciones)

Anónimo, *Los comanches* (teatro)

Mexicoamericana: Siglo XIX, colonización angla

María Amparo Ruiz de Burton [C. Loyal], *The Squatter and the Don*

Eusebio Chacón, *El hijo de la tempestad; Tras la tormenta la calma: dos novelitas originales*

Américo Paredes, *A Texas-Mexican Cancionero: Folksongs of the Lower Border*

Mexicoamericana/Chicana: Siglo XX

Daniel Venegas, *Las aventuras de don Chipote, o cuando los pericos mamen*

Literature Reading List

Cleofas Jaramillo, *Romance of a Little Village Girl*
José Antonio Villarreal, *Pocho*
Luis Valdez, *Actos*
Alurista, *Floriscanto en Aztlán* (selecciones)
Tomás Rivera, . . . *y no se lo tragó la tierra*
Alejandro Morales, *Caras viejas y vino nuevo*
Rolando Hinojosa-Smith, *El condado de Belken—Klail City*
Sandra Cisneros, *La casa en la calle Mango*
Luis Leal, *Aztlán y México: Perfiles literarios e históricos*
Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza* Margarita Cota-Cárdenas, *Puppet*
Sabine Ulibarrí, *Tierra Amarilla*
Cherríe Moraga, *Heroes and Saints and Other Plays*
Francisco Alarcón, *Amor oscuro*
Erlinda Gonzales-Berry, *Paletitas de guayaba*
Miguel Méndez, *Peregrinos de Aztlán*
Rudolfo Anaya, *Bendíceme Ultima.*

Linguistics Reading List

SLA & TEACHING METHODOLOGIES

Geeslin, K., ed. (2013). *The Handbook of Spanish Second Language Acquisition*. Boston: Wiley/Blackwell.
Lacorte, M., ed. (2014). *The Routledge Handbook of Hispanic Applied Linguistics*. New York: Routledge.
Lafford, B., & Salaberry, R., eds. (2003). *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown University Press.
Lord, G. (2014). *Language Program Direction: Theory and Practice*. Upper Saddle River, NJ: Prentice Hall-Pearson. (monograph)
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Beaudrie, S., Ducar, C. & Potowski, K. (2014). *Heritage Language Teaching: Research and Practice*. McGraw Hill.
Martínez, G. (2006). *Mexican-Americans and Language: Del dicho al hecho*. University of Arizona Press.
Beaudrie, S. & Fairclough, M., eds. (2012). *Spanish as a Heritage Language in the United States: State of the Field*. Washington, DC: Georgetown University Press.
Myers Scotton, C. (2006). "Who is a bilingual? What factors promote bilingualism?" *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell Publishing. 35-66.

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- Martínez, G. (2005). "Genres and Genre Chains: Post-Process Perspectives on HL Writing." *Southwest Journal of Linguistics* 24 (1&2): 79–90.
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SOCIOLINGUISTICS AND DIALECTOLOGY

- Tagliamonte, Sali. (2011). *Variationist Sociolinguistics. Change, Observation, Interpretation*. Massachusetts: Wiley-Blackwell.
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Bayley, Robert & Pease-Alvarez (1997) "Null Pronoun Variation in Mexican-Descent Children's Narrative Discourse." *Language Variation and Change* 9 (3) 349-31.

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Otheguy, Ricardo (2008) "El llamado espanglish." *Enciclopedia del español en los Estados Unidos*. Ed. Humberto López-Morales. 222-43.

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STUDIES IN THE SPANISH SOUTHWEST

Bills, Garland D. & Neddy Vigil (2008) *The Spanish Language of New Mexico and Southern Colorado: A Linguistic Atlas*. Albuquerque: University of New Mexico Press.

Silva-Corvalán, Carmen (2002 [1994]) *Language Contact and Change. Spanish in Los Angeles*. New York: Oxford University Press.

SYNTAX Y PHONOLOGY

D'Introno, Francesco, Enrique del Teso y Rosemary Weston. (1995). *Fonética y fonología del español actual*. Madrid: Cátedra.

Zagona, Karen. (2002). *The Syntax of Spanish*. Cambridge: Cambridge University Press.

SILC Certificates

Many SILC students choose to supplement their programs with additional certificates. No more than one-fifth (20 percent) of the minimum required credit hours for a graduate certificate may be transferred from another university. All transfer work must meet the Graduate College transfer policies. All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit. Courses at a 400-level may be allowed with prior approval from the appropriate certificate program; however, a minimum of two-thirds of the courses taken to complete the certificate must be at the 500-level or above. No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program. Credit hours earned in a certificate program may also be used towards a degree program, standard preadmission rules apply.

Listed below are all certificates available through SILC along with the contact information for the directors of each.

Computer Assisted Language Learning*

Program Director: Bryan Smith BryanSmith@asu.edu

Core Courses (6 credits)		
ENG 557	Computer-Assisted Language Learning	3
SLC 510	Computer-Assisted Language Learning Praxis	3
Restricted Elective (3 credits)		
LIN 520 OR SLC 515	Second-Language Acquisition Theories OR Second-Language Acquisition	3
Electives (6 credits) – Chosen in consultation with program chair		

*proposal submitted to move certificate to English Dept.

Digital Humanities

Program Director: Mike Tueller Mike_Tueller@asu.edu

Core Course (3 credits)		
CDH 501	Digital Humanities: Critical Theory and Methods	3
Required Course (3 credits)		
CDH 580	Practicum	3
Electives (6 credits) – Chosen in consultation with program chair		
Culminating Experience (3 credits)		
CDH 593	Applied Project	3

Translation Studies

Program Co-Director (English Dept.): Richard Newhauser Richard.Newhauser@asu.edu

Program Co-Director (SILC): Christopher Johnson cdjohnson@asu.edu

Core Courses (6 credits)		
ENG 550	Translation	3
SLC 551	Global Approaches to Translation	3
Electives (6 credits) – Chosen in consultation with program chair		

SILC Certificates

Culminating Experience (3 credits)		
ENG/SLC 593	Applied Project	3

Spanish Pedagogy

Program Co-Director: Sara Beaudrie Sara.Beaudrie@asu.edu

Program Co-Director: Marta Tecedor-Cabrero Marta.Tecedor@asu.edu

Core Course (3 credits)		
SPA 596	Second Language Methodologies	3
Restricted Electives (9 credits)		
SPA 543	Structure of Spanish	3
SPA 546	Heritage Language Pedagogy	3
SPA 598	Topic: Spanish Second Language Acquisition	3
Electives (6 credits) – Choose two of the courses listed below		
ENG 557	Computer-Assisted Language Learning	3
LIN 523	Language Testing & Assessment	3
LIN 524	Curriculum Design & Materials Development	3
SPA 542	Studies in Spanish in the Southwest	3
SPA 598	Topic: Bilingualism	3
SPA 598	Topic: Language Program Administration	3
SPA 598	Topic: Sociolinguistics	3
SPA 598	Topic: Spanish Applied Linguistics	3
SPA 598	Topic: Teaching Language through Culture and Literature	3
Culminating Experience		
Portfolio		

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