



ARIZONA STATE
UNIVERSITY

School of International Letters and Cultures (SILC)

SPANISH GRADUATE HANDBOOK

2015 EDITION

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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 Catalog. 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 Representative.

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

ACADEMIC STANDARDS AND POLICY

ASU Graduate Policies and Procedures

Please visit <https://graduate.asu.edu/policies-procedures> for Graduate Policies and Procedures.

Spanish Ph.D. Admission Requirements

Please visit <https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LASPANPHD/graduate/false> for Admission Requirements.

Retention

Students in Ph.D. program are required to maintain a 3.6 GPA. Students who at any time fall below said average will be considered probationary for the next semester; if during that semester, they do not meet minimal requirements, they will be severed from the program. Grades below **C** cannot be used to meet the requirements of a graduate degree.

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 Representative of Spanish Graduate Studies. Students whose progress is unacceptable will be dropped from their degree program.

Incompletes

Please visit <http://www.asu.edu/aad/manuals/ssm/ssm203-09.html> for Incomplete grades.

Reading and Conference

Reading and Conference courses should not duplicate courses that are available in catalogue or by Special Topic. The Graduate Representative of Spanish Graduate Studies is responsible for authorizing such work. Appropriate forms are available in the departmental office. Please visit https://catalog.asu.edu/course_classification for Classification of Courses

DOCTOR OF PHILOSOPHY DEGREE

The Spanish Program in the School of International Letters and Cultures offers the Doctor of Philosophy degree in six concentrations:

- Literature
- Cultural Studies
- Visual Studies
- Mexican American Studies
- Early Modern Iberian Studies
- Linguistics

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 program 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 program 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 students starting the graduate program in Spanish are required to take SPA 591 (Methods of Teaching) during the first fall semester of their program of study. On the second year they will take SPA 520 (Preparing for Professional Careers), PFF (Preparing Future Faculty) and PFS (Preparing Future Scholar).

All students will have to pass the qualifying exam after completing 24 credit hours of coursework.

The Ph.D. in Literature

A typical doctoral program with concentration 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 track must take SPA 545 (Concepts of Literary Criticism) during the first spring semester of the program.

The Ph.D. in Cultural Studies

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

The Ph.D. in Visual Studies

This concentration 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, and popular culture. All students in this track must take SPA 545 (Concepts of Literary Criticism) during the first Spring semester of the program. In addition students must take:

SPA 550 Latin American Photography
SPA 552 Studies in Mexican American Film
SPA 553 Latin American Feminist Film

SPA 569 Studies in Spanish Film
SPA 582 Studies in Latin American Film

The Ph.D. in Mexican American Studies

This concentration explores the Mexican American condition as displayed in literature, language, visual arts, and cultural practices. This new track serves to recognize the importance of the historical, political, and socioeconomic experiences of Mexican American 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 545 (Concepts of Literary Criticism) during the first spring semester of the program. In addition students must take 18 credit hours selected from the following classes:

SPA 538 Mexican American Women Writers
SPA 552 Studies in Mexican American Film
SPA 585 Mexican American Short Story
SPA 586 Mexican American Novel
SPA 587 Mexican American Drama
SPA 588 Mexican American Essay
SPA 589 Mexican American Poetry
SPA 598 Topic: Mexican American Autobiography

The Ph.D. in Early-Modern Iberian Studies

This concentration 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 new track challenges conventional divisions between genres, periods, and regions: its scope will cover transatlantic, Mediterranean, pan-European, and colonial texts, performances, visual artifacts, maps, buildings, and so on. All students in this track must take SPA 545 (Concepts of Literary Criticism) during the first spring semester of the program. In addition students must take 18 credit hours selected from the following classes:

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 568 Cervantes
SPA 598 Topic: Sor Juana Inés de la Cruz: Baroque Contexts/Modern

The Ph.D. in 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. In addition to taking six core courses in Spanish Linguistics, students will opt to specialize in one of these three options: 1) SLA and teaching methodologies; 2) heritage language research and pedagogy; or 3) sociolinguistics and bilingualism. Core courses are as follows:

SLC 598 Topic: Research Methods for Linguists
SLC 598 Topic: Sociolinguistics
SPA 544 Spanish Phonology
COE 502 Introduction to Data Analysis (or equivalent)
SPA 598 Topic: Heritage Language Pedagogy

SPA 598 Spanish Second Language Acquisition

Students specializing in SLA and teaching methodologies must take:

- SPA 591 Topic: Teaching Methodology for TAs
- 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)

Students specializing in heritage language research and pedagogy must take:

- SPA 542 Spanish of the Southwest
- SPA 691 Topic: Heritage Language Research
- SPA 598 Topic: Topics in Bilingualism
- SPA 691 Advanced Studies in Spanish Linguistics (e.g., advanced topics in Heritage Learner language acquisition/pedagogy)

Students specializing in sociolinguistics and bilingualism must take:

- SPA 541 Spanish Language in America
- SPA 542 Spanish of the Southwest
- SPA 598 Topic: Topics in Bilingualism
- SPA 591 Advanced Studies in Spanish Linguistics (e.g., advanced topics in sociolinguistics)

The Ph.D. Supervisory Committee

All students accepted into the doctoral program in Spanish will form a three member Supervisory Committee from the Spanish Graduate Faculty (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. The Graduate Representative 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.

Change of Ph.D. Supervisory Committee

It is understood that, for valid professional reasons expressed in writing to the Spanish Graduate Representative, a student may request a change in the membership of his/her Supervisory Committee.

Language Reading Knowledge Requirement

Each prospective doctoral candidate is expected to demonstrate a reading knowledge of two languages other than English and Spanish. The student will choose the two languages 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.

Please visit <https://silc.asu.edu/graduate/placement-testing> for Language Reading Knowledge Requirement.

ADMINISTRATION OF THE QUALIFYING EXAM

The Qualifying Exam allows the graduate student to demonstrate a specialized knowledge of the fields most relevant to support the planned dissertation research. The exam has three parts/questions and is administered one day during 8 hours. Three essay responses totaling approximately 11-14 double-spaced pages will be written. The qualifying exam will be taken in the fourth semester (March, first Monday after Spring Break). The qualifying exam will be based on the Reading List ([See Appendix A](#)). Exam is taken on a Pass/Fail basis.

If the exam is not passed, the student must retake it the following semester (Fall) and s/he will 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. Portfolios may contain two article-length essays from separate periods (25 pages each) or one long essay or project (45-50 pages).

In order to take the qualifying exam, students must have completed 8 courses (no incompletes) prior to the Spring semester in which they will take the exam.

I. LITERATURE

Part I

- A. Medieval and Golden Age: answer 1 of 2 questions; length=750-1000 words; 30% **OR** Colonial and 19th Century: answer 1 of 2 questions; length=750-1000 words; 30%
- B. 18th Century – contemporary (Peninsular): answer 1 of 2 questions; length=750-1000 words; 30% **OR** Avant-Garde – contemporary (Spanish America and Mexican American): 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

Part II (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

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

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%

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 EXAMINATION

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 school, the Spanish doctoral committee, the examining committee, and the section.

Guidelines for the Written Comprehensive Examination (Literature)

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. The student is responsible for literature or culture in Spain and Spanish America (including the Mexican American 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. Generally, the doctoral program uses as a guide four periods: Peninsular (to 1700), Peninsular (from 1700 to present), Spanish American—including Mexican American (to Modernismo), and Spanish American—including Mexican American (from Modernismo to the Present).
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) literature or culture. Traditional literary genres are: narrative, 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 Student 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 Student Coordinator who will route the complete examination to the members of the Supervisory Committee for reading and assessment once all the segments have been written. Each committee member will grade each answer to each segment of the comprehensive examination as follows:

A 4	B 3	C 2	D 1
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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. 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 five year, 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), 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.

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:

- Title Page
- Abstract
- Introduction
- Statement of the Problem
- Review of Existing Research Relevant to Doctoral Project
- Research Questions and/or Hypotheses
- Methods and Procedures
- Limitations
- Tentative Dissertation Chapters
- References (limited to those cited in the proposal)
- 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 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.

APPLICATIONS FOR GRADUATE ASSISTANTSHIPS

Please visit <https://graduate.asu.edu/ta-ra> for Teaching Assistant and Research Assistant applications.

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 five years. Their teaching performance should be satisfactory. The deadline for submission of applications is usually January 1 of each year. TAships are only granted beginning in the fall semester. Applications will be processed by the Spanish Doctoral Committee. The Orientation and Teaching Methods course will be required of all graduate students who hold TAships. That course needs to be taken in early August under the supervision of the Director of the Spanish Language Program and TA Supervisor. Failure to attend this Orientation and Teaching Methods 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.

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 Doctoral 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 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 Doctoral 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 Doctoral 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 Representative 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

On or before February 1 of 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 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 program 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 *Circunloquios*, 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.

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

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

The evaluation period is the calendar year (January to December).

AWARDS FOR PERFORMANCE/PUBLICATIONS

For Scholarship/Fellowships/Awards, please visit the SILC Website (<https://silc.asu.edu/graduate/financial-resources-awards>) as well as the ASU Graduate Education Website (<https://graduate.asu.edu/pay-for-college>)

Spanish

RIGHTS AND OBLIGATIONS OF THE STUDENT REPRESENTATIVES

Graduate students will be represented on the Spanish Doctoral 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 Doctoral 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 Doctoral 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:

- Faculty Head of Spanish and Portuguese, SILC
- Director of the Spanish Language Program
- Spanish Graduate Representative
- SILC Director and SILC Associate Director of Graduate Studies
- Spanish Doctoral Committee
- University administrators in general, as the specific case requires and the chain of command permits.

Graduate Representative serve 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 FOR GRADUATE STUDENTS

Credits: 84 credit hours of graduate level work: 51 credits in SPA prefix courses (=17 graduate classes, including SPA 520 and two PFF semesters), 18 credits of free choice (any combination of courses with a non-SPA prefix, Independent Studies and/or Research), 3 credits of Digital Humanities, and 12 dissertation credits (SPA 799). Time to degree: 5 years.

An example of a possible pathway is:

	Fall Semester		Spring Semester	
1 year	9 credits	2 classes (SPA) SPA 591	9 credits	2 classes (SPA) SPA 545 (Lit. tracks only)
2 year	10 credits	2 classes (SPA) + CDH PFF (1 credit)	11 credits	2 classes (SPA) + Research SPA 520 (1 credit) PFF (1 credit) Qualifying Exams (March) Students with 84 credits
3 year	9 credits	3 classes Language Exam I	9 credits	3 classes Language Exam II
4 year	9 credits	Research Doctoral Exams	6 credits	Research
5 year	6 credits	Dissertation	6 credits	Dissertation

Students with MA. Credits: 54 credit hours of graduate level work: 10 credits in SPA prefix courses (= 30 graduate classes, including SPA 520 and two PFF semesters), 9 credits of free choice (any combination of courses with a non-SPA prefix, Independent Studies and/or Research), 3 credits of Digital Humanities, and 12 dissertation credits (SPA 799). Time to degree: 4 years.

An example of a possible pathway is:

	Fall Semester		Spring Semester	
1 year	6 credits	1 classes (SPA) + SPA 591	9 credits	2 classes (SPA) + SPA 545 (Lit. tracks only)
2 year	10 credits	2 classes (SPA) + CDH PFF (1 credit)	8 credits	2 classes (SPA) SPA 520 (1 credit) PFF (1 credit)
3 year	6 credits	Research (SPA 792) Doctoral Exams	6 credits	Research (SPA 792)
4 year	6 credits	Dissertation (SPA 799)	6 credits	Dissertation (SPA 799)

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, dialectology, historical linguistics.

FOSTER, David William. Regents' Professor (Ph.D. University of Washington): Latin American narrative and theater, Argentine literature, Mexican literature, Brazilian literature, Latin American film, Hispanic bibliography, literary/cultural theory, gender/queer theory.

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. Assistant 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.

HERNÁNDEZ-G., Manuel de Jesús. Associate Professor (Ph.D. Stanford University): Mexican American 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), Pan-Latino theory, postcolonial theory, Chicano/a and Latino/a cultural studies.

ROSALES, Jesús. Associate Professor (Ph.D. Stanford University): Mexican American 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; 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 macondismos.

SPANISH GRADUATE FACULTY

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

Spanish

APPENDIX A

LITERATURE READING LIST/LISTA DE LECTURAS DE LITERATURA

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* (cpts. I-XI), ed. D. Chicharro (Cátedra)
Antología, *Poesía lírica del Siglo de Oro*, ed. E. Rivers (Cátedra)
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, *Lucas 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*
C. 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*
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, *Nafragios*. 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, *Brevissima 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”
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 MEXICOAMERICANA

Mexicoamericana: 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

Alvar Cabeza de Vaca, *Naufragios* (selecciones)
Gaspar Pérez de Villagrà, *Historia de la Nueva México* (selecciones)
Anónimo, *Los comanches*

Mexicoamericana: Siglo XIX

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: 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*
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: sones 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*

APPENDIX B

LINGUISTICS READING LIST/LISTA DE LECTURAS DE LINGÜÍSTICA

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)
- Salaberry, R., & Lafford, B., eds. (2006). *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*. Washington, D.C.: Georgetown University Press.

HERITAGE LANGUAGE PEDAGOGY AND RESEARCH

- 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.
- Montrul, S. 2012. "On the Grammatical Competence of Spanish Heritage Speakers." *Spanish as a Heritage Language in the US: State of the Science*. Ed. S. Beaudrie and M. Fairclough. Washington, DC: Georgetown University Press. 101-20.
- Bills, G. D. (2005). "Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos." *Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas*. Ed. L. Ortiz-López & M. Lacorte. Frankfurt/Madrid: Vervuert/Iberoamericana. 55-83.
- Cashman, H. (2009). "The Dynamics of Spanish Maintenance and Shift in Arizona: Ethnolinguistic Vitality, Language Panic and Language Pride." *Spanish in Context* 6 (1): 43-68.
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- Leeman, J. (2005). "Engaging Critical Pedagogy: Spanish for Native Speakers." *Foreign Language Annals* 38 (1): 35-45.
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- Martínez, G. (2003). "Classroom Based Dialect Awareness in Heritage Language Instruction: A Critical Applied Linguistic Approach." *Heritage Language Journal* 1. www.heritagelanguages.org
- Martínez, G. (2005). "Genres and Genre Chains: Post-Process Perspectives on HL Writing." *Southwest Journal of Linguistics* 24 (1&2): 79-90.

- Pappamihel & Moreno. (2011). "Retaining Latino Students: Culturally-Responsive Instruction in Colleges and Universities." *Journal of Hispanic Higher Education* 10 (4): 331-44.
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SOCIOLINGUISTICS AND DIALECTOLOGY

- Tagliamonte, Sali. (2011). *Variationist Sociolinguistics. Change, Observation, Interpretation*. Massachusetts: Wiley-Blackwell.
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- Travis, Catherine. (2007). "Genre Effects on Subject Expression in Spanish: Priming in Narrative and Conversation." *Language Variation and Change* 19 (2): 101-36.
- Cameron, Richard. (1993). "Ambiguous Agreement, Functional Compensation, and Nonspecific tú in the Spanish of San Juan, Puerto Rico, and Madrid, Spain." *Language Variation and Change* 5 (3): 305-34.
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- Silva-Corvalán, Carmen (1994) "The Gradual Loss of Mood Distinctions in Los Angeles Spanish." *Language Variation and Change* 6 (3): 255-72.
- Otheguy, Ricardo (2008) "El llamado espanglish." *Enciclopedia del español en los Estados Unidos*. Ed. Humberto López-Morales. 222-43.
- Schwenter, Scott A., and Rena Torres Cacoullós (2008) "Defaults and Indeterminacy in Temporal Grammaticalization: The 'Perfect' Road to Perfective." *Language Variation and Change* 20 (1): 1-39.
- Otheguy, Ricardo, Ana Celia Zentella & David Livert (2007) "Language Contact in Spanish in New York: Toward the Formation of a Speech Community." *Language* 83 (4): 770-802.

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- 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.