

Spanish Graduate Handbook

School of International Letters and Cultures

(2018)

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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 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 Other Policies

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.

Scholarship/Fellowships/Awards

For Scholarship/Fellowships/Awards, please visit the [SILC Website](#) as well as the [ASU Graduate Education Website](#), and [CLAS Graduate Fellowships and Awards](#).

Other resources: [Graduate and Professional Student Association-ASU \(GPSA\)](#), [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.

Coursework

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

Retention

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

Academic Standards and Other Policies (continued)

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 the incomplete grade policy.

Reading and Conference

Reading and Conference courses should not duplicate courses that are available in the catalog or by Special Topic. The Graduate 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.

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. Please visit: <https://eoss.asu.edu/cs/students/internships/resources>

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. The [Maintain Continuous Enrollment](#) form must be submitted and approved by the academic unit and Graduate College before the anticipated semester of non-registration. Students may request up to two semesters of non-registration during their graduate program.

Academic Integrity

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

Academic Standards and Other Policies (continued)

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: <https://students.asu.edu/drop-add>. For course withdrawals contact the University Registrar's Office.

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 and Disability Resources

ASU offers many health and wellness resources for our students. Please visit [ASU Health Services](#) for information on counseling, public safety, and Sun Devil Fitness. ASU's [Disability Resource Center](#) is a great resource for students with disabilities.

Interactive Plan of Study (iPOS)

iPOS: Interactive Program of Study for Graduate Students Graduate students will file their Doctoral Programs of Study using secure online process called the Interactive Program 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. The iPOS how-to guide can be found at the graduate college <http://graduate.asu.edu/completing-your-degree/how-to>.

Connected Academics Scholar



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

Mentoring to make the most of your time at ASU

We provide mentoring from now through graduation and beyond. If you have any questions about your mentor, you may contact your graduate representative. 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.

Connected Academics Scholar (continued)

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.

For more information, see ASU's Graduate College Connected Academics Website <https://graduate.asu.edu/connected-academics>.

Ph.D. in Spanish (plan code LASPANPHD)

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 below Schedule of Milestones in the Ph.D. Program). Incoming students with a MA in Spanish will need 54 credit hours of graduate level work (see below Schedule of Milestones in the Ph.D Program).

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 Teaching Assistantship holding students starting the graduate program in Spanish are required to take SLC 591 (Methods of Teaching) during the first fall semester of their program of study. In the second year they will take SPA 520 (Preparing for Professional Careers, 1 credit-hour), GRD 791 [Preparing Future Faculty and Scholars (PFx)] a two semester course, in each semester 1 credit-hour.

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

Ph.D. in Spanish
Literature (Concentration) Cultural Studies (Concentration)
Early Modern Iberian Studies (Track) Mexican American Studies (Track) Visual Studies (Track) Spanish Linguistics (Track)

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

Ph.D. in Spanish (plan code LASPANPHD) (continued)

Concentrations are a list of systematic courses that take up a portion of the coursework (12 credit hours, see below Schedule of Milestones in the Ph.D Program). A concentration is reflected in the transcripts, but not in the diploma.

Tracks are a list of systematic courses that take up a portion of the coursework (12 credit hours, see below Schedule of Milestones in the Ph.D Program), but in this case they are informal and do not have a plan code assigned to them. Tracks appear neither on the student's transcript nor on the diploma. It differs from a concentration because it is not formally recognized by the university, thus is not assigned a plan code for official reporting/record-keeping purposes and does not appear on the ASU transcripts. If a student needed to provide evidence that they took the track, they would simply provide the course list from their transcript.

Focus areas/specializations are when students focus their elective coursework 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.

Concentrations:

Literature

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

Cultural Studies

A typical doctoral program with a 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 concentration must take SPA 545 during the first spring semester of the program.

Ph.D. in Spanish (plan code LASPANPHD) (continued)

Tracks:

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 track challenges conventional divisions between genres, periods, and regions: its scope will cover: global, transatlantic, Mediterranean, pan-European, and colonial texts, performances, visual artifacts, maps, buildings, and so on. All students in this track must take SPA 545 (Concepts of Literary Criticism) during the first spring semester of the program. In addition students will take the following classes or any other combination of classes related to early modern literature, culture or linguistics:

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

Tracks:

Mexican American Studies

This concentration explores the Mexican American condition as displayed in literature, language, visual arts, and cultural practices. This track serves to recognize the importance of the historical, political, and socioeconomic experiences of Mexican Americans 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 may take credit hours selected from the following classes:

Ph.D. in Spanish (plan code LASPANPHD) (continued)

Core Course	
SPA 520	Preparing for Professional Careers
Track Courses (choose 6)	
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

Visual Studies

This track explores the meanings and practices of looking across historical and literary periods of the Pan-Hispanic culture. Within the Cultural Studies umbrella, Visual Studies include a variety of methods and approaches applied mainly to photography, film, television, performance, video, comics, 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 should take:

Core Course	
SPA 520	Preparing for Professional Careers
Track Courses	
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

Ph.D. in Spanish (plan code LASPANPHD) (continued)

Spanish Linguistics

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

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

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

Focus Area: Second Language Acquisition	
SPA 591	Topic: Teaching Methodology 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)

Ph.D. in Spanish (plan code LASPANPHD) (continued)

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

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

The Ph.D. Supervisory Committee

As a reference person to start navigating the Ph.D. program, upon acceptance into the program, all students accepted into the doctoral program in Spanish will have a mentor. This mentor does not have to be part of the Ph.D. Supervisory Committee.

Down the road, all students in the doctoral program in Spanish will chose an advisor for their dissertation (the Chair of the Committee) and form a three member Supervisory Committee from the Spanish Graduate Faculty and the Affiliated Spanish Graduate Faculty lists (see below). The Chair of the student's Supervisory Committee serves as the primary mentor to the student as well as the Director of the dissertation. 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. One of the three can be from the Affiliated Spanish Graduate Faculty. Please visit <https://graduate.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.

Ph.D. in Spanish (plan code LASPANPHD) (continued)

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. 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 three 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.

Please visit <https://silc.asu.edu/graduate/placement-testing> for information about the Graduate Foreign Language Exam.

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 from 8am to 5pm on the first Monday after Spring Break. Three essay responses totaling approximately 11-14 double-spaced pages will be written. The qualifying exam will be taken in the spring of the student's second year. The qualifying exam will be based on the Reading List (See Appendix A). The exam is graded on a Pass/Fail basis.

If the exam is not passed, the student may retake it the following semester (Fall) and s/he may pursue a terminal M.A. degree, which must be completed by the end of the same Fall semester. To earn the terminal M.A., the student must assemble a portfolio and defend it as the equivalent of a Master's Thesis. 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 24 credit hours (no incompletes) prior to the Spring semester in which they will take the exam.

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

(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 literature and culture: answer 1 of 2 questions; length=1500 words; 40%.

Administration of the Qualifying Exam (continued)

LINGUISTICS

I. For students showing more interest in SLA

Part I

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

Part II

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

II. For students showing more interest in Sociolinguistics

Part I

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

Part II

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

III. For students showing more interest in Heritage Language Pedagogy

Part I

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

Part II

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

Administration of the Ph.D. Comprehensive 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 Graduate College, SILC, the Spanish doctoral committee, the examining committee, and the section.

Guidelines for the Written Comprehensive Examination (Literatures and cultures)

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*

Administration of the Ph.D. Comprehensive Examination (continued)

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

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

As each segment is finished, the examination will be given to the SILC Graduate Program Student Services Support Coordinator who will route the complete examination to the chair of the Supervisory Committee. The chair will then distribute the examination to the committee for reading and assessment once all the segments have been submitted. Each committee member will grade each answer to each segment of the comprehensive examination as follows:

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

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

Administration of the Ph.D. Comprehensive Examination (continued)



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.

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).

Administration of the Ph.D. Comprehensive Examination (continued)



Dissertation Prospectus

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

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

The Doctoral Dissertation

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

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

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

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

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

Masters in Passing (MIP)

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

Requirements: In order to satisfy the requirements of the masters-in-passing, doctoral students will submit a portfolio two article-length essays from separate periods (25 pages each) or one long essay or project (45-50 pages). After completing 30 hours of course work, the portfolio will be submitted to the chair of the student's dissertation committee to be reviewed by the dissertation committee.

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

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

Applications for Graduate Assistantships

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

Selection of Teaching Assistants for Academic Year Appointment

Ph.D. students who demonstrate satisfactory progress toward completion of degree requirements will be supported for a maximum of five years. Their teaching performance should be satisfactory. The deadline for submission of applications is usually January 1 of each year. TAs 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 TAs. That 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 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 TA.

Selection of Teaching Assistants for Summer Sessions

Students interested in being considered for summer appointments as TAs 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.

Applications for Graduate Assistantships (continued)

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

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

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

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

1. How many semesters of support s/he has received, including summers;
2. Has s/he filed the official 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*, *Puentes*, *Laberinto Journal*, *Chasqui* service in activities such as organizing the graduate student conference, or events for Sigma Delta Pi-Theta Epsilon, Homecoming, Night of the Open Door, and extracurricular pedagogical activities such as Language Fair, conversation groups, and other pertinent events for the period covered by the evaluation.
6. Participation in *Connected Academics*
7. Participation in internships sponsored by SILC or ASU

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

Evaluation Criteria

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

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

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:

1. Faculty Head of Spanish and Portuguese, SILC
2. Director of the Spanish Language Program
3. Spanish Graduate Representative
4. SILC Director and SILC Associate Director of Graduate Studies
5. Spanish Doctoral Committee
6. 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

Credits: 84 credit hours of graduate level work: 51 credits in SPA prefix courses (=18 graduate classes, including SPA 520 and two GRD 791 semesters), 18 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship), and 12 dissertation credits (SPA 799). Time to degree: 5 years.

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SLC 591 (Methods of Teaching) during the first fall semester of their program of study. In the second year they will take SPA 520 (Preparing for Professional Careers, 1 credit hour), GRD 791 [Preparing Future Faculty and Scholars (PFx) two semester course, in each semester 1 credit-hour.

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

An example of a possible pathway is:

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

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

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), 12 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship), and 12 dissertation credits (SPA 799). Time to degree: 4 years.

An example of a possible pathway is:

	Fall Semester		Spring Semester	
1 st year	6 credits	1 classes (SPA) + SPA 591	9 credits	2 classes (SPA) + SPA 545 (Lit. tracks only)
2 nd year	7 credits	2 classes (SPA) + CDH PFX (1 credit)	8 credits	2 classes (SPA) + SPA 520 (1 credit) + PFX (1 credit)
3 rd year	6 credits	Research + Doctoral Exams	6 credits	Research
4 th year	6 credits	Dissertation	6 credits	Dissertation

SILC Graduate Spanish Faculty and Research Specializations

- BEAUDRIE**, Sara. Associate Professor (Ph.D. University of Arizona): Heritage language development and classroom instruction, language program development, bilingualism, and heritage language assessment and literacy development.
- CERRÓN-PALOMINO**, Álvaro. Assistant Professor (Ph.D. University of Southern California): Spanish sociolinguistics, Spanish in the Americas, Spanish of the Southwest, 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. Associate 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.
- TECEDOR CABRERA**, Marta. Assistant Professor (PhD in Second Language Acquisition, University of Iowa): Computer-assisted language learning, online, hybrid and flipped language learning, instructor training, curriculum development, teaching methods, second language acquisition theories, second language speaking.
- 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.

SILC Graduate Spanish Faculty and Research Specializations (continued)

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

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

Affiliated Faculty to the Spanish Graduate Program

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

Literature Reading List

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* (caps. I-XI), ed. D. Chicharro (Cátedra)

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

Literature Reading List (continued)

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*

Literature Reading List (continued)

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, *Naufrajios*. 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 destruycion de las Indias*, ed. A. Saint-Lu (Cátedra, 1987)
El Inca Garcilaso de la Vega, *Comentarios reales. Selección. Comentarios reales. Primera parte*, ed. E. Pupo-Walker (Catedra, 1966)
Felipe Guamán Poma de Ayala, *El primer nueva corónica y buen gobierno*, ed. J. V. Murra y Rolena Adorno (Siglo XXI, 1980). Tomo I: "Presentación", "Primer capítulo de los Inga", "Visita general", "Conquista", "El buen gobierno". Tomo II: "Visitador", "Comienzo del capítulo de la pregunta", "Del mundo vuelve el autor a su casa"

Literature Reading List (continued)

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)

Literature Reading List (continued)

Mexicoamericana: Periodo colonial

Alvar Cabeza de Vaca, *Nafragios* (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*
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*

Linguistics Reading List

SLA & TEACHING METHODOLOGIES

- Geeslin, K., ed. (2013). *The Handbook of Spanish Second Language Acquisition*. Boston: Wiley/Blackwell.
- Lacorte, M., ed. (2014). *The Routledge Handbook of Hispanic Applied Linguistics*. New York: Routledge.
- Lafford, B., & Salaberry, R., eds. (2003). *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown University Press.
- Lord, G. (2014). *Language Program Direction: Theory and Practice*. Upper Saddle River, NJ: Prentice Hall-Pearson. (monograph)
- 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.
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