

# Spanish PhD Graduate Handbook

School of International Letters and Cultures

(Updated Summer 2024)

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## FOREWORD

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.

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Tempe, May 2015

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# Academic Standards and Other Policies

## ASU Graduate Policies and Procedures

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

## Spanish Ph.D. Admission Requirements

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

## 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](#).

## 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.

## Discrimination complaints (Title IX)

<https://www.asu.edu/titleIX/>

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

## 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](#).

## Provisional Status

Students who have been admitted with provisional status must receive a B+ or better in all coursework taken to fulfill the provisional requirements. A lower grade will result in a recommendation for dismissal from the program. P (Pass) and Y (Satisfactory) grades will not be accepted for courses taken under provisional status. Students with provisional status are required to inform the Program Faculty Representative and their program advisor (if one has been chosen)

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in writing when they have completed work on the areas noted as deficient in their letter of acceptance into the CCL Ph.D. program.

### **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 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.

### **Incompletes**

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

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## Academic Standards and Other Policies (continued)

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### Satisfactory Academic Progress

<https://students.asu.edu/policies/satisfactory-academic-progress>

To remain eligible for federal financial aid, students must make satisfactory academic progress (SAP) as a student, meaning you need to make good enough grades, and successfully complete enough classes in a timely manner to demonstrate that you are successfully working toward your degree. ASU measures SAP yearly after the spring semester using three metrics:

- GPA – All students must meet a minimum cumulative GPA 3.0 (note this program requires you maintain a GPA of 3.6).
- Pace Rate – Students must pass at least 67% of their total attempted ASU credit hours in their degree program. Passed credits do not include courses with grades of E, EU or W. Audited courses, ungraded courses, remedial no-credit courses and courses with grade of Z are excluded from this measurement.
- Maximum Credit Hour – Students must not exceed the maximum attempted credit hour limit for the degree program.

### Review and Dismissal

After the first year, all students will be reviewed annually. Students whose progress is found deficient will be informed by their respective Graduate Representative and will be placed on probation to correct deficiencies. If deficiencies are not corrected, the student will be recommended for dismissal to the Graduate College.

### 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.

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## Academic Standards and Other Policies (continued)

### Academic Integrity

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

### Health and Wellness

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. Additional resources for wellbeing can be found here: [Graduate Wellness Resources](#) and [10 Best Practices in Graduate Student Wellbeing](#).

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## Academic Standards and Other Policies (continued)

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### **Educational Outreach and Student Services**

Please visit ASU Educational Outreach and Student Services for a variety of resources, such as Student Advocacy and Assistance, Counseling, Financial Aid, Resources for Students with Families, Community Resources (Food, Clothing, Shelter), and others <https://eoss.asu.edu/resources/basic-needs>.

### **Inclusive Environment**

ASU strives to offer students with disabilities support and access, for all programs and academic opportunities. It also ensures that qualified individuals with disabilities are not subjected to discrimination, harassment or retaliation because of their disabilities in regard to academic pursuits, job application procedures, hiring, and other terms and conditions of employment. It is the policy of ASU to provide reasonable accommodations to qualified individuals with disabilities. SILC encourages qualified individuals to contact the SAILS office for classroom accommodations (<https://eoss.asu.edu/accessibility>) as well as to the Office of Human Resources (<https://cfo.asu.edu/workplace-accommodations>) for workplace accommodations.

### **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.

### **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.



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## Academic Standards and Other Policies (continued)

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

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## Connected Academics Scholar

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As a PhD student in our program, you will be part of our Connected Academics initiative and a Connected Academics Scholar. Arizona State University was 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. 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.

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## Connected Academics Scholar (continued)

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### 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 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.

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## Ph.D. in Spanish

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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.

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

- Literature
- Cultural Studies

**Required Core (3 credit hours)**

SPA 545 Concepts of Literary Criticism (3)

**Literature and Culture Electives (51 credit hours)**

**Electives (6 credit hours)**

**Research (12 credit hours)**

SPA 792 Research (12)

**Culminating Experience (12 credit hours)**

SPA 799 Dissertation (12)

### Additional Curriculum Information

Coursework for the literature and culture electives must be SPA literature or culture content courses and approved by the student's supervisory committee. Students may not use SPA 596 Second Language Methodologies towards their required SPA courses in literature and culture.

Each candidate is expected to demonstrate a reading knowledge of one language other than English and Spanish. This language requirement must be satisfied before the candidate is eligible to take the comprehensive examination.

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## Ph.D. in Spanish

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The written and oral comprehensive examination, designed to ascertain the candidate's knowledge and orientation in the field of study and competency to proceed with the dissertation, is required at or near the end of coursework.

When approved by the student's supervisory committee and the Graduate College, this program allows 30 credit hours from a previously awarded master's degree to be used for this degree.

For all specializations 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 subject, 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.

#### **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

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## Ph.D. in Spanish

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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.

### **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 four 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.
3. Students may receive a waiver from a faculty member who teaches the language in which they wish to show reading knowledge.
4. The students may produce a diploma proving their proficiency in the language.

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# Administration of the Ph.D. Qualifying Examinations

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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

The Qualifying Exam allows the graduate student to demonstrate a specialized knowledge of the fields most relevant to support graduate research. At the end of the 2<sup>nd</sup> semester student meets with the Spanish Graduate Advisor to determine areas of examination (all Latin American Literature, all Peninsular Literature, or crossed, that is only one period in each one of the respective areas. In order to take the qualifying exam, students must have completed 24 credit hours (no incompletes) prior to the Spring semester in which they will take the exam.

Each student will have a committee set up depending on the areas chosen. The qualifying exam is based on the Reading List (See Appendix A). The Graduate Advisor will request that 3 professors submit two questions each. If there is more than one student taking the exam, and the areas are different, the Graduate Advisor will request that a 4<sup>th</sup> or a 5<sup>th</sup> professor submit two questions for the pertinent sections, and therefore create a different committee for that student. Faculty will evaluate the questions they proposed. If the areas are similar questions for Part I A & B, will be the same for all students taking the same period/area. All students will have a different/individualized question for Part II.

The exam has three parts/questions and is administered from 8am to 5pm on the first Friday after Spring Break. Three essay responses totaling approximately 11-14 double-spaced pages will be written. The qualifying exam, which is based on the Reading List (See Appendix A), will be taken in the spring of the student's third 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). Passing the second attempt at the qualifying exams, a student would be able to continue in the program. If a student fails the exams a second time, they will be dismissed from the PhD program but may pursue a terminal master's degree in that same fall semester with the submission of a portfolio. 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:

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# Administration of the Ph.D. Qualifying Examinations

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- 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.

## QUALIFYING EXAMS

### LITERATURE

#### Part I

**A.** Medieval and Golden Age: answer 1 of 2 questions; length=750-1000 words; 30% **OR**

**B.** Colonial and 19th Century: answer 1 of 2 questions; length=750-1000 words; 30%

**A.** 18th Century – contemporary (Peninsular): answer 1 of 2 questions; length=750-1000 words; 30% **OR**

**B.** Avant-Garde – contemporary (Spanish America and Mexican American/Chicano): answer 1 of 2 questions; length=750-1000 words; 30%

#### Part II

(For students showing more interest in peninsular literature): Topic in Peninsular literature and culture: answer 1 of 2 questions; length=1250-1500 words; 40%  
**OR**

(For students showing more interest in Latin American literature): Topic in Latin American literature and culture: answer 1 of 2 questions; length=1500 words; 40%  
**OR**

(For students showing more interest in Mexican American literature): Topic in Mexican American/Chicano literature and culture: answer 1 of 2 questions; length=1500 words; 40%.



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## Administration of the Ph.D. Comprehensive Examinations

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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. Though the exam itself should cover a range of Peninsular and Latin American/Latino topics, the examining committee does not need to include professors from all three of those areas.

### 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; 19<sup>th</sup> 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 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 two weeks writing time to elaborate the answer. The written essay should be between 20 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 Services Support Coordinator who will route the complete examination to the chair of the

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## Administration of the Ph.D. Comprehensive Examinations

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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),

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## **Administration of the Ph.D. Comprehensive Examinations**

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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)

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## 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.

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## Masters in Passing (MIP)

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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.

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## Applications for Graduate Assistantships

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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.
3. Guidelines and Expectations for TAs in the Spanish & Portuguese Section are binding.

### **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. TAships 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 TAships. 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 TAship.

Students with a TA must enroll for a minimum of six (6) non-audit units each fall and spring semester of their associate appointment.

For more Graduate College policies and procedures for Teaching Assistantships, please see this page: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>.

### **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 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

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## Applications for Graduate Assistantships

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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.

### **Dismissal due to Performance in Teaching**

TAs who are not fully performing their responsibilities as stated in their appointment letter will receive verbal and written notices from their Language Coordinator/Director of Language Acquisition/supervising faculty (in content courses). The Language Coordinator/Director of Language Acquisition/supervising faculty will detail areas and ways to improve and will provide a timeline (between two weeks and a full semester, as appropriate). The TA will acknowledge this notice. If the TA continues failing to meet expectations by the end of the provided timeline, the Language Coordinator/Director of Language Acquisition/supervising faculty will consult with the Graduate Program Advisor. After meeting with the student, they may recommend that the Associate Director of Graduate Studies issue a probation letter, with copy to The College. The probation letter will outline a remediation plan along with a timeline (between two weeks and a semester, as appropriate), decided in consultation with the Language Coordinator/Director of Language Acquisition/supervising faculty and Graduate Program Advisor. The TA will provide a written acknowledgment of this letter. The TA will be evaluated at the end of the probation period. If they fail

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## **Applications for Graduate Assistantships**



to demonstrate the required improvements, the Director of the School may issue a letter of termination, with copy to The College. The letter will document the reasons for the termination. The TA will have 10 business days to send a written appeal to the Associate Director of Graduate Studies.



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## Evaluation of Continuing Graduate Students

**Deadline for student evaluations is before February 15th of each academic year.**

In early Spring of each academic year the Graduate Advisor sends out the Annual Review Form. The evaluation period is the calendar year (January to December).

Each student must present their Connected Academics Mentor or Chair of their Supervisory Committee 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.

Students meet with their advisors to discuss academic progress and obtain their advisor's signature. The form is then submitted to the Graduate Advisor together with the unofficial transcript.

Students receive an Annual Evaluation letter from the Spanish Graduate Committee referring to their progress 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.

The annual review includes an evaluation of the student's teaching performance submitted by the Director of the Spanish Language Program.

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. If there is an issue, students are expected to meet with the Graduate Advisor as soon as possible to resolve it.

The Annual Evaluation Form includes:

Coursework (Fall and Spring)

Teaching: course number and 5 point Neutral student evaluations

Exams taken?

Qualifying Exams?

Reading Knowledge?

Comprehensive Examinations?

Oral Defense?

Conferences attended:

Publications:

Articles submitted:

Articles published:

Grants/Awards:

Service:

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## Rights and Obligations of the Student Representatives

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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 (continued)

### Milestones for 84 credit Ph.D

Credits: 84 credit hours of graduate level work: 54 credits in SPA prefix content in literature or culture courses (=18 graduate classes), 18 credits of free choice (including SPA 596, and or/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).

\* Please note that SPA 596 does not count toward the 10 credits in SPA literature and content courses.

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) in their first Fall semester.

All PhD graduate students are required to take SPA 545 Concepts of Literary Criticism on their first Spring semester.

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 <sup>st</sup> year	12 credits Ask about language exam	3 courses (SPA) + SPA 596 Language exam/course?	9 credits	2 courses (SPA) + SPA 545	Send articles out.
2 <sup>nd</sup> year	9 credits	3 courses (SPA)	9 credits	3 courses (SPA)  Qualifying Exams (March) Students with 84 credits	Think about Dissertation topic.
3 <sup>rd</sup> year	9 credits Ipos Director	3 courses	9 credits	3 courses Committee Rough draft of Diss. Prospectus	Comprehensive Exams

## Schedule of Milestones in the Ph.D. Program (continued)

4 <sup>th</sup> year	6 credits	2 electives/ or SPA 792 if SPA 596 is counted Diss. Prospectus & Oral Defense	9 credits	Research SPA 792 Dissertation	Job search documents
5 <sup>th</sup> year	6 credits	Dissertation SPA 799 Send job applications	6 credits	Dissertation SPA 799 Defend by April 15	Defend by July 15

### Milestones for 54 credit PhD

Students with MA. Credits: 54 credit hours of graduate level work: 10 credits in SPA prefix content literature or culture courses (30 credits of graduate classes), 12 credits of free choice (including SPA 596, and or/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).

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SPA 596 (Spanish Language Methodologies) in their first Fall semester.

All PhD graduate students are required to take SPA 545 Concepts of Literary Criticism on their first Spring semester.

\* Please note that SPA 596 does not count toward the 10 credits in SPA literature and content courses.

Time to degree: 4 years.

To ensure success follow this pathway:

	Fall Semester		Spring Semester		Summer
1 <sup>st</sup> year	9 credits Language Exam?	2 courses (SPA) + SPA 596	9 credits	2 courses (SPA) + SPA 545	Send articles out Think about dissertation

## Schedule of Milestones in the Ph.D. Program (continued)

2 <sup>nd</sup> year	9 credits Ipos Pick director	3 courses (SPA)	6 credits  Committee	2 courses (SPA)  Rough draft of diss prospectus	Comprehensive Exams
3 <sup>rd</sup> year	6 credits Diss. Prospectus Oral defense	Research SPA 792	6 credits	Research SPA 792	Documents for Job search
4 <sup>th</sup> year	6 credits	Dissertation SPA 799 Send job applications out	6 credits	Dissertation SPA 799 Defend by April 15 th	Defend by August 15th

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## SILC Graduate Spanish Faculty and Research Specializations

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- GARCÍA**, Miguel. Assistant Professor (Ph.D. University of California, Davis): 20th and 21st century Mexican literature and film; Latin American science fiction; dystopian narratives; critical posthumanism; actor-network theory; new materialism; cultural studies.
- GARCÍA-FERNÁNDEZ**, Carlos Javier. Professor (Ph.D. University of California at Davis): 19<sup>th</sup> and 20<sup>th</sup> century Spanish narrative, Spanish film studies.
- GIL-OSLÉ**, Juan Pablo. Professor (Ph.D. University of Chicago): 16th and 17<sup>th</sup> century literature, friendship theory, early modern globalized world, image and text, Cervantes, early modern gender, digital humanities.
- HERNÁNDEZ-RAMIREZ**, Azucena. Assistant Professor. (Ph.D. University of California, Berkeley): Mexican and Latin American Literatures, 19th Century Studies, Colonial Literature, Sound and Aural Studies, Critical Theory and Poetry.
- 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), Chicanx/U.S. Latinx immigrant literature, Pan-Latino theory, postcolonial theory, Chicano/a and Latino/a cultural studies.
- HUIZAR HERNÁNDEZ**, Anita. Associate Professor (Ph.D. University of California, San Diego): Chicano/a/x/e and Latino/a/x/e literary and cultural studies; Chicano/a/x/e and Latino/a/x/e print culture; Southwest/borderlands studies; literatures and cultures of Arizona; archival theory and methods; digital humanities.
- 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.
- 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; ecocriticism; visual studies; comparative literature and translation studies.
- TWEEDE**, Cornesha. Assistant Professor (Ph.D. University of Oregon): Africana Studies, Black Studies, Critical Race Studies, Iberian Studies, early modern literary and cultural studies, Lusophone African Literature, African Baroque, African Diasporic Studies, Gender Studies, material and visual studies, Black Feminisms.

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# SILC Graduate Spanish Faculty and Research Specializations



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## SILC Graduate Spanish Faculty and Research Specializations (continued)

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**URIOSTE-AZCORRA**, Carmen. Professor Emerita (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

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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

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### A) LITERATURA PENINSULAR

#### Época Medieval

Anónimo, *Cantar de Mio Cid*, ed. A. Montaner (Crítica)

Juan Ruiz, *Libro de buen amor*, ed. A. Blecua (Cátedra)

Don Juan Manuel, *El Conde Lucanor*, ed. J. M. Blecua (Castalia), ejemplos 1, 2, 3, 27, 42, 48

Anónimo, *El romancero viejo*, ed. M. C. García de Enterría (Castalia). Selecciones.

Jorge Manrique, "Coplas por la muerte de su padre," en *Poesía*, ed. V. Beltrán (Crítica)

Fernando de Rojas, *La Celestina*, ed. P. Russell (Castalia)

#### Siglos de Oro

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

Anónimo, *El Abencerraje*, ed. F. López Estrada (Cátedra)

Santa Teresa de Jesús, *Libro de la vida* (cápts. I-XI), ed. D. Chicharro (Cátedra)

Antología, *Poesía lírica del Siglo de Oro*, ed. E. Rivers (Cátedra)



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## Literature Reading List (continued)

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Miguel de Cervantes, *Don Quijote de la Mancha*, ed. F. Rico (Crítica)  
Miguel de Cervantes, *Novelas ejemplares*, ed. H. Sieber (Cátedra): “El coloquio de los perros”,  
“El casamiento engañoso”, “El amante liberal”  
Lope de Vega, *El perro del hortelano* (Cátedra)  
Pedro Calderón de la Barca, *La vida es sueño*, ed. J.M. Ruano de la Haza (Castalia)  
Tirso de Molina, *El vergonzoso en palacio* (Cátedra)  
María de Zayas, *Novelas amorosas y ejemplares*, ed. J. Olivares (Cátedra, 2000); “Aventurarse  
perdiendo”, “El castigo de la miseria”, “La fuerza del amor”, “El jardín engañoso”

### Siglos XVIII y XIX

José Cadalso, *Cartas marruecas*  
Leandro Fernández de Moratín, *El sí de las niñas*  
Mariano José de Larra, *Artículos* (“El castellano viejo”, “Día de difuntos de 1836”, “La  
nochebuena de 1836”)  
Ángel de Saavedra, Duque de Rivas, *Don Álvaro*  
José Zorrilla, *Don Juan Tenorio*  
Gustavo Adolfo Bécquer, *Rimas and two “Leyendas”* (“Los ojos verdes”, and “El rayo de luna”)  
Cecilia Bohl de Faber, *La gaviota*  
Pedro Antonio de Alarcón, *El sombrero de tres picos*  
Juan Valera, *Pepita Jiménez*  
Benito Pérez Galdós, *Doña Perfecta*  
Leopoldo Alas, Clarín, *La Regenta*  
Emilia Pardo Bazán, *Los pazos de Ulloa*

### Siglo XX

Ensayos selectos de Azorín, Miguel de Unamuno, Ramón Menéndez Pidal, Claudio Sánchez  
Albornoz y María Zambrano (texto sugerido: Del Río y Benardete, *Antología de  
ensayos*)  
Miguel de Unamuno, *San Manuel Bueno, mártir*, ed. Longhurst (Manchester UP)  
Ramón María del Valle-Inclán, *Luces de bohemia*, ed. Zamora Vicente (Austral)  
José Martínez Ruiz, Azorín, *La voluntad*  
Pío Baroja, *El árbol de la ciencia*, ed. Caro Baroja (Cátedra)  
José Ortega y Gasset, *La deshumanización del arte*  
Federico García Lorca, *La casa de Bernarda Alba*  
Carmen Laforet, *Nada*  
A. J. Cela, *La colmena*, ed. Asún (Castalia)  
Ramón J. Sender, *Réquiem por un campesino español*  
Luis Martín Santos, *Tiempo de silencio*  
Juan Benet, *El aire de un crimen*

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## Literature Reading List (continued)

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Luis Goytisolo, *Recuento*  
Juan Goytisolo, *Reivindicación del Conde Don Julián* (Cátedra)  
Juan Marsé, *Si te dicen que caí*  
Eduardo Mendoza, *La verdad sobre el caso Savolta*  
Carmen Martín Gaité, *El cuarto de atrás*  
Javier Marías, *Corazón tan blanco*  
Lourdes Ortiz, *Los motivos de Circe*  
Javier Cercas, *Soldados de Salamina*  
Jacinto Benavente, *Los intereses creados*  
Miguel Mihura, *Tres sombreros de copa*  
Antonio Buero Vallejo, *Historia de una escalera*  
Alfonso Sastre, *Escuadra hacia la muerte*  
Fernando Arrabal, *El triciclo*  
Francisco Nieva, *Los españoles tierra abajo*  
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.

### B) LITERATURA HISPANOAMERICANA

#### Época Colonial

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, *Naufragios*. ed. E. Pupo-Walker (Castalia, 1992)  
Alonso de Ercilla y Zúñiga, *La Araucana. primera parte*, ed. I. Lerner (Cátedra, 1993). Cantos 1-4, 10-14, 17-18, 20-21, 23, 26-28, 32, 33-37.  
Bartolomé de Las Casas, *Brevísima relación de la destrucción 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"

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## Literature Reading List (continued)

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Sor Juana Inés de la Cruz, Selecciones de poesía en *A Sor Juana Anthology*. ed. A. S. Trueblood (Harvard); "Primero sueño", *Obras completas*, tomo II, ed. A. Mendez Plancarte (Fondo de Cultura Económica). "Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz", *Obras completas*, tomo I.

### Siglo XIX

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*

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)

Julio Cortázar, *Rayuela* (Archivos)

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

Mario Vargas Llosa, *La casa verde*

Elena Poniatowska, *La noche de Tlatelolco*

Reinaldo Arenas, *El mundo alucinante*

José Triana, *La noche de los asesinos*

Rosario Castellano, *El eterno femenino*

Manuel Puig, *El beso de la mujer araña*

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

## C) LITERATURA CHICANA/MEXICOAERICANA

### 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)

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## Literature Reading List (continued)

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### **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**

Varios, *El tratado de Guadalupe Hidalgo*  
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**

Anselmo Arellano, ed., *Los pobladores nuevo mexicanos y su poesía, 1889-1950*  
Jorge Ulica, *Crónicas diabólicas*  
Daniel Venegas, *Las aventuras de don Chipote, o cuando los pericos mamen*  
Cleofas Jaramillo, *Romance of a Little Village Girl*  
José Antonio Villarreal, *Pocho*  
Daniel Venegas, *Las aventuras de don Chipote, o cuando los pericos mamen*  
Cleofas Jaramillo, *Romance of a Little Village Girl*  
José Antonio Villarreal, *Pocho*  
Rodolfo Gonzales, *Yo soy Joaquín*  
Luis Valdez, *Actos*  
Alurista, *Floriscanto en Aztlán*  
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*  
Jim Sagel, *Tunomás Honey*  
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, *Marchitas de mayo: sonos pal' pueblo*  
Sabine Ulibarrí, *El cóndor y otros cuentos*  
Cherríe Moraga, *Heroes and Saints and Other Plays*  
Francisco Alarcón, *Amor oscuro*  
Erlinda Gonzales-Berry, *Paletitas de guayaba*  
Miguel Méndez, *Los muertos también cuentan*  
Saúl Cuevas, *Barrioztlán*

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