Graduate Program in Spanish Handbook

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<tr>
<th>Name</th>
<th>Title</th>
<th>Research Area</th>
<th>Office Location</th>
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<td>Professor</td>
<td>Early Modern Peninsular</td>
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The PhD Program in Spanish
Program Profile

Overview:
Emory’s graduate program in Spanish embraces a rigorous, critical foundation, cultivating superlative scholars and teachers to be active and innovative members of their profession. The intensive curriculum provides a strong formation in the cultural production of Spain and Spanish America and develops and challenges students’ research and analytical skills, while providing them an array of interdisciplinary study opportunities. Additionally, the Program is committed to providing students with strong pedagogical and professional training so that they will be in a position to move seamlessly from their doctoral studies to postdoctoral careers.

The Spanish program reflects the variety of the faculty’s interests and engages different modalities of interpretation, such as cultural studies, psychoanalysis, post-structuralism, political philosophy, and queer studies. Students are encouraged to take courses in other programs germane to their scholarly interests, and will find a number of opportunities for cross-disciplinary work.

The doctoral program in Spanish is part of Emory’s lively community of literary and cultural studies. We are joined in the community by doctoral programs in French, English, Comparative Literature, Women’s Studies, an interdisciplinary Graduate Institute of the Liberal Arts, Master’s programs in Film Studies and Jewish Studies, and a Psychoanalytic Studies program. Several of these programs offer Graduate Certificates—organized sequences of courses that culminate in a certificate, providing systematic interdisciplinary training. (For more information, see the section titled Graduate Certificate Programs).

Emory also has a number of area programs that intersect with the Spanish-speaking world and with Spanish literary and cultural studies.

- The Latin American and Caribbean Studies program draws together faculty and students from the humanities, social sciences, business and public health.
- The European Studies Seminar brings together faculty and students from across the humanities and social sciences.
- The Middle Eastern and South Asian Studies program offers courses in Arabic for graduate students, and a way to explore the connection between Iberian and Arabic literature and culture.

Program Highlights:
- All graduate students participate in the Department's Summer Graduate Program in Salamanca, Spain.
- Every student admitted to the Doctoral Program in Spanish receives full funding for five years (dependent on the student’s satisfactory academic status in the Program).
- The Program’s intense and innovative Teaching Assistantship training prepares students for the teaching component of their professional careers.
- The faculty sponsor various seminars intended to provide students with essential knowledge and skills to participate successfully in their profession (See Appendices).
- The Program benefits from an endowed fund to host a variety of guest speakers, symposia, and other scholarly activities.

Graduate Recruitment and Admissions

**Basic Admission Requirements:** The Department considers a thorough mastery of the Spanish language the indispensable basis for undertaking graduate work in the Program successfully. At the time of admission, students should have an excellent command of Spanish and, preferably, a reading knowledge of another language.

Decisions on admission and financial aid are based on all available applicant information: letters of recommendation, undergraduate transcripts, a required writing sample (term paper or thesis), GRE scores (required by the Grad School) and, whenever possible, an on-campus interview.

**The Application Process and Faculty Review:** Prospective students may begin submitting applications (online or via postal mail) in early October, concluding their submissions by the deadline in early January (please check the GS website for the specific deadline). Applications are accepted for only the fall of the coming academic year; no admissions are granted for the spring semester. All questions about the application process or the Program in general should be addressed to the Graduate Program Coordinator, Amy C. Linenberger, (404) 727-3545.

Shortly following the deadline for submitting applications, the Graduate Faculty will meet to review the applications and select a small group of candidates to be invited to campus for Graduate Recruitment Weekend (usually conducted in early to mid February). Selected candidates are usually notified by mid to late January and later sent a packet with airfare, an itinerary, and specific instructions.

**Graduate Recruitment Weekend:** The group of candidates selected by the Graduate Faculty visit the Emory campus in early to mid February. The Department sponsors the invitees, providing airfare (or gas for travel), lodging, and most meals during their visit.

During their visit, the candidates will participate in events such as the following:

- Interview with the graduate faculty.
- Eat dinner with select graduate faculty.
- Attend a symposium, lecture, or seminar with the current Graduate Students.
- Enjoy a tour (guided by current graduate students) of the Emory campus, community, and available housing.
- Participate in a *fiesta* with faculty, graduate students, and other members of the Department.
- The candidates will also have free time to explore the campus and the community on their own.

**Final Faculty Review and Offers:** Following the campus visit, the Graduate Faculty will meet again to discuss the candidates and make final decisions about admissions offers and special fellowship nominations. The Graduate Program Coordinator will record the decisions and communicate them to the Graduate School.

**Nomination for Special Fellowships:** Special fellowships for entering graduate students include the Woodruff Fellowship, the Emory Graduate Diversity Fellowship (EGDF), and the Laney Graduate School of Arts and Sciences Fellowship (please check the LGS website for current award amounts). Qualifying applicants are automatically nominated by the Graduate Faculty. No action is needed on the applicant’s part.

**Offers of Admission and Award Letters:** The Director of Graduate Studies for the Program in Spanish will issue unofficial letters to applicants, congratulating them on admission to the Program or informing them of the faculty’s decision not to admit. Candidates may expect to receive notification of the status of their application starting in late February until mid March. The Graduate School will later send official offers of admission and award letters (in March or April). April 15 is the common deadline for all admitted students to communicate their intention regarding offers of graduate admission and return the requested documents to the Graduate School.

**Ph.D. Program Requirements**

The aim of the doctoral program is to prepare students to become first-rate scholars and teachers. To this end, the faculty places emphasis on providing students with a solid knowledge of critical theory combined with a broad background in literature and professional pedagogical training. The essential components of the Program are detailed below:

1. **Coursework Detail:** Students will be required to complete satisfactorily a total of 15 courses. Normally a student will take 3 courses per semester for five semesters. Of the fifteen courses, four may be courses taken outside the Department of Spanish. Two particular courses are required; see number 2 below.

   Students admitted in Advanced Standing may petition to reduce the number of required courses based on their completed coursework and background (see section on Petition to Accelerate for more information.)
a. Graduate students cannot register for Pass/Fail credit, except in the case of courses taken to fulfill the language requirements (described in section 2) or when registering during semesters when they will be taking the comprehensive PhD exam, or writing the prospectus or dissertation.

b. Directed study or individual research courses may be taken at any time, but students are encouraged to pursue this option as an addition to the regular load of three courses per semester and after consultation with their advisor and the DGS. Only one directed study may count toward course requirements unless special permission is granted from the Laney Graduate School.

2. Required Courses: As stated above, students will be required to complete satisfactorily a total of 15 courses - 3 courses per semester for five semesters. As stated above and in the section on petitioning to accelerate, students admitted in Advanced Standing may petition to reduce the number of required courses. Of the fifteen courses, four may be taken outside the Department of Spanish and Portuguese.

a. Two courses must be taken outside the Department of Spanish (a maximum of four courses may be taken outside the Department). Courses cross-listed with the Department of Spanish will not count towards the satisfaction of this requirement. Students are encouraged to consider taking additional outside courses as auditors. Official audits are reflected in the student's transcript. When auditing a course, students will be expected to perform all required work except the writing of a final paper. Audits do not count toward required course work.

b. Two courses (or suitable equivalents with approval from the DGS) are required of all students:

   i. Spanish 620 ("Foreign Language Teaching Methodologies"), and
   ii. A Graduate Seminar with a significant component of literary theory. Students should consult with the DGS to discuss current courses that fulfill this requirement.

---Exemptions from the above requirements will be made rarely and will be based on a student having taken an essentially similar graduate course.
---Spanish 620 (Foreign Language Teaching Methodologies) may be offered yearly, if enrollments and staffing permit; otherwise it will also be offered every other year.
---For more information on course offerings, please refer to the University Course Atlas or Departmental webpage.

c. The Graduate School requires that all students attend a workshop on pedagogy (TATTO) and fulfill a minimum of two semesters as a Teaching Assistant. Students in the Department of Spanish and Portuguese are expected to teach every
semester, beginning in the second year, except the semester reserved for preparing for and taking the comprehensive doctoral exam and one semester during their fourth or fifth year. For more information about TATTO or the Department’s teaching requirements, see the section titled Pedagogical Training.

3. **Credit for Courses Taken at Other Institutions:** The amount of credit to be received by an incoming student for work done in another institution will be determined on an ad hoc basis, but by Laney Graduate School regulations, may not exceed 9 credit hours.

4. **Professional Training:** The department's faculty collaborates with graduate students to organize workshops and seminars intended to provide students with the knowledge and skills necessary to participate actively and successfully in the profession. (See Appendix for a list of Supplemental Training topics.)

5. **Summer Workshop in Salamanca:** During the summer after their first or second year in the Program, students spend ten weeks in Salamanca, Spain, under the supervision of an Emory faculty member. For more information, see section titled Summer in Salamanca.

6. **Foreign Language Requirements** – A student may fulfill the foreign language requirements through coursework (at Emory or another institution) approved by the DGS or a formal examination. See section titled Language Requirements for more about the foreign language exams.

--- For the **Timeline of requirements for the Ph.D.** in Spanish See Appendices.
--- For the **List of Required Forms** (for each year in the Program) See Appendices.

**Advising**

All students must be familiar with the guidelines, rules and deadlines of the Graduate School, especially in matters such as registration, submission of materials for specific degree-granting dates, etc. It is not the responsibility of the DGS, the Chair, or the student's dissertation advisor to ensure a student's compliance with official Graduate School regulations. Exceptions and/or exemptions from any of the Department's or the Graduate School's requirements or schedules are granted, if at all, only under extenuating circumstances after consulting with and writing a request to the appropriate official.
Students should consult with the DGS as early as possible, and as soon as any question arises that concerns requirements, overall progress toward the degree, deadlines, etc. All students must consult with the DGS before preregistration or registration.

Until a graduate student confirms an individual advisor, the DGS will serve as that student’s advisor. The student is encouraged to discuss with the DGS the process of selecting an individual advisor, and to try to choose a suitable faculty member as soon as possible. The chosen faculty must be a member of the Department of Spanish and Portuguese. A student must choose an individual advisor no later than the end of the second year of course work, before beginning to prepare for comprehensive doctoral examinations.

**Registration**

*Students Enrolled by Graduate Program Coordinator:*

The Graduate Program Coordinator will automatically register all first-year graduate students and all graduate students who have completed required coursework. Students who have completed all required coursework will be registered for full-time credit in the following sections during the fall and spring semesters (students cannot register themselves in these sections):

- Students studying for comprehensive doctoral exams: SPAN 599
- Students writing their dissertation prospectus: SPAN 797
- Students writing their doctoral dissertation: SPAN 799
- Students who have finished all graduation requirements or who need to be enrolled during the summer: RES 999 GSAS

**Summer Registration**

Students may take courses during the summer at no extra cost. The course fees are included in the tuition scholarship. All students enrolled are required to pay fees for the term for which they are enrolled. If a graduate student wishes to take a course during the summer semester, s/he must contact the Graduate Program Coordinator, so she can adjust the registration hours to fit that student’s needs.

Students receiving financial aid, awards, or pay from the University are required to be enrolled during the semester in which they receive payment. The Graduate Program Coordinator will register graduate students receiving pay during the summer semester in RES 999 GSAS for full-time credit (9 hours).

**Directed Reading (SPAN 597):**
Students wishing to take an independent study or directed reading course should consult first with the DGS and then with the professor with whom they wish to study. Upon their approval the Graduate Program Coordinator (Amy Linenberger) will enroll the student in SPAN 597. The student should ask the professor with whom they plan to work to send an email to the Graduate Program Coordinator with the following information:

- the name of the student who will be participating in the directed reading,
- the term in which the course will be taken,
- the number of credit hours, and
- whether the course will be graded or Satisfactory/Unsatisfactory.

Only one directed study may count toward course requirements unless special permission is granted from the Laney Graduate School.

**Summer Graduate Program in Salamanca**

The Summer Graduate Program in Salamanca provides training in paleography and manuscript culture, archival research, and academic writing for students during the semester after their first or second year of coursework. Organized in collaboration with the Universidad de Salamanca, the program is led by a faculty member from Emory with participation by faculty members in Salamanca. Transportation to Salamanca, tuition, and room and board are provided by the Graduate School. The program usually runs from late May through July (though the dates and organization may vary from year to year) and include the following components:

I. **Intensive Paleography Workshop** (first three weeks in June). This course is taught by Prof. Carlos Cabrera of the Universidad de Salamanca, whose expertise is paleography and history of the Spanish language.

II. During the last week of June, graduate students travel to an archive in Spain to conduct a **preliminary archival research project** that they have designed in consultation with the program director and with Professor Cabrera.

III. During the month of July, the Emory faculty director conducts a **workshop on academic writing** in which students revise a previously written paper into an article for submission for publication in a scholarly journal. This component of the program may also address the following topics: translating research into writing; organizing ideas to build a convincing argument; developing a thesis and illustrating it with close readings; writing a book or article review; placing an article for publication in an academic journal; differences of style and rhetoric in various subsets of the fields of Hispanism, literary criticism, cultural studies, performance and visual studies, among others. In some cases,
this activity will also serve as a preliminary stage in the dissertation process. This phase of the program takes place either in Salamanca or Madrid, depending on the preference of the Director.

**In the spring semester preceding the Program, students submit a brief proposal** (2 pages), to the DGS and program director regarding the seminar paper they will be revising during the month of July. The proposal should include the following:

- **a.** Title/topic/thesis statement and central argument.
- **b.** The seminar and professor for which the paper was originally written.
- **c.** Methods of analysis/interpretation.
- **d.** Why this work, and how does it relate to previous critical, historical, and theoretical literature on the subject?
- **e.** Aspects of the original work that need revisions or development.
- **f.** What skills/training do you have in the area of this project (previous publications or essays on the topic; training in methods of analysis/interpretation; participation in debates pertaining to the topic)?

**Pedagogical Training**

Given the enormous importance which foreign language departments tend to ascribe to pedagogical training and experience, the Department of Spanish and Portuguese has designed a particularly thorough training program for its graduate students. This program aims to do the following:

1. Provide students with a solid grounding in the theories and practices of the teaching of language, communication, literature/texts, and culture, particularly within the North American academy.
2. Provide students with a broad range of experience in teaching, from the beginning to the advanced levels of the undergraduate curriculum.
3. Provide opportunities for students to further their understanding of critical approaches to pedagogy and curriculum design, at the undergraduate and graduate levels.
4. Provide a grounding in ethical teaching practices.

**Design of the program**
The Spanish pedagogical training program is designed in accordance with the general principles of the Graduate School TATTO Program, but has been adapted to meet the specific needs of future professors of Spanish language and Hispanic cultures in North American universities.

A. TATTO Summer Teaching Workshop. The Graduate School requires all Graduate Students, including those who are on merit-based fellowships granted either by Emory or by outside agencies or foundations, to participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) program. This program trains students in effective pedagogical methodologies which are applicable across the university in many different types of programs. It begins with a Summer Teaching Workshop (typically held in late August just before beginning of Fall semester) which includes presentations on the Liberal Arts curriculum, the media and its effects on conceptions of good teaching, working with students with special needs, attention to diversity issues, and hands-on practice through microteaching. The workshop usually runs for several days prior to the beginning of the Graduate School Orientation period before the student’s second year of study. Graduate Students in Spanish are expected to enroll in the summer workshop following their first year of graduate study at Emory.

B. Spanish 620 Seminar on Pedagogy. This course is required of all new graduate student instructors, who normally take it in Fall of their second year, when they begin teaching. It is designed to introduce Spanish graduate students to the fundamental theories and methods of foreign language teaching, with a focus on the teaching of Spanish. Given that this course is primarily focused on the needs of novice teachers, graduate students who can provide evidence of having successfully completed a similar course in another North American university may apply for exemption from this course.

C. Teaching Experience. The Graduate School stipulates that graduate students must gain experience as assistants in classes taught by regular faculty and as teaching associates, i.e., as instructors of their own sections/courses. Within the Spanish program, all graduate students are referred to as graduate student instructors or teaching assistants and they typically teach their own sections of multi-section courses, under the supervision of a course coordinator. Coordinators are experienced faculty members named by the department to coordinate a particular course and provide guidance to other instructors.

Spanish graduate student instructors typically begin to teach in the Fall semester of their second year of residence. Graduate students normally begin in Spanish 101, and then progress upwards through the curriculum so as to acquire a maximum range of experience.

A prototypical teaching sequence is the following:

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After completing this sequence, a doctoral student can claim a range of experience from Spanish 101 to an undergraduate seminar, which focuses on his/her area of specialization and is designed by the graduate student in collaboration with faculty. Indeed, Emory Spanish graduate students leave the program with a range of experience that is rarely found at peer institutions, and this fact significantly strengthens their prospects for employment.

Students may petition for changes in this sequence for specific reasons. In all cases, teaching assignments are contingent on departmental scheduling needs.

Some typical reasons for petitions for changes in the sequence include:
• Prior experience teaching first-year Spanish. In this case, students should present a petition to the Committee on Teaching through the DGS and/or Chair. If approved, the student may be assigned an intermediate level course rather than Spanish 101 when s/he begins to teach.

• Change in date for exams. In this case, students present a petition to the DGS and/or Chair, who then consults graduate faculty. If approved, the student’s schedule is adapted to the degree possible.

• Work as a teaching assistant/co-teacher in a large lecture course. This possibility should be discussed with and approved by the instructor of the course, the DGS and the Chair.

D. Evaluation of Teaching/Administrative Performance. Movement through the sequence is contingent upon a) demonstrated excellence in teaching at each level and b) demonstrated responsible and collegial behavior, including prompt and careful completion of all administrative responsibilities associated with teaching in the department (in order to guarantee high-quality undergraduate teaching). In particular, only students with clearly excellent teaching records will be allowed to design and teach a 400-level seminar.

Like faculty, graduate student instructors are evaluated at least once a year by the Departmental Committee on Teaching (usually in the Fall semester), and receive official feedback from the CoT on their teaching and administrative performance. These annual evaluations are distributed to graduate students by the DGS.

The CoT utilizes undergraduate student course evaluations, class observation reports by faculty, and feedback from coordinators in making its annual evaluation. Graduate student instructors are expected to demonstrate excellence in classroom teaching as well as in administrative performance. Administrative responsibilities include the following:

• Attendance at all meetings scheduled by the coordinator, and active participation in all aspects of activity and test design.

• Participation in design and discussion of the course syllabus or, if a assigned a 400-level seminar, submission and discussion of a course syllabus to the Chair and/or DUS for feedback.

• Soliciting of mid-term evaluations from pupils taught and discussion of results with course coordinator, the Director of the Language Program, or other members of the Committee on Teaching.

• Maintaining clear and timely communications with colleagues, course coordinators, Director of the Language Program, DGS and Chair.

• Active participation in teaching observation and teaching pair activities organized by the Director of the Language Program and/or the Committee on Teaching.
In cases in which there are identifiable problems with a graduate student instructor’s performance in or out of the classroom, the Committee on Teaching with ask a faculty member to observe that instructor’s class and/or meet with the instructor to consider ways of improving his/her performance.

E. Ongoing Pedagogical Preparation. The responsibilities and activities listed above are understood to form part of the graduate student’s professional development and socialization into academic life. Many of the most important aspects of teaching are acquired through interaction and dialogue with other professionals, and by talking to students about their learning. Specific ways in which pedagogical training is carried out include:

*Professional Concerns Seminars focused on Teaching.* These may include presentations or panel discussions on issues related to teaching (e.g., a presentation/workshop on how to respond fairly and clearly to student essays, or a panel discussion on the place of teaching in the academic career). At least one of these is organized each semester by the Committee on Teaching. The Emory College Language Center, the Center of Teaching and Curriculum and other university units also organize workshops and presentations on teaching and learning, and Spanish graduate students are encouraged to attend these when relevant to their interests.

*Teaching Observation Pairs.* The Committee on Teaching organizes a series of teaching observation pairs for more advanced graduate students. Typically, graduate students in their second year of teaching will pair with a more advanced graduate student, and graduate students in their third year of teaching will pair with any instructor (graduate or faculty) who has experience teaching at the level the graduate student is teaching. Participants observe one class taught by the other participant, and then meet to discuss each class, strengths and areas for improvement as well as alternatives. A one-page report is submitted by each participant to the Committee on Teaching.

*Discipline-specific graduate seminars on pedagogy.* Graduate students are encouraged to consider coursework in other departments focusing on teaching in other disciplines which may be relevant to teaching of Spanish language and Hispanic cultures. Possible courses of interest include:

- Linguistics 585 Critical Approaches to the Teaching of Language and Culture (for experienced graduate student instructors within a year or two of seeking employment, includes preparation of teaching portfolio, design of undergraduate and graduate seminars)
- French 505 Problems in Foreign Language Teaching (focusing on first-year language teaching)
- English 791 Teaching of Composition
- English 789 Special Topics in Literature: Pedagogy of Literature
- Comparative Literature 753 Teaching of Literature
- Women’s Studies 720 Teaching Women’s Studies
- Art History 790 Teaching Art History

**MLA Job Interview Preparation.** Each December, faculty lead workshops and mock interviews for graduate students who will be interviewing at the MLA and help prepare them for interviews. These training sessions include significant attention to discussion of teaching, a major topic of discussion during most job interviews.

**Summer Teaching Opportunities.** Graduate students may apply for to work as course instructors or program assistants in the summer months. All assignments are contingent upon the quality of the graduate student’s scholarly work as well as teaching and administrative performance. Such opportunities include the following:

- **Teaching on Emory Campus.** Graduate students can acquire useful experience teaching other Spanish courses they have not taught previously (e.g., Spanish 201, or other courses focusing on Spanish in the professions, such as health professions, law and business).
- **Study Abroad.** The Department and the Center for International Programs Abroad (CIPA) organize several undergraduate summer programs in which Spanish graduate students may serve as assistants and/or instructors. These include the Summer Program in Spain (Salamanca) and the Summer Program in Argentina (Buenos Aires). Other Departments sometimes offer summer study abroad programs which visit Spanish-speaking countries; Spanish graduate students are encouraged to contact CIPA regarding these possibilities.

**Language Requirements**

**Foreign Language Requirements**

The Program requires reading proficiency in two languages in addition to Spanish and English. Relevant outside departments may offer courses that will help students achieve the necessary degree of proficiency. At the discretion of the DGS, one such course may be counted as part of the total of 15 needed to fulfill the course-work requirement.

Students who wish to study languages that are not taught at Emory (e.g. Quechua, Euskera, Sanskrit, etc.) may seek funding and/or special programs to accommodate their study.

Reading proficiency in a foreign language or languages may be demonstrated in one of the following ways:

a. Passing a translation examination. Students may repeat an exam without penalty until they pass.
b. Passing an approved foreign language course: The language requirement may be fulfilled by passing with a grade of “B” or better an approved graduate or advanced undergraduate course in a foreign language. Students who select this option must have the permission of the DGS and/or Graduate Committee prior to taking the course.

c. Approval from the DGS for a foreign language course credit earned at an institution prior to the student’s coming to Emory.

* Students in other departments who wish to take a translation exam in Spanish should send an email to the Graduate Program Coordinator, stating their desire to take a translation exam in Spanish and indicating their specific study area. Once the translation exam has been prepared (usually by the DGS), the Graduate Program Coordinator will contact the student to set an exam date. Students are given two hours in which to finish the exam. Use of a dictionary is allowed.

On a typical schedule for students admitted in Full Standing, at least one language requirement should be completed by the end of the second year, and both by the time the student applies for candidacy (upon approval of the prospectus, usually at the end of the student’s third year). Students will not be admitted to Candidacy until all language requirements have been met.

Students should complete and submit to the Graduate Program Coordinator a Language Requirement Fulfillment Form (See Appendices) upon fulfilling the requirement for each of the two required languages.

**Spanish and English Language Requirements**

It is essential that all graduates of the Department have a strong command of both Spanish and English.

- Non-native speakers of one or the other language who need to improve their skills are expected to do so speedily and professionally.

- All incoming students should take every step to ensure that their Spanish and English skills are going to meet satisfactory standards by the end of their first year in the Program.

**Guidelines for International Students Taking ESL Courses:**

- Every Graduate student entering the Program whose first language is other than English is required to take the ESL assessment, regardless of citizenship status.

- During their first year, International students who are required to complete ESL coursework may choose to take 3, 6, or 9 credit hours of regular coursework per semester (that is in addition to the ESL courses) in Spanish or other Emory Graduate Programs with the advice and approval of the Director of Graduate Studies.
If a student chooses to take less than 9 hours of regular coursework to accommodate ESL study, s/he will receive a one-semester extension of all program requirements (e.g. comprehensive exams, prospectus approval).

---For specific information regarding the ESL Program, please visit http://www.graduateschool.emory.edu/resources/esl.php.

Comprehensive Doctoral Examination

The comprehensive doctoral examination should be taken the semester immediately following the completion of all coursework and language requirements. The comprehensive doctoral examination evaluates the student’s general knowledge of canonical texts, historical background, and salient issues and debates in the field of Hispanism (PART I). In addition, the exam will also assess the student’s ability to prepare a preliminary overview of her/his core research field (PART II).

PART I: Fields for the Exam: These are arranged by fields of specialization. Each student will select four of the following six fields for examination:

i. Medieval
ii. Early Modern Peninsular
iii. Modern Peninsular
iv. Colonial Latin America
v. Modern Latin America
vi. Linguistics and Communication

PART II: Individualized Research Overview:

In preparation for this part of the comprehensive doctoral exam the student will write a one-page single-spaced statement explaining her/his core research interest and include a two-page single-spaced bibliography. The student will submit this document to the DGS by the first day of classes of the semester in which the comprehensive doctoral exam will take place. Upon receiving the document, the DGS will circulate it among members of the graduate faculty for approval. Provided that no member of the graduate faculty expresses any reservations about the student’s statement, the statement will serve as the basis for the fifth unit of the comprehensive doctoral exams, the Individualized Research Overview, which the student will complete and submit along with the other four sections of the written exam. The Individualized Research Overview (15-20 pages) should be an extended discussion of the theme or themes that will figure prominently in her/his future research endeavors, and should include a review of the bibliography submitted with the initial statement.
Guidelines and Procedures:

a) **Part I:** The student will be required to choose one field as an area of specialization. Except in extraordinary circumstances and with the approval of the DGS, this will also be the field in which the student will write the dissertation. For each of the four fields selected for examination, the student will be given two questions and will be asked to answer one. In the student’s area of specialization, these questions will involve a more substantive inquiry into the texts, historical background, and critical bibliography in the field. **Part II:** The student will submit the Individualized Research Overview (as described above).

b) **Reading List:** All students will have access to a reading list that includes required readings for the comprehensive doctoral exam in each of the six fields listed above (see the *Ph. D. Reading List* in the Appendices). The texts marked with an asterisk in the reading list are required reading for all candidates. Students will be responsible for all the works listed in their chosen area of specialization. Each period list also includes an appended list of important critical works on the field to provide students with a background for their study. Students preparing for the comprehensive doctoral exam are strongly encouraged to consult with professors in the relevant fields.

c) **Logistics:** The written exams will be scheduled within the first two weeks of November, in the case of the Fall semester, or within the last week of March and the first week of April, in the case of the Spring semester. Normally a student will receive an electronic copy of the exam via e-mail at 8:00 am on Monday, and send the typed answers by email in attachment form by Friday, 3:00 pm to the Graduate Program Coordinator. The length of each of the answers should be 10-15 pages long, double-spaced, Times New Roman, 12 point (excluding any bibliographical references). Upon receiving the student’s email, the Graduate Program Coordinator will circulate the answers among the members of the graduate faculty, who will in turn submit their comments to the Graduate Program Coordinator and the DGS by the stipulated deadline. Before being allowed to proceed to the oral exam, a student may be asked to rewrite any section of the written exam if the first effort is judged to be unsatisfactory by a simple majority of the members of the graduate faculty, in which case the DGS will consult with the graduate faculty before proceeding.

d) **Oral Exam:**

1. **Committee Formation:** The oral exam committee will be composed of four members, one of whom one must be in the student’s declared field of
specialization. The oral exam committee shall be formed promptly by the end of the semester prior to the one in which the student plans to take her/his comprehensive doctoral exam. Once the oral exam committee is formed, its members will appoint a chair.

2. Exam Procedure: The oral exam will be scheduled for a date shortly following the completion of the written examination, and will last two hours. During the exam, the student will field questions posed by the committee, which may include questions general to the selected fields for examination, questions that s/he chose not to answer on the written exam, and discussion of the merits of her Individualized Research Overview. At the close of the exam, the student will be asked to leave the room and the committee will deliberate on the student’s overall performance on the comprehensive written and oral examination. Performance in the comprehensive examination will be evaluated using the following scale: High Honors, Honors, Pass, and Fail. A student who fails the oral exam will be given the opportunity to retake the oral portion of the exam the following semester. Should the student fail the oral exam a second time, s/he will be awarded a terminal M. A. degree.

e) Thesis Advisor: Upon successful completion of the comprehensive doctoral examination, the student will choose a thesis advisor. Students are encouraged to consult with the DGS regarding this matter, but the ultimate decision is the student's prerogative. The student should approach a member of the graduate faculty with a tentative topic for the dissertation. The faculty member approached has the option of deciding whether or not to undertake the project.

Petition to Accelerate

Students who have completed graduate coursework at another institution and are admitted to the Program in Advanced Standing may petition to accelerate and take their doctoral exams either a semester or a full year early. Students must have met all coursework, language, and pedagogy requirement’s for the PhD without any grades of ‘I’, ‘P’, ‘U’ or ‘F’ before advancing to take the comprehensive doctoral examination.

Eligible students wishing to accelerate should consult with the DGS to ensure they will have met all requirements. Once students gain approval to petition, they write a letter to the Graduate Faculty.

Petitions should include:

- a letter expressing the reason the student wishes to accelerate,
- a list of all courses the student has taken toward the degree
- and a list for coursework for which the student is requesting transfer credit.

Students should submit the petition electronically to the Graduate Program Coordinator who will verify the study history and grades and work with the DGS to distribute the documents to the Graduate Faculty for approval. The DGS or Graduate Program Coordinator will notify the student (usually within two weeks) of the results of their petition to accelerate.

**Application for Candidacy and MA upon Candidacy**

**Requirements**
Graduate Students may apply for Candidacy (and an MA upon Candidacy) once they have completed all PhD requirements except for the Dissertation. This includes
- successfully completing all coursework and TATTO requirements,
- Passing the comprehensive PhD exams,
- Having an approved dissertation prospectus, and
- Choosing a dissertation committee chair.

Please consult the section titled *PhD Program Requirements* for specific details about coursework and pedagogical requirements.

**Students must be admitted to PhD candidacy at least one semester before applying for a Doctoral Degree.** Failure to apply for Candidacy at the appropriate time can delay graduation and/or funding.

**How to Apply**
Students apply for Candidacy by completing and submitting to the Graduate Program Coordinator the *Application for Admission to Candidacy*.

At this juncture, a student may also apply for an MA upon Candidacy. To apply students must fill out and submit to the Graduate Program Coordinator the *Application for the MA Degree* and the *Report of Completion of the Requirements for a Master’s Degree*.

*All required forms are available on the Laney Graduate School website.

--- For the **Timeline of requirements for the Ph.D.** in Spanish *See Appendices.*
--- For the **List of Required Forms** (for each year in the Program) *See Appendices.*
Prospectus and Dissertation

**Dissertation Prospectus:** Students should complete the dissertation prospectus and submit it to their advisor by the end of Spring semester their third year. The prospectus is a 20-30 page document with an appended bibliography that explains in detail

1. the proposed dissertation topic and its significance within a larger field,
2. the methods, approaches, and object of study
3. the existing scholarship on the subject,
4. preparation and qualifications for studying the topic, and
5. a preliminary chapter outline.

The prospectus is prepared in consultation with the thesis advisor, but it is reviewed and commented on by all members of the Graduate Faculty, who submit comments and indicate their approval or disapproval to the DGS; the comments are then shared with the student and his/her advisor.

A student may not be admitted to Candidacy for the PhD until the prospectus has been approved. For more information about the Application for Candidacy, see the section titled *Application for Candidacy and MA upon Candidacy.*

The Department keeps an electronic archive of each approved prospectus. Students may request an example of a previously approved prospectus from the Graduate Program Coordinator.

**Dissertation Committee:** For a student to complete the Program, s/he must write and defend successfully the doctoral dissertation.

a) The dissertation is prepared in close consultation with the advisor and the committee, but students are highly encouraged to consult with any professor at Emory whose research may be relevant to the dissertation project.

b) Following approval of the prospectus, the student and the advisor will discuss the composition of the dissertation committee. This committee shall consist of the advisor and at least two other readers, consulted in advance by the advisor and/or student about their willingness to undertake the task. **At least one of the readers must be a member of an outside department.** If a student wishes that a professor from another university join his/her reading committee, the student should consult his/her advisor about the selection. The advisor or student must then submit a written request to the DGS (with cc to the Graduate Program Coordinator), petitioning permission for the external faculty member to be on the reading
committee. A copy of the outside reader’s curriculum vitae must accompany the petition. The DGS will review the selection, and, if s/he agrees, send the request with a letter of support to the Dean of the Graduate School for approval.

c) The student should complete the Dissertation Committee Form (available on the LGS website) and submit it to the Graduate Program Coordinator as soon as possible.

**Dissertation Defense:** The dissertation defense is the final requirement for the Ph.D. degree. It is an academic exercise open to the general university public. The student, in consultation with the dissertation advisor, the members of the dissertation committee, and the DGS, will set a date for the dissertation defense. The student will work with the Graduate Program Coordinator to reserve a space for the defense and submit, in a timely manner, a completed version of the dissertation to all committee members prior to the defense. Present at the defense will be: the student, the thesis advisor and the three members of the dissertation reading committee. The advisor will appoint beforehand, from this group, someone other than him or herself to serve as moderator for the proceedings.

a) The defense will begin with a short presentation by the student.

b) Afterwards, the members of the committee will take turns to direct questions or comments to the candidate.

c) Once all the members of the committee finalized their comments, anyone present in the classroom will be given the opportunity to formulate questions or comments.

d) At the end of the exercise the student and all attendees other than the committee will step outside, and the four members of the defense committee will vote formally on whether to recommend the dissertation to the Graduate School for approval.

If the vote is positive, the student will proceed to prepare the final version for presentation to the Graduate School, making sure to incorporate any emendations suggested by the defense committee during the defense proceedings.

Approved dissertations are archived in an online database: https://etd.library.emory.edu/.

*Instructions for submitting completed dissertations* may be found on the Graduate School website, which also provides a comprehensive list of what Graduate Students need to do/submit upon completing their doctoral dissertation.
*Please note that the deadline to submit the Degree Application to the Registrar comes several weeks before the deadline to submit the rest of the requirements for graduation. Students should check the LGS website for specific dates for their graduation term.

**Residence**

The Program in Spanish offers graduate students five years of funding for residence. Full residence in any semester requires satisfactory completion of a minimum of 9 semester hours of course work, research, or directed study acceptable for graduate credit. PhD candidates in the Program in Spanish are expected to maintain residence both for their own benefit and for the benefit of the program. The presence and participation of the graduate student in our academic community contributes to the timely completion of the dissertation, as it ensures ready access to research materials and other important services, and facilitates contact with advisors and committee members.

As residents, PhD candidates also have greater opportunity to explore their own important contributions to the community of scholars and mentors, both students and faculty, who comprise the Department of Spanish at Emory. Graduate Students’ regular presence enables them to actively engage in the on-going conversations and participate in the intellectual and social events that enhance individual and group training in the Program, including colloquia; workshops (pedagogy, grant-writing, dissertation-writing, the job market); guest speaker lectures; town-hall meetings; recruitment weekend; and graduate student group meetings. This interaction and convenience of resources equips advanced graduate students to make optimum progress in the research and writing of their dissertations and can better prepare them for the realities of their future academic careers.

**Leave for Fieldwork**

The Department of Spanish recognizes that some students will need to spend one or two semesters outside of Atlanta to complete fieldwork necessary to their dissertation research. Students who wish to be exempted from residency requirements for fieldwork must petition the Graduate Committee before the end of the semester prior to the semester(s) they are planning to be away. By the time the student submits this petition, s/he must have met the following criteria:

- Have passed their Comprehensive Doctoral Exams,
- Have had their dissertation prospectus accepted by the Graduate Committee, and
• Have presented to the Graduate Committee the intended research project (explaining the necessity of fieldwork), with a letter from the student’s advisor supporting the student’s plan.

The petition must then be approved by the Graduate Committee.

To petition for this type of leave, the student must submit a letter addressed to the graduate faculty, including the information listed in the three bullets above. The student must also submit supporting documents to prove the fulfillment of all requirements (these documents may be sent as an attachment via email to the Graduate Program Coordinator).

For more information about petitioning for a leave of absence, please review the Laney Graduate School handbook.

Going on the Job Market

For nearly all students in the Department, a graduate education is also pre-professional training for employment in an institution of higher learning as a scholar and teacher. Although the job search is a few years away for incoming graduate students, they should begin taking preparatory steps for it. Graduate students at all stages of the program should:

• maintain contacts at their undergraduate institutions;
• establish a new network of contacts from readings, conferences, and lectures;
• submit papers to conferences and for publication;
• periodically consult the MLA Job Information List and The Chronicle of Higher Education to keep abreast of the kinds of positions available, trends in the profession, type and number of hiring institutions, and so on;
• try to obtain a broad range of teaching experience;
• create a strong cluster of supporting Departmental faculty (candidates need four, even five strong letters of recommendation);
• attend any meetings scheduled by the Department (or the Graduate School) regarding the job market;
• and, finally, start reserving funds for the job search.

Funding: Students who are on the job market may apply to the Laney Graduate School for Professional Development Support (PDS) funds to attend the MLA for interviews. See the LGS website for the PDS application for conference funding.

The LGS also provides a subsidy and free membership to Interfolio for students to manage their job applications and recommendation letters. Each year the Graduate School sends students updated instructions to access the Interfolio credit.
**Finding Jobs:** Students seeking jobs in academic fields should consult the *MLA Job List*, the *Chronicle of Higher Education*, announcements sent via e-mail, and the Department’s graduate student bulletin board.

**Planning:** Since students apply for as many jobs as possible, they need to set aside a great deal of time for assembling materials to send off to each school. Faculty members usually need several weeks to write letters of recommendation because of their own busy schedules; it is incumbent on the student to provide recommenders with the information needed to write a strong and detailed letter (updated cv – including dissertation title and abstract, copy or draft version of cover letter).

**Establishing a Dossier:** The candidate must establish a dossier with the Emory Career Center. Typically, the dossier includes a detailed form with information much like that on a curriculum vitae, a list of courses taken, and four to six letters of recommendation--which hiring institutions seem to emphasize most. Veterans of job searches encourage candidates to work on their dossiers the summer before the fall in which they intend to apply for jobs. The letter of application takes a long time to write and should be prepared weeks before any announced deadlines.

**Documents in the dossier:**

a) **The curriculum vitae:** The cv needs to be carefully constructed and edited because it summarizes, at a glance, the applicant’s qualifications and achievements. The cv will either open the door for extended scrutiny and consideration by a search committee of the materials in an applicant’s dossier, or will promptly shut that door if it appears that the student lacks the required qualifications or is a mismatch with the advertised position. Students should look at various models of cvs and, if possible, have one or more faculty members review the cv for accuracy, clarity, and thoroughness of the presentation of their credentials.

b) Students may have to compose additional documents in support of their applications, including a **Statement on Teaching and/or a Statement on Research.** The former discusses teaching philosophy re language and culture/literature; the latter summarizes areas of research interest, gives a summary of the dissertation (questions asked, conclusions arrived at, contributions it makes to the field), and outlines one or more future research projects (beyond the revision and publication of the thesis).

c) **Recommendation letters from faculty:** students must indicate on the Career Center forms whether or not they choose to waive access to these recommendations. Search committees generally lend far greater credence to
confidential letters. A student should therefore think carefully before deciding that s/he wants to retain the right to access his/her letters.

d) Some departments request that students send one or more writing samples in support of their applications. Appropriate samples include published articles or a chapter (complete or in progress) of the dissertation.

The Application Letter: Since students normally apply to a variety of positions/institutions, they shouldn’t try to use a standard cover letter. The application letter should be tailored to emphasize the applicants’ strengths based on the type of institution to which they plan to apply. An application to a Class I research university, for example, may emphasize very heavily the dissertation and scholarship/research, while an application to a liberal arts college may emphasize teaching experience and the reciprocity between the applicant’s teaching and research interests. Because of the way jobs are subdivided by fields, and because of the ways in which some dissertations overlap these fields, it also may happen that students need different versions of their cover letter to best highlight their qualifications for a multiplicity of positions.

Keeping track of applications: When applying to multiple positions, students need to keep track of different deadline dates, search committee contact information, required application materials, etc. Many students find that entering this data into an Excel spreadsheet allows them to keep a record of what they need to send and when and to whom they need to send it.

*An MLA Boot Camp is usually held each Fall to help student compose job application documents and prepare for interviews.

Status and Progress

EVALUATION OF STUDENTS: Annually, the Director of Graduate Studies and the graduate faculty review students’ progress, communicating to them the salient issues discussed by the graduate faculty and, when necessary, indicating areas for improvement or increased attention. The DGS and graduate faculty consider the students’ timely completion and performance of basic requirements (coursework, grades, and class performance; language requirements; exam status; and teaching performance) as well as written feedback from appropriate faculty members and the Committee on Teaching.

Students must maintain satisfactory performance to remain in good standing and retain eligibility for fellowship awards and other Graduate School and departmental support. If a student’s performance is found to be unsatisfactory, the Graduate Faculty, the student will be notified by the DGS, at which point the steps taken may include:

1. Place the student on probationary status until the problem has been addressed effectively.
2. Decide to terminate the student’s status as a doctoral student and allow the student to complete a Terminal MA degree (as per the requirements stipulated in the Department of Spanish Graduate Handbook).

3. Decide to terminate the student from the Program outright.

In the event that the Graduate Faculty decides upon actions two or three above, the student will have the option to appeal the decision. A faculty advocate may assist the student during the review process.

The Department of Spanish defines unsatisfactory performance as

1. Receiving any grade of C or lower (including “administrative” Fs).

2. A grade point average (GPA) in any semester lower than 3.0.

3. Accumulating more than one grade of Incomplete at any given time.

4. Maintaining a grade of Incomplete for more than one year after the end of the semester during which the incomplete was received.

5. Failure to form one’s exam committee by the end of the student’s fifth semester in the Program (for students admitted in Full Standing).

6. Receiving a failing grade on a comprehensive examination.

7. Failure to complete comprehensive exams by the end of the student’s third year in the Program (for students admitted in Full Standing).

8. Failure to complete and submit the dissertation prospectus by the end of the Fall semester during the student’s fourth year in the Program (for students admitted in Full Standing).

9. A serious breach of accepted standards of professional ethics or behavior (including, but not limited to, those stipulated in the Graduate School Honor Code).

10. Failing to exhibit professional level competence in reading, writing, speaking, or understanding English and Spanish by the end of the first year.

**Terminal MA:** The Department of Spanish does not admit students for a terminal MA degree. Students in the PhD Program, however, may, under extraordinary circumstances, petition to receive an MA degree upon satisfying Graduate School and departmental requirements for the MA degree in Spanish. Said requirements are listed below:
- 45 hours of course work
- An MA thesis or approved equivalent

**Extension of Time to Complete Requirements for the PhD**

Students are allowed eight years after having reached Advanced Standing to complete all requirements for the PhD. The Graduate School allows departments to grant students extensions beyond the eight-year period only in extraordinary circumstances.

**How to apply:** To request an extension, students must submit a written request to the Director of Graduate Studies prior to the end of the final term of the eight-year limit. The petition must

- state the circumstances that necessitate the extension
- describe the plan for completing remaining degree requirements
- provide an outline of the plan with a schedule for completion

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Any subsequent requests for extension must detail the student’s progress and justify the modifications proposed.

**The Process:** Once a student submits a petition for an extension, the Department forwards the request to the Dean of the Graduate School with the Department’s decision (the Department may require reexamination or other demonstration of a student’s preparation before considering the request for an extension).

**Stipulations:**

- Students beyond their eighth year in their program will not receive financial aid.
- Students may be granted a maximum of 3 one-year extensions.
- Students not on official extension will have their enrollment blocked or risk having their registration cancelled.
- Students beyond the eight-year limit who fail to obtain an extension or exhaust the extension granted without completing the degree requirements will no longer be considered degree candidates. Such students will not be granted additional extensions except through an application to the Dean of the Graduate School, who will grant an extension only in extraordinary circumstances.
- Students on extension may not request a leave of absence.
Grading

The following outlines the grading policy for graduate courses in the Department of Spanish and Portuguese:

I. Graduate faculty may choose to set a deadline for completing all seminar work prior to the end of the semester in which the seminar is offered. In this case, a final letter grade would be issued prior to the date set by the Registrar (this practice is customary in other departments).

II. Graduate faculty in the Department of Spanish and Portuguese may, alternatively, allow students additional time to complete their final papers. Under this system, professors would assign a letter grade of “I” to every student writing a paper for his/her course at the end of the semester. Students must turn in their final paper by a departmental deadline announced in advance by the DGS—usually one month after the last day of classes. Any student who does not meet this deadline will receive a failing grade for the written exercise in question, and a final grade that will reflect that grade. Exceptions will be made only in the case of a medical excuse or serious family emergency, and after consultation with the DGS.

Graduate Certificate Programs

Various programs in the Graduate School provide graduate students the opportunity to earn a certificate. These certificates furnish students with intellectual exposure to a field that relates to their core academic interest. Below is a list of the available graduate certificates and their requirements:

A. The Graduate Certificate in Comparative Literature
B. The Graduate Certificate in Film Studies
C. The Graduate Certificate in Medieval Studies
D. The Graduate Certificate in Spanish
E. The Graduate Certificate in Women’s Studies

A. The Graduate Certificate in Comparative Literature

The Certificate in Comparative Literature is available to students involved in other Ph.D. degree programs. The Certificate option allows students to combine their disciplinary studies with literary and theoretical issues in Comparative Literature. General requirements for the Certificate include incorporation of Comparative Literature into all levels of the degree, including course work, exams and the dissertation.
Certificate in Comparative Literature Requirements:

- Demonstrated competency in two languages other than English, one of which must be demonstrated at fluency level and the other at reading level.
- Completion of the core course Comparative Literature 750: Literary Theories
- Completion of five courses in Comparative Literature in addition to the core course. These courses may include courses in Comparative Literature, courses cross-listed with Comparative Literature and individual directed readings.
- Integration of Comparative Literature into Ph.D. exams. The Comparative Literature component should encompass approximately one-third of the entire examination.
- Incorporation of Comparative Literature into the dissertation. Again, the Comparative Literature component should encompass approximately one-third of the entire dissertation.
- Inclusion of a Comparative Literature faculty member on both the exam and dissertation committees.

B. The Graduate Certificate in Film Studies

Although the department of Film Studies does not offer a Ph.D. degree, a Graduate certificate may be earned in cooperation with Ph.D. programs in other departments. Students planning to pursue a Graduate certificate must apply to a Ph.D. program at Emory that sponsors students interested in film (these include Art History, Comparative Literature, English, French, Italian, Spanish, the Graduate Institute for the Liberal Arts (ILA), Sociology, and Women’s Studies). If accepted into one of these programs, a student may pursue a concentration in film at the Ph.D. level. The certificate is designed to extend graduate students’ range of knowledge of the twentieth century's most influential art form, as they specialize in the theories and histories of culture.

Certificate in Film Studies Requirements

- Fulfillment of all requirements of the Ph.D. programs student’s respective major departments.
- Of the candidate's total semester hours, the certificate will require a minimum of twelve semester hours (four courses) in seminars on theory, history/criticism and genres/national cinemas—This does not include any necessary leveling work in film studies.
- Participating major departments will recognize film studies as one of the examination fields. The film studies advisor will serve on the examination committee and formulate examination questions according to departmental procedures.
- The student will draw up an appropriate reading list for the film studies component.
- Incorporation of Film Studies into the dissertation. The student consults with his/her major advisor and Film Studies advisor to determine the dissertation topic. For those who have fulfilled the requirements of the Certificate in Film Studies, the dissertation must utilize film and the methodologies appropriate to film studies in a manner consistent with doctoral-level work in the major area of study.
• Inclusion of a Film Studies faculty member on both the exam and dissertation committees.

C. The PhD Certificate in Medieval Studies
The Program in Medieval Studies offers a Certificate for Graduate Students.

The requirements for the Certificate Program are as follows:

• Registration as a candidate for the Certificate in Medieval Studies.
• Successful completion of a designated core seminar in Medieval Studies.
• Successful completion of a course in Medieval Latin.
• Successful completion of at least three other courses in Medieval Studies areas, as approved by the Director.
• Demonstrated reading knowledge of a modern foreign language.
• Demonstrated knowledge of a medieval language other than Medieval Latin, if appropriate to the student's particular field of study.
• Approval of the Ph.D. dissertation by the Director, on recommendation of the thesis committee, as completing the Certificate Program in Medieval Studies.

D. The Graduate Certificate in Spanish
The Graduate Program in Spanish offers a Certificate in Spanish to students involved in Emory Ph.D. degree programs other than Spanish.

Eligibility
Students interested in pursuing the Certificate must provide evidence of language proficiency sufficient to pursue doctoral coursework in Spanish. Proficiency may be determined by an oral interview with a member of the Spanish graduate faculty or evidence of successful completion of advanced undergraduate or graduate course work in Spanish.

Certificate Requirements
The requirements for the Certificate include:

• completion of four graduate courses listed or cross-listed in/with the Spanish Department – at least one of these courses must contain a significant component of critical theory and result in a substantial research paper (20 pp)*;
• participation in an annual graduate research colloquium;
• attendance at four events sponsored by the Spanish Graduate Program;
• written exam based on a reading list to be prepared by the student in consultation with the Certificate Advisor in Spanish;
• regular contact between the student and his/her Certificate Advisor in Spanish.
• Submission of Certificate Requirements Completion Form (available on the Program
*Students must achieve a grade of B or higher in a course in order for it to count toward the certificate program.

**How to Apply**
Students interested in the certificate program must declare their intention before their doctoral exams by completing a Certificate in Spanish Application to Participate (in Appendix and on the Graduate Program in Spanish website). Applicants should submit completed forms to the Spanish graduate program coordinator (Callaway N506A). The application form should be signed by the student’s primary advisor in the home department or program, by the proposed Certificate Advisor, and by the Director of Graduate Studies in Spanish.

Once the student has completed all certificate requirements, s/he should complete the Graduate Certificate in Spanish Certificate Requirements Completion form (in Appendix and on the Graduate Program in Spanish website), the LGS Certificate Clearance Form and the Registrar’s Application for Degree (on the LGS website).

**Learning Outcome Goals**
The Graduate Certificate in Spanish is designed to achieve the following learning outcomes by students’ completion of the requirements:

- Students will be able to demonstrate a foundational knowledge of culture, history, theory and research across disciplines in the field, and be able to incorporate that knowledge in their own disciplinary expertise.
- Students will be able to evaluate critically scholarly work in the field as well as in an interdisciplinary context.
- Students will have acquired a demonstrable level of knowledge in the field adequate to conduct and present original research in the field as well as in an interdisciplinary context.

**E. The Graduate Certificate in Women's Gender and Sexuality Studies**

The Certificate in Women’s Studies is designed for doctoral students in other humanities and social science departments at Emory University. Students in this program frequently select dissertation topics related to women, gender, and/or feminist theory.

**Certificate in Women’s Studies Requirements**

- WS751R, Feminist Theory (or a designated substitute course)
- Three (3) other Women’s Studies graduate courses (9 hours total). These may be WS courses or courses cross-listed with Women’s Studies. Courses relating to women/women’s issues which do not have WS course numbers must be approved by the WS Director of Graduate Studies. A syllabus should be submitted with the request for approval.
An interdisciplinary paper, which may develop out of a research paper for a course and which should be about the length of a publishable article (20-30pp). This paper is typically approved by a member of the Core or Associated Faculty (often the instructor of the course for which it was written). The faculty member then notifies the WS Graduate Program Coordinator of its approval. The paper may also be submitted to the WS Director of Graduate Studies for approval. A dissertation chapter may be submitted in lieu of an interdisciplinary paper.

Fellowships and Funding Resources

Fellowships for Entering Graduate Students

Standard Funding: All admitted students receive full fellowship funding. For current funding amounts, please visit the Laney Graduate School website. The Graduate School also provides a full subsidy for health insurance for students who elect to enroll in Emory’s health insurance plan.

It is departmental policy that all first-year students receive full funding yet have no teaching responsibilities. Advanced graduate students will participate in Teaching Assistantships, through teaching assignments at Emory and the opportunity to participate in Teaching Assistantships in Emory’s Undergraduate Summer Program in Spain. Students who maintain consistent progress toward the doctoral degree are guaranteed financial support for five years.

Special Fellowships: Extra funding for graduate students entering the Program, offered on a competitive basis, includes the George W. Woodruff Fellowship, the Emory Graduate Diversity Fellowship -EDGF, and the Laney Graduate School of Arts and Sciences Fellowship (for current funding amounts, please visit the Laney Graduate School website). Qualifying applicants are automatically nominated by the Graduate Faculty. No action is needed on behalf of the applicant.

Graduate School Financial Support

Summer Graduate Program in Salamanca Funding: Students in good standing are invited by the Department of Spanish and Portuguese to participate in a ten-week intensive workshop in Salamanca, Spain during the summer after their first or second year of study (for more information about this program, see the section titled Summer Graduate Program in Salamanca). The LGS provides funding for students’ transportation, tuition, and room and board expenses in combination with a portion of the student’s PDS funding. Only students in good standing will receive support to attend the summer program in Salamanca.

Sixth-year Funding: Students who remain in the Program beyond five years are responsible for seeking and securing sixth-year funding, whether from the LGS or from an external source. Possible funding sources include:

The LGS awards Dean’s Teaching Fellowships (sixth-year full funding including a stipend) on a competitive basis. The Fellowships are offered to students who have exhibited superior
qualities during their service in the TATTO program, “demonstrate[ing] exceptional ability and dedication in the teaching enterprise” (LGS handbook).

The Department of Spanish and Portuguese must nominate candidates for the Dean’s Teaching Fellowship to the Graduate School in conjunction with the student’s application. Those students who will have met the following requirements by September of their sixth year are eligible to compete for a Dean’s Teaching Fellowship:

- Successfully completed all requirements of the TATTO Program,
- Completed all other Graduate School program requirements except the dissertation,
- Been officially admitted to PhD Candidacy.

Dean’s Teaching Fellows are responsible for developing and teaching one course in either the fall or spring semester of the fellowship year. They will teach either a course of their own design or a section depending on the needs of the Undergraduate Program in Spanish.

- **When teaching a course assigned by the Department**, Dean’s Teaching Fellows share all responsibilities of Teaching Associates. **When teaching a course of their own design**, Fellows should consult with department faculty and arrange for at least one member of the faculty to observe and evaluate their teaching.

**To apply:** Please visit the LGS website for more about requirements and application guidelines for the *DTF*.

**Other Advanced Student Fellowships:** Please visit the LGS website for more advanced fellowship opportunities.

**Professional Development Support (PDS):** The Graduate School is committed to helping Emory graduate students enhance their professional development and complete their degrees in a timely fashion, recognizing that from time to time students may require funding that augments the awards they already receive. Funds to support specific categories of graduate student professional development are available.

These funds are awarded on the basis of two general considerations: the merit of the proposed activity, and the importance of the activity to the student’s program of study. Advisors and Directors of Graduate Study are in the best position to judge the merit of the proposal and whether it contributes to the student’s education. Therefore, Directors of Graduate Studies and advisors will make the primary decision about whether a graduate student request should be supported.

Awards will be made in three funding categories: (1) **conference participation**; (2) **supplementary training** (not available at Emory, including language acquisition); and (3) **research**. These categories encompass summer funding.

In general, the funds are available to all students enrolled in doctoral programs. To receive an award a student must be in good standing, both in the Laney Graduate School and in the Program. Awards are made by the Graduate School directly to students. Each category of funding has further eligibility and award criteria.
Please visit the Laney Graduate School website for more information about Professional Development Funds and for details about how to apply.

**Emergency Loans:**
Graduate School emergency loans are available to help students through unexpected financial crises, such as illness, family job loss, and delays in other types of funding. The maximum loan amount is $1,000. A student who receives an emergency loan must sign a promissory note agreeing to repay the loan within 90 days of issue (120 days under certain circumstances). Emergency loans are interest free for the 90 or extended day period.

Please visit the LGS website for funding eligibility and application procedures.
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Timeline for Ph.D. in Spanish (students entering Program in “Full Standing”)

1st Year
Fall: 3 three-credit seminars
Spring: 3 three-credit seminars

1st Foreign Language Requirement
Summer: 10 week workshop in Salamanca
TATTO workshop

2nd Year
Fall: 3 three-credit seminars
Spring: 3 three-credit seminars

2nd Foreign language requirement

3rd Year
Fall: 3 three-credit seminars
Spring: Study for and complete written and oral Ph.D. Exams

4th Year
Fall: Prepare and submit Dissertation Prospectus for approval
Apply for Candidacy and MA upon Candidacy (once prospectus is approved)
Spring: Write Dissertation
Actively enter the Job Market – Attend MLA

5th Year
Fall: Write Dissertation
Spring: Write Dissertation
Defend Dissertation (during fifth or sixth year)
Apply for Degree
Complete Graduation Packet
Timeline for Ph.D. in Spanish (students entering Program in “Advanced Standing” with one semester acceleration)

1st Year
Fall: 3 three-credit seminars
Spring: 3 three-credit seminars

1st Foreign Language Requirement

Summer: Workshop in Salamanca
TATOO Workshop

2nd Year
Fall: 3 three-credit seminars
Spring: 3 three-credit seminars

2nd Foreign language requirement

3rd Year
Fall: Study for and complete written and oral Ph.D. Exams
Spring: Prepare and submit Dissertation Prospectus for approval
Apply for Candidacy and MA upon Candidacy (once prospectus is approved)

Actively enter the Job Market – Attend MLA

4th Year
Fall: Write Dissertation
Spring: Write Dissertation

Defend Dissertation (during fourth or fifth year)
Apply for Degree
Complete Graduation Packet
Timeline for Ph.D. in Spanish (students entering Program in “Advanced Standing” with full year acceleration)

1st Year
Fall: 3 three-credit seminars
Spring: 3 three-credit seminars

1st Foreign Language Requirement

Summer: Workshop in Salamanca
TATOO Workshop

2nd Year
Fall: 3 three-credit seminars
Spring: Study for and complete written and oral Ph.D. Exams

2nd Foreign Language Requirement

3rd Year
Fall: Prepare and submit Dissertation Prospectus for approval
Apply for Candidacy and MA upon Candidacy (once prospectus is approved)
Spring: Write Dissertation

Actively enter the Job Market – Attend MLA

4th Year
Fall: Write Dissertation
Spring: Write Dissertation

Defend Dissertation (during fourth or fifth year)
Apply for Degree
Complete Graduation Packet
Required Forms List

1st Year:

_____ Language Requirement Fulfillment Form (for 1st requirement)

2nd Year:

_____ Language Requirement Fulfillment Form (for 2nd requirement)

_____ Petition to accelerate (for students who were admitted in advanced standing)

3rd Year:

_____ Language Requirement Fulfillment Form (for 2nd requirement – option for students admitted in Full standing to fulfill requirement in 3rd year)
_____ Application for Candidacy (on LGS website)
_____ Dissertation Committee Form (on LGS website)
_____ Application for MA (upon Candidacy) Degree (on LGS website)
_____ Report of Completion of Requirements for MA (upon Candidacy) (on LGS website)

4th Year:

When Approaching Graduation:

_____ Office of the Registrar Application for Degree (on LGS website)
_____ Report of Completion of Requirements for Doctoral Degree (on LGS website)
_____ ProQuest/UMI Publishing Agreement (on LGS website)
_____ Student Activities Questionnaire (on LGS website)
_____ Survey of Earned Doctorates (on LGS website)
_____ Upload e-copy of Dissertation (link to database on LGS website)
_____ Submit Hard Copy of Dissertation
_____ Program Exit Survey
Graduate Program in Spanish
Program Requirements Checklist

First Year (Full Standing):
Students who are admitted in Full Standing must complete the following work:
*Students admitted in Advanced Standing should record the credit received from the Graduate Institution attended prior to Emory. Emory credits will begin in the Second Year section.

☐ **First 6 of the Program’s 15 required courses** (3 per semester).
   ______ Semester One - 3 Courses (Fall ______)
   ______ 1) ____________________________
   ______ 2) ____________________________
   ______ 3) ____________________________
   ______ Semester Two – 3 Courses (Spring ______)
   ______ 4) ____________________________
   ______ 5) ____________________________
   ______ 6) ____________________________

   ______ At least one language exam should be completed by the end of the first year.
   Language ____________ Date of Exam ____________

   ______ Graduate School TATTO Workshop - TATTO 600 (summer after first year).

Second Year - Full Standing (First Year - Advanced Standing):
After completing six courses with a grade of B- or better, students are admitted to Advanced Standing. During this stage, students must complete the following work:

☐ **Next 6 of the Program’s 15 required courses** (3 per semester) + TATTO 605/610
   ______ Semester Three - 3 Courses and TATTO 605 (TAship) (Fall ______)
   ______ 7) ____________________________
   ______ 8) ____________________________
   ______ 9) ____________________________
   ______ TATTO 605 (1st semester of Teaching Assistantship)
   ______ Semester Four – 3 Courses and TATTO 610 (TAship) (Spring ______)
   ______ 10) ____________________________
   ______ 11) ____________________________
   ______ 12) ____________________________
   ______ TATTO 610 (2nd Semester of Teaching Assistantship)
The 2nd language exam should be completed by the end of the 2nd yr.

Language ______________ Date of Exam __________

Students are encouraged to choose a faculty advisor no later than the end of the 2nd yr.

Advisor ____________________________

Summer Workshop in Salamanca (summer after 1st or 2nd year)

Third Year:

☐ The Final 3 of the Program's 15 required courses (3 per semester).

☐ Semester Five - First 3 Courses (Fall ____)

☐ 13)

☐ 14)

☐ 15)

☐ Take Comprehensive Examinations - by end of Spring Semester.

☐ TATTO Teaching Associateship (two semesters)

Fourth Year:

☐ Submit Prospectus - by the end of Fall Semester.

☐ Submit Application for Admission to Candidacy upon approval of prospectus and fulfilment of all other Program requirements

☐ Dissertation Defense

☐ Apply for Degree

***Students must be enrolled for the semester prior to their defense.
Summary of Studies: Advisor ________________________________

Dissertation Committee Members:

________________________________________
________________________________________
________________________________________
________________________________________

_______ Total Courses taken (at least 15 required)

_______ Total courses taken inside the Department
_______ Language courses (other than ESL)
_______ ESL courses
_______ Total external courses taken (no more than 4 allowed – do not count ESL)

_______ External courses taken in same field (must have at least 2)

_______ TATTO 600
_______ SPAN 620 (Pedagogy) ___________ TATTO 605
_______ SPAN 630 (Literary Theory) ___________ TATTO 610

1) __________ (Date) Language Exam #1 5) __________ (Date) Prospectus Approved
2) __________ (Date) Language Exam #2 6) __________ (Date) Application for Candidacy
3) __________ (Date) Written PhD Exam 7) __________ (Date) Dissertation Defense
4) __________ (Date) Oral PhD Exam 8) __________ (Date) Application for Degree
Reading List for the Ph.D. Comprehensive Examination
(Last Revised: January 1997)
I. Epoca medieval

Agustín de Hippo
   De doctrina cristiana
   Las confesiones

Boethius
   Philosophiae consolationis

Literatura Hispanoárabe

   Ibn Saïd al-Magribi
      El libro de las banderas de los campeones

   Ibn Hazm
      *El collar de la paloma

Epopeya y cantares de gesta

   *Cantar de Mio Cid,
   Chanson de Roland
   Siete infantes de Lara

Alfonso X
   *Cantigas de Santa María
   Estoria de Espanna
   General Estoria

Dante Alighieri
   Commedia
   De vulgari eloquentia
   La vita nuova

Jacobus de Voragine
   Legenda aurea

Gonzalo de Berceo
   *Milagros de Nuestra Señora
   Vida de Santo Domingo de Silos

Appendix D
Vida de Santa Oria  
Guillaume de Lorris and Jean de Meun  
Roman de la Rose

Andreas Capellanus  
De amore

Juan Manuel  
*El Conde Lucanor

Juan Ruiz  
*Libro de buen amor / Libro del Arcipreste de Hita

Geoffrey Chaucer  
The Canterbury Tales

*La vida de Santa María Egipciana

Cuaderna Vía  
*Libro de Alexandre  
Libro de Apolonio

Shem Tob  
Proverbios morales

*Romancero

*Exempla (especialistas escogen dos; no especialistas escogen uno)  
Libro de los engannos  
Calila y dimna  
Libro de los gatos  
Libro de los ejemplos por a.b.c.  
El espejo de los legos

Lírica medieval  
*Moaxajas  
*Cantigas de amigo  
Troubadours (Guillermo IX, Marcabru, ect.)  
Marqués de Santillana  
*Serranillas

Appendix D
Jorge Manrique
*ACoplas a la muerte de su padre@

Ausias March
*Cancioneros (especialistas escogen dos; no especialistas escogen uno)
  Cancionero General
  Cancionero de Baena
  Cancionero musical de palacio
  Cancionero de palacio

*Cancioneros (especialistas escogen dos; no especialistas escogen uno)
  Libro del caballero Zifar
  Amadís de Gaula
  Tirant lo blanc
  Historia de dos enamorados Flores y Blancaflor
  Passo honroso de Suero de Quiñones

Teatro
  Auto de los reyes magos
  Juan del Encina
    *Egloga de Plácida y Victoriano
  Lucas Fernández
    Auto o farsa del nacimiento

Prosa del siglo XV
  Alonso Martínez
    *El Arcipreste de Talavera o Corbacho
  Enrique de Vilena
    Los doze trabajos de Hércules
  Fernán Pérez Guzmán
    Generaciones y semblanzas
  Diego de San Pedro
    *Carcel de amor
  Doña Leonor López de Córdoba
    *Memorias
  Teresa de Cartagena
    *Arboleda de los enfermos
  Jacme Roig
    Spill
  Fernando de Rojas
    *Celestina
Estudios importantes:

Bynum, Caroline W. *Holy Feast and Holy Fast*
Carruthers, Mary. *The Book of Memory*
Curtius, Ernst Robert. *European Literature and the Latin Middle Ages*
Dagenais, John. *The Ethics of Reading in Manuscript Culture*
Eco, Humberto. *Art and Beauty in the Middle Ages*
Illich, Ivan. *In the Vineyard of the Text*
Menocal, Maria Rosa. *Shards of Love*
Smith, Colin. *The Making of the Poema de Mio Cid*
Stephen Nichols. *Romanesque Signs*
Stock, Brian. *The Implications of Literacy*
Vance, Eugene. *From Topic to Tale*
Zumthor, Paul. *La Lettre et la voix de la "littérature" médiévale*
II. Renacimiento y Barroco

Narrativa y artes poéticas

Antonio de Nebrija
  Gramática castellana

Juan del Encina
  Arte de poesía castellana

Torres Naharro
  Propalladia (Proemio)

Juan de Valdés
  Diálogo de la lengua

Juan Boscán
  El cortesano

Juan Luis Vives
  Manual de instrucción de la mujer cristiana
  Deberes del marido

Anónimo
  *Lazarillo de Tormes

Teresa de Jesús
  *Libro de la vida
  Camino de perfección
  Libro de las fundaciones
  Castillo interior

Cristóbal de Villalón
  Ingeniosa comparación entre lo antiguo y lo presente
  El Scholastico

Jorge de Montemayor
Los siete libros de la Diana
Luis de León
La perfecta casada
De los nombres de Cristo

Juan Huarte de San Juan
Examen de ingenios para las ciencias

Mateo Alemán
Guzmán de Alfarache

Miguel de Cervantes
*Don Quijote
*Novelas ejemplares

Lope de Vega
Arte nuevo de hacer comedias
La Dorotea

Alonso López Pinciano
Philosophia antiqua poetica

Antonio Salas Barbadillo
*La hija de Celestina

Francisco López de Ubeda
La pícara Justina

Francisco de Cascales
Tablas poéticas

Baltasar Gracían
El criticón
*Agudeza y arte de ingenio

Francisco de Quevedo
*El Buscón
*Los sueños

Fernández de Andrada (atrib.)
Epístola moral a Fabio
María de Zayas
  *Desengaños amorosos

Poesía

Gil Vicente
  Poesías escogidas

Garcilaso de la Vega
  *Poesías completas (Castalia)

Luis de León
  *Poesías completas (Cátedra)

Fernando de Herrera
  Poesías (Clásicos Castellanos)

Juan de la Cruz
  *Poesías (Castalia)

Francisco de Quevedo
  *Poesías, ed. Blecua (Planeta)

Luis de Góngora
  *Poesías escogidas, ed. D. Alonso (Gredos)

Teatro

Juan del Encina
  Representaciones

Gil Vicente
  Auto de la Sibila Casandra

Lope de Rueda
  Pasos
Miguel de Cervantes
  *Entremeses
  La Numancia

Lope de Vega
  *Fuenteovejuna
  *Peribáñez
  *La dama boba
  *El perro del hortelano
  *El castigo sin venganza
  *El caballero de Olmedo

Ana Caro
  *El Conde Partinuplés (Reichenberger)
  *Valor, agravio y mujer (Castalia)

Guillén de Castro
  Las mocedades del Cid

Tirso de Molina
  *El burlador de Sevilla
  *El vergonzoso en palacio
  *Don Gil de las calzas verdes

Juan Ruiz de Alarcón
  La verdad sospechosa

Rojas Zorrilla
  Del rey abajo, ninguno

Agustín Moreto
  El desdén con el desdén

María de Zayas
  *Traición en la amistad

Quiñones de Benavente
  Entremeses

Calderón de la Barca
  *El alcalde de Zalamea
*El médico de su honra
*La vida es sueño
*El gran teatro del mundo
*La dama duende
El principe constante
La piedra, el rayo y la fiera
La estatua de Prometeo

Estudios importantes:

Maravall, Antonio. Antiguos y modernos; La cultura del barroco
Caro Baroja, Julio. Vidas mágicas e Inquisición
Bataillon, Marcel. Erasmo y España
Castro, Américo. La realidad histórica de España
Parker and Quint. Literary Theory / Renaissance Texts
Cruz and Perry. Culture and Control in Counter-Reformation Spain
Spadaccini and Talens. Literature Among Discourses; Autobiography in Early Modern Spain; The Politics of Editing
Frances Yates, The Art of Memory
III. Literatura española: siglos XVIII - XX

Siglo XVIII

Benito Jerónimo Feijoo
*Teatro crítico universal ("Prólogo al lector," "Voz del pueblo," "El no sé qué," y otra selección más elegida por el estudiante)

José Cadalso
*Cartas marruecas
Noches lúgubres

Diego de Torres Villaroel
Vida

Leandro Fernández de Moratín
*El si de las niñas

Ramón de la Cruz
*Manolo

Tomás de Iriarte
*Fábulas literarias

Ignacio Luzán
Poética

Siglo XIX

José de Espronceda
*El estudiante de Salamanca
"Canto a Teresa" (contenido en El diablo mundo)
*"Canción del pirata"
*"El mendigo"
*"El reo de muerte"

Mariano José de Larra
*"La Nochebuena de 1836"
*"Día de difuntos de 1836"
*"El castellano viejo"
*"En este país"
*"Vuelva Vd. mañana"

José Zorrilla
*Don Juan Tenorio

Duque de Rivas
*Don Alvaro o la fuerza del sino

Gustavo Adolfo Bécquer
*Rimas
"El rayo de luna"; "Los ojos verdes" (en Leyendas)

Rosalía Castro
En las orillas del Sar

Juan Valera
*Pepita Jiménez

Pedro Antonio de Alarcón
El sombrero de tres picos

Leopoldo Alas
*La Regenta

Benito Pérez Galdós
*Fortunata y Jacinta
*Doña Perfecta
El amigo Manso

Emilia Pardo Bazán
*Los pazos de Ulloa
La cuestión palpitante

José de Pereda
Sotileza
Siglo XX

Miguel de Unamuno
*En torno al casticismo
*Del sentimiento trágico de la vida
*Niebla
*San Manuel Bueno, mártir
"El Cristo de Velázquez"

Pío Baroja
*El árbol de la ciencia

Ramón del Valle-Inclán
*Luces de bohemia
Divinas palabras
*Sonata de otoño
Tirano Banderas

José Martínez Ruiz (Azorín)
*Castilla
La voluntad

Angel Ganivet
Idearium español

Antonio Machado
Soledades, galerías y otros poemas
*Campos de Castilla

Juan Ramón Jiménez
*Eternidades

Gabriel Miró
El humo dormido

Ramón Pérez de Ayala
Belarmino y Apolonio

José Ortega y Gasset
*La deshumanización del arte
*La rebelión de las masas
*El tema de nuestro tiempo
Ideas sobre la novela

Jorge Guillén
*Cántico

Federico García Lorca
*Romancero gitano
*Poeta en Nueva York
Bodas de sangre
*La casa de Bernarda Alba
El público

Luis Cernuda
*La realidad y el deseo

Rafael Alberti
Sobre los ángeles

Vicente Aleixandre
*La destrucción o el amor

Pedro Salinas
La voz a ti debida

Miguel Hernández
El rayo que no cesa

Angel González
*Palabra sobre palabra (antología, ed. Seix Barral 1968)

Antonio Buero Vallejo
*El tragaluz

Alfonso Sastre
*Escuadra hacia la muerte

Camilo José Cela
*La familia de Pascual Duarte
La colmena
Carmen Laforet  
*Nada

Rafael Sánchez Ferlosio  
*El Jarama

Luis Martín-Santos  
*Tiempo de silencio

Miguel Delibes  
Cinco horas con Mario

Mercè Rodoreda  
La Plaza del Diamante

Juan Goytisolo  
Señas de identidad  
*Reivindicación del conde don Julián  
El furgón de cola

Juan Benet  
Volverás a Región

Gonzalo Torrente Ballester  
La saga/fuga de J. B.

Luis Goytisolo  
La cólera de Aquiles

Carmen Martín Gaite  
*El cuarto de atrás

**Estudios importantes:**

Carnero, Guillermo.  *La cara oculta del Siglo de las Luces*  
Kirkpatrick, Susan.  *Las románticas*  
Charnon-Deutsch, Lou, and Jo Labanyi, eds.  *Culture and Gender in Nineteenth-Century Spain*  
Menéndez Pelayo, Marcelino.  *Historia de las ideas estéticas*  
Díaz-Plaja, Guillermo.  *Modernismo frente a noventa y ocho*  
Debicki, Andrew.  *Spanish Poetry of the Twentieth Century: Modernity and Beyond*
Alonso, Amado. *Materia y forma en poesía*
Alonso, Dámaso. *Poesía española, ensayos de métodos y límites estilísticos*
Castellet, José María. *La hora del lector*
Scarlett, Elizabeth. *Under Construction: The Body in Spanish Novels*
Herzberger, David K. *Narrating the Past: Fiction and Historiography in Postwar Spain*
IV. Literatura hispanoamericana del período colonial

Narrativa

Cristóbal Colón
*Textos y documentos completos, ed. Consuelo Varela (Alianza)

Ramón Pané
Relación acerca de las antigüedades de los indios

Hernán Pérez de Oliva
Historia de la inuención de las Yndias

Bartolomé de las Casas
*Brevisima relación de la destrucción de las Indias

Gonzalo Fernández de Oviedo y Valdés
Sumario de la Natural historia de las Indias

Alvar Núñez Cabeza de Vaca
*Naufragios y comentarios

Hernán Cortés
Cartas de relación de la conquista de México; *"Segunda carta"

Bernal Díaz del Castillo
*Historia verdadera de la conquista de la Nueva España

Bernardino de Sahagún
Historia general de las cosas de Nueva España

Pedro Cieza de León
La crónica del Perú

José de Acosta
Historia natural y moral de las Indias

Inca Garcilaso de la Vega
*Comentarios reales de los Incas
La Florida del Inca
Felipe Guaman Poma de Ayala  
*El primer nueva corónica y buen gobierno*

Juan Rodríguez Freyle  
*El carnero*

Carlos de Sigüenza y Góngora  
*Infortunios de Alonso Ramírez*

Alonso Carrió de la Vandera  
*El Lazarillo de ciegos caminantes*

Bartolomé Arzáns Orsúa y Vela  
*Historia de la villa imperial del Potosí*

Xavier Clavijero  
*Historia antigua de México*

**Poesía**

Bernardo de Balbuena  
*Grandeza mexicana*

Juan del Valle Caviedes  
*Diente del Parnaso; *selecciones en Poesía hispanoamericana colonial (abajo)*

Alonso de Ercilla  
*La araucana; *selecciones en Poesía hispanoamericana colonial (abajo)*

Sor Juana Inés de la Cruz  
*Obras completas (Porrúa)*  
"*Respuesta a Sor Filotea*"  
*@Los empeños de una casa@*  
*selecciones en Poesía hispanoamericana colonial (abajo)*

**Antologías**

*El reverso de la conquista: relaciones aztecas, mayas e incas, y Visión de los vencidos*, ambas editadas por Miguel León Portilla

Appendix D
Poetas novohispanos: primer siglo (1521-1621), ed. Alfonso Méndez Plancarte

*Poesía hispanoamericana colonial: historia y antología, ed. de la Campa y Chang Rodríguez

**Estudios importantes:**

Paz, Octavio. Las trampas de la fe
Tzvetan Todorov. La Conquête de l'Amérique
Rolena Adorno. Guaman Poma: Writing and Resistance in Colonial Peru
Irving Leonard. Books of the Brave or Baroque Times in Old Mexico
Edmundo O'Gorman. La invención de América
Anthony Pagden. The Fall of Natural Man
Beatriz Pastor. El discurso narrativo de la conquista
Margarita Zamora. Language, Authority and Indigenous History in the Comentarios reales de los incas and Reading Columbus
Charles Gibson. Spain in America
J. H. Eliot. Imperial Spain
V. Literatura hispanoamericana moderna

Siglo XIX

Poesía y prosa

Fray Servando Teresa de Mier
Memorias

Fernández de Lizardi
El periquillo sarniento

Simón Bolívar
"Carta de Jamaica"

Andrés Bello
*Antología (Ayacucho)

José Joaquín de Olmedo
Poesía y prosa

Esteban Echeverría
"El matadero"

Domingo Faustino Sarmiento
*Facundo (Ayacucho)

Jorge Isaacs
*María

José Hernández
*Martin Fierro
La vuelta de Martín Fierro

Lucio V. Mansilla
Una excursión a los indios Ranqueles

Gertrudis Gómez de Avellaneda
Sab
Manuel de Jesús Galván
Enriquillo

José Martí
*Ismaelillo
*Versos sencillos
*Versos libres
*Antología (Ayacucho)

José Asunción Silva
Obra completa (Ayacucho)

Julián del Casal
Poesías

Manuel Gutiérrez Nájera
Prosa selecta

José Enrique Rodó
*Ariel

Eugenio María de Hostos
La peregrinación de Bayoán

Juan Zorrilla de San Martín
Tabaré

Clorinda Matto de Turner
Aves sin nido

Alberto Blest Gana
Martín Rivas

José Mármol
Amalia

Cirilo Villaverde
Cecilia Valdés

José María Heredia
*Poesía
Manuel Zeno Gandía
   La charca

Rubén Darío
   *Azul
   *Prosas profanas
   *Cantos de vida y esperanza
   *selecciones de cuentos y ensayos

Siglo XX

Poesía:

Leopoldo Lugones
   El payador (selecciones)
   *Lunario sentimental
      Antología (Ayacucho)

Julio Herrera y Reissig
   Poesía (Ayacucho)

Delmira Agustini
   Poesía completa, ed. M. Alvar (Labor)

Ramón López Velarde
   Obra (Fondo de Cultura)

Vicente Huidobro
   *Poemas árticos
   *Ecuatorial
   *Altazor

Alfonsina Storni
   *Poesía (Austral)

César Vallejo
   *Los heraldos negros
   *Trilce
   *Poemas humanos
Gabriela Mistral
   *Tala
   *Lagar

Pablo Neruda
   *Residencia en la tierra
   *Canto general
   *Odas elementales

Jorge Luis Borges
   *Fervor de Buenos Aires
   El otro, el mismo

Nicolás Guillén
   *Sóngoro cosongo
   Motivos de son

Luis Palés Matos
   Tuntún de pasa y grifería

José Gorostiza
   Muerte sin fin

Octavio Paz
   *Piedra de sol o Libertad bajo palabra

José Lezama Lima
   Enemigo rumor o Fragmentos a su imán

Nicanor Parra
   Poemas y antipoemas

Ernesto Cardenal
   Poesía de uso

José Emilio Pacheco
   Morirás lejos o No me preguntas cómo pasa el tiempo

Enrique Lihn
   A partir de Manhattan

Nancy Morejón

Appendix D
Octubre imprescindible

Prosa

Horacio Quiroga
* Cuentos (Ayacucho)

Mariano Azuela
* Los de abajo

Rómulo Gallegos
* Doña Bábara

José Eustasio Rivera
La vorágine

Ricardo Güiraldes
* Don Segundo Sombra

Teresa de la Parra
Memorias de mamá Blanca (Ayacucho)

María Luisa Bombal
La última niebla

Jorge Luis Borges
* Ficciones
* El Aleph

Roberto Arlt
Los siete locos

Miguel Angel Asturias
* El señor presidente
* Leyendas de Guatemala

Alejo Carpentier
Los pasos perdidos
* El reino de este mundo
* El siglo de las luces

Appendix D
Juan Carlos Onetti
   *La vida breve
   El astillero

Felisberto Hernández
   Las hortensias y otros cuentos

Adolfo Bioy Casares
   La invención de Morel

Juan Rulfo
   *Pedro Páramo
   *El llano en llamas

Elena Garro
   Los recuerdos del porvenir

Julio Cortázar
   *Bestiario
   *Final del juego
   *Rayuela

Carlos Fuentes
   *La muerte de Artemio Cruz
   La campaña

Gabriel García Márquez
   *Cien años de soledad
   El otoño del patriarca
   *Crónica de una muerte anunciada

Mario Vargas Llosa
   *La Casa Verde
   *El hablador

Guillermo Cabrera Infante
   Tres tristes tigres

José Donoso
   *El obsceno pájaro de la noche
   Casa de campo

Appendix D
José Lezama Lima
  *Paradiso
  Oppiano Licario

Augusto Roa Bastos
  Yo el Supremo

José María Arguedas
  *Los ríos profundos

Rosario Castellanos
  Oficio de tinieblas

Manuel Puig
  Boquitas pintadas
  *El beso de la mujer araña

Severo Sarduy
  *De donde son los cantantes

Luis Rafael Sánchez
  La guaracha del macho Camacho

Elena Poniatowska
  *Hasta no verte Jesús mío

Miguel Barnet
  *Biografía de un cimarrón

Rosario Ferré
  Maldito Amor

Diamela Eltit
  Lumpérica

Ricardo Piglia
  *Respiración artificial

Abel Posse
  Los perros del paraíso
Ana Lydia Vega  
Pasión de Historia

Luisa Valenzuela  
*Cambio de armas

Edgardo Rodríguez Juliá  
La noche oscura del Niño Avilés

Tununa Mercado  
En estado de memoria

**Ensayo**

Ezequiel Martínez Estrada  
Radiografía de la pampa

Mariano Picón Salas  
De la Conquista a la Independencia

Pedro Henríquez Ureña  
*Seis ensayos en busca de nuestra expresión  
Las corrientes literarias en la América hispánica

Alfonso Reyes  
*AVisión de Anáhuac*  
*"Ultima Tule"

Antonio Pedreira  
Insularismo

José Carlos Mariátegui  
*Siete ensayos de interpretación de la realidad peruana (Ayacucho)

José Vasconcelos  
*La raza cósmica

Jorge Luis Borges  
*Discusión  
*Otras inquisiciones
Octavio Paz
  *El laberinto de la soledad
  Los hijos del limo

José Lezama Lima
  *La expresión americana

Roberto Fernández Retamar
  Calibán

José Luis González
  El país de cuatro pisos

Roger Bartra
  La jaula de la melancolía

Teatro

Florencio Sánchez
  *Barranca abajo o Mi hijo el dotor

Rodolfo Usigli
  *El gesticulador

René Marqués
  La carreta

Mario Vargas Llosa
  La señorita de Tacna

Griselda Gambaro
  El campo

Abelardo Estorino
  El robo del cochino

Luis Rafael Sánchez
  Quíntuples
Egon Wolff
  *Los invasores

Enrique Buenaventura
  A la diestra de Dios Padre

Estudios importantes

Benítez Rojo, Antonio.  La isla que se repite
Franco, Jean.  Plotting Women: Gender and Representation in Mexico
González Echevarría, Roberto.  Myth and Archive
Molloy, Sylvia.  Las letras de Borges
Pérez Firmat, Gustavo.  The Cuban Condition
Rama, Angel.  La ciudad letrada o Transculturación narrativa en América Latina
Ramos, Julio.  Desencuentros de la modernidad en América Latina
Santi, Enrico M.  Pablo Neruda and the Poetics of Prophecy
Sommer, Doris.  Foundational Fictions
VI. Lingüística y pedagogía

Lingüística


Pedagogía


Obras de consulta

Enrique Anderson Imbert, Historia de la literatura hispanoamericana

Tulio Halperín Donghi, Historia contemporánea de América Latina

Tomas Navarro Tomás, Métrica española

Francisco Aguilar Piñal, ed. Historia literaria de España en el siglo XVIII

Leonardo Romero, Panorama crítico del romanticismo español

Gonzalo Sobejano, La novela española de nuestro tiempo

Emilia de Zulueta, Historia de la crítica española contemporánea

Juan L. Alborg, Historia de la literatura española

Iñigo Madrigal, ed., Historia de la literatura hispanoamericana

Roberto González Echevarría and Enrique Pupo Walker, eds., Cambridge History of Latin American Literature

Charles Faulhaber, et al, BOOST: Bibliography of Old Spanish Texts

Juan de Covarrubias, Tesoro de la lengua castellana

P. G. W. Glare, Oxford Latin Dictionary

Joan Corominas, Diccionario crítico etimológico castellano e hispánico

José Simón Díaz, Manual de bibliografía de la literatura española

Michelle P. Brown, A Guide to Western Historical Scripts From Antiquity to 1600.

Victoria Barrus, A Manual of Manuscript Transcription for the Dictionary of the Old Spanish Language
Adriano Cappelli, *The Elements of Abbreviation in Medieval Latin Paleography*

Zacarías García Villada, *Paleografía española: precedida de una introducción sobre la paleografía latina e ilustrada con veintinueve grabados en el texto y ciento diez y seis facsímiles en un álbum aparte*

Estébanez Calderón, Demetrio, *Diccionario de términos literarios*

Del Río, Angel, *Historia de la literatura española*

Vicens Vives, Juan, *Aproximación a la historia de España*

Zavala, Diocaretz & Rossi, *Breve historia feminista de la literatura española*

James A. Arnold, *A History of Literature in the Caribbean*

Carlos A. Solé, ed., *Latin American Writers*

Barbara A. Tanenbaum, ed., *Encyclopedia of Latin American History and Culture*
Language Requirement Completion Form
Graduate Program in Spanish

Student Name: __________________________________________________________

Date: ______________________________

Advisor: ___________________________________________________________

Circle to indicate 1st or 2nd of the two language requirements: 1st 2nd

Language Fulfilled: ___________________________________________

Method: _________________________________________________________
(approved credit from another institution, language course, translation exam, etc.)

Date fulfilled or credit approved: _________________________________

___________________________________________________
Student Signature

___________________________________________________
Director of Graduate Studies

___________________________________________________
DGS Signature
Graduate Program in Spanish
Advisor and Committee Confirmation Form

NAME: ____________________________________________________________

DATE: _______________ ADVISOR: ______________________________

EXAM COMMITTEE MEMBERS:

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

DISSERTATION COMMITTEE MEMBERS:

_______________________________________________________________ (Chair)

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Signature of Advisor
Graduate Certificate in Spanish Program
Application to Participate

Eligibility Requirements
Students interested in pursuing the Certificate must provide evidence of language proficiency sufficient to pursue doctoral coursework in Spanish. Proficiency may be determined by an oral interview with a member of the Spanish graduate faculty or evidence of successful completion of advanced undergraduate or graduate coursework in Spanish.

Evidence of language proficiency: Interview / Coursework

Interviewer/Coursework Verifier: _________________________________

Signature: _________________________________ Date: ________________

Acknowledgement of Requirements
The requirements for the Certificate include:
• Completion of four graduate courses listed or cross-listed in/with the Spanish Department – at least one of these courses must contain a significant component of critical theory and result in a substantial research paper (20 pp)*;
• Participation in an annual graduate research colloquium;
• Attendance at four events sponsored by the Spanish Graduate Program;
• Written exam based on a reading list to be prepared by the student in consultation with the Certificate Advisor in Spanish;
• Regular contact between the student and his/her Certificate Advisor in Spanish;
• Submission of Certificate Requirements Completion Form (available on the Program website or from the Program Coordinator)

*Students must achieve a grade of B or higher in a course in order for it to count toward the certificate program.

Student: ________________________________ Home Department: ________________________________

Student Signature: ________________________________

Student’s primary advisor in the home department or program:

Faculty Member: ________________________________ Signature: ________________________________

Certificate Advisor:

Faculty Member: ________________________________ Signature: ________________________________

Director of Graduate Studies in Spanish:

Faculty Member: ________________________________ Signature: ________________________________

Submit completed form to the Spanish Graduate Program Coordinator (Callaway N506A).
**Graduate Certificate in Spanish**

**Certificate Requirements Completion Form**

**All certificate students must register with the Graduate Program Coordinator.**

**I. COURSEWORK:** Completion of four graduate courses listed or cross-listed in/with the Spanish Department – at least one of these courses must contain a significant component of critical theory and result in a substantial research paper (20 pp), which would fulfill component II below.

Course#/title/Semester: __________________________________________________ Grade: _____

Course#/title/Semester: __________________________________________________ Grade: _____

Course#/title/Semester: __________________________________________________ Grade: _____

Course#/title/Semester: ______________________________________ Grade: _____

*Students must achieve a grade of B or higher in a course in order for it to count toward the certificate program.*

**II. INTERDISCIPLINARY PAPER (c. 20 PP):**

(May be approved by any member of Spanish Core or Associated Faculty)

Course#/title: _______________________ Professor: ______________________

Title of Paper: ______________________________________________________________________

**III. Participation in an annual graduate research colloquium**

Title (if applicable): _______________________ Date: ________

**IV. Attendance at four events sponsored by the Spanish Graduate Program**

Title/Speaker: _______________________ Date: ________

Title/Speaker: _______________________ Date: ________

Title/Speaker: _______________________ Date: ________

Title/Speaker: _______________________ Date: ________
V. EXAMINATION COMPONENT:

Incorporation of Spanish into the reading list for the comprehensive examinations, in appropriate cases.

Date of Approval ___________________________ Advisor/Faculty Member ___________________________

**Consent should be obtained from the advisor or committee in the major department for the student to participate in the Certificate Program, since Spanish will constitute the equivalent of one of the student’s fields for the PhD.**

**The Program expects regular contact between the student and his/her Certificate Advisor in Spanish.**

Verification of completion of requirements:
(Signatures required for all below)

Student: _____________________________ Home Department: ____________________________
Student Signature: ____________________________

Student’s primary advisor in the home department or program:
Faculty Member: _____________________________ Signature: ____________________________

Certificate Advisor:
Faculty Member: _____________________________ Signature: ____________________________

Director of Graduate Studies in Spanish:
Faculty Member: _____________________________ Signature: ____________________________
MLA Job Market Info/Tips

Websites:

MLA Career Resources: http://www.mla.org/career_resources#infoandguide

Johns Hopkins University Job Search: 
http://www.library.jhu.edu/researchhelp/french/jobsearch.html

University of North Carolina Chapel Hill – Job Search Tips: 
http://complit.unc.edu/graduate/jobsearch.html

University of North Carolina Chapel Hill General Advice on the Job Application Process 
http://english.unc.edu/graduate/professionalization/generaladvice.html

Job Search Timetable, Brandeis University (this site includes many links to other useful sites: 
http://people.brandeis.edu/~irr/homepage/Timetable.htm

Job/Career Opportunities Listings
Alternative Academic and/or Non-tenure track job lists: 
Academic Careers Online, with an emphasis on diversity:
http://www.academiccareers-job.com/

Humanities and Social Sciences “H-Net Job Guide”
http://www.h-net.org/jobs/

International Leadership Association

Kennesaw State University offers a “Careers in Writing” website with valuable information and searching for, applying to, and interviewing with publishing options; 
http://www.kennesaw.edu/careersinwriting/atlpub.html

“CVs, Dossiers, Application Letters, Writing Samples, and Portfolios”
http://www.mla.org/job_dossiers

“Professionalization in Perspective: MLA Ad Hoc Committee on the Professionalization of PhDs”
http://www.mla.org/professionalization

Articles:

How to Survive the MLA and Get a Job: What Else Candidates Should Know
Jennifer D. Ewald, Saint Joseph’s University:

Demystifying the Job Search: A Guide for Candidates
Trudelle Thomas
http://www.jstor.org/sici?sici=0010-096X(198910)40%3A3%3C312%3ADTJSAG%3E2.0.CO%3B2-R&cookieSet=1

“Humanities at Work: A Little Advice from 32,000 Graduate Students”

The (Somewhat) Lighter Side of the Academic Job Search
By John G. Peters
Assistant Professor of English, University of North Texas
http://www.as.ysu.edu/~english/cea/john_peters.html

The Chronicle of Higher Education: The Job Interview
Dennis Baron

How to Prepare for Academic Interviews: Interview Tips
Professor Anne Donadey
http://www-rohan.sdsu.edu/dept/wsweb/Anne_Donadey/prep.html

The MLA Job Interview: What Candidates Should Know
Ann bugliani
http://www.mla.org/bulletin_241038

The MLA Job Interview: How to Prepare & What to Expect
by Andrea Quarracino
http://www.awpwriter.org/careers/andrea02.htm

The One’s We Didn’t Hire, The Chronicle of Higher Education
Mary Cullinan

Interviewing at a Teaching-Focused University, The Chronicle of Higher Education
Donald E. Hall

Tenured Radical gives advice about writing a good job letter:
http://tenured-radical.blogspot.com/2008/08/being-lert-six-easy-steps-to-writing.html

Career Services Guides:
Prepare for your job search by acquiring a general knowledge of the system of higher education in the United States and Canada (see Carnegie Foundation for the Advancement of Teaching). In a period of limited opportunities, casting a wide net to consider working at a variety of institutions can increase your chances of securing a position. For example, two-year colleges represent an increasingly viable employment option for both MAs and PhDs. Develop ways to show evidence of your interest in and preparation for teaching at different institutions by seeking apprenticeship opportunities in a range of settings.

The best single source of information for graduates seeking employment is The MLA Guide to the Job Search, which covers both academic and nonacademic opportunities.

When you begin to respond to advertised positions, carefully research the institutions to which you apply; familiarize yourself with their students, programs, and approaches. Be sure that your cover letter and support materials directly address the requirements stated in the job announcement and fit the individual institution's needs.

If you are invited to be interviewed, be prepared to talk not solely about your research; be prepared to translate that research into teaching strategies and lesson plans sensitive to the needs of as wide a range of students as possible (see "Dos and Don'ts"). Departments also want some picture of what kind of citizen and colleague you will be.

**Nonacademic Jobs**

- What help is available for seeking a job outside academia? Does the university offer flexible training for the variety of jobs available to graduates?
- What kinds of nonacademic jobs have students at the graduate school found? Can you consult with them for advice? Can you tap into networks of alumni or others who can help you prepare for and find jobs outside academia?
Before entering the job market, try to develop the ability to translate your academic training into more broadly defined categories of communication, analysis, interpersonal, and organizational skills. Tailor part of your studies and work experience to develop expertise outside conventional academic training. Research the job possibilities and learn and practice the kinds of computer, research, writing, and editing skills these positions often require.

Look for the examples and opportunities available in nonacademic positions within your graduate institution. For example, the university may house an academic press that employs manuscript editors. Departments, particularly in the sciences, may produce journals, newsletters, or reports that require proofreading and editing. Offices of development and of alumni affairs, alumni magazines, university news divisions, and Web pages may be seeking writers and editors. Familiarize yourself with the university and its educational mission when applying for such positions.

Be aware that you will need a different résumé and different letters of recommendation to apply for jobs outside academia. Check to see if your graduate school's career placement services will help you manage a second placement file; if not, consider using the services at your undergraduate institution.

Try to connect with alumni who have achieved satisfaction and success outside academia: in secondary and elementary school teaching; in publishing, editing, and journalism; in advertising, business, and other enterprises in the for-profit sector; and in nonprofit organizations, unions, government, and foundations. Imagine yourself seriously and creatively in those fields.

Spring 1998

Works Cited


"Dos and Don'ts for Interviews." *MLA Guide* 140–42.


Supplemental Training

Seminars on Professional Concerns: The Department of Spanish recognizes the need to inform graduate students regarding a wide range of professional issues directly related to the successful development of their academic careers. Thus, each year sponsors a series of meetings during which those concerns may be more fully addressed and explored. One or several faculty members lead the professional concerns seminars, which are held as needed. Topics covered include the following:

- **Publishing your work.** From course paper to published article; choosing a journal; following editorial guidelines; writing a cover letter; the referee system; the ethics of manuscript submission.

- **Participating in conferences and symposia.** Membership in relevant professional organizations; sources of announcements of upcoming conferences; potential sources of funding; writing and submitting an abstract; rehearsing the finished paper.

- **Applying for grants and fellowships.** Locating sources of funding; dissertation and postdoctoral support; formulating and writing the proposal; requesting letters of recommendation; IRS regulations governing taxability of scholarships and fellowships.

- **Writing the curriculum vitae.** How to construct a curriculum vitae; what information to include; techniques of organization and presentation.

- **Applying for jobs.** General procedures; sources of job announcements; writing the cover letter; setting up a dossier; letters of recommendation.

- **Preparing for an interview.** MLA and on-campus interviews; what to anticipate; the job-seeker's dress and behavioral code; questions most frequently asked of candidates; what candidates can do to prepare; EEOC regulations and the questions interviewers may and may not legally ask. (Students with upcoming job interviews will have the opportunity to conduct mock interviews with departmental faculty and receive a critique of their performance).

- **Other possible topics** for discussion might include book reviewing, publishing the dissertation and networking. Students may also propose a seminar on a topic not listed here that is of special professional concern to them. Such proposals are channeled through the Director of Graduate Studies.
Travel Reimbursement Form  
(For Graduate Students only)

1. Please fill out entirely and attach all original receipts where requested.
2. All receipts must be taped to a sheet of paper without alterations or markings. Loose receipts will not be accepted. Please DO NOT staple anything.
3. All receipts must be in the name of the traveller.
4. Use one form per trip.

Name________________________________________________________________________

Travel dates (departure) ___________ (Return) ______________

Destination (city/state or city/country) __________________________________________

Reason for travel (Check appropriate box and give name of conference, training program or research project.)

Conference ( ) ______________________________________________________________

Training and Research ( ) _____________________________________________________

Air (passenger receipt attached) _____ Date of purchase_______________________

Personal auto______ round trip mileage__________

Auto rental receipt attached_______ (no mileage needed)

Hotel receipt attached__________

Meal receipts attached _____ or per diem of $25 X ________ days

Conference registration fee receipt attached__________________

Miscellaneous receipts attached (please explain)

Currency _____ US$ _______ other (Please go to http://www.oanda.com/ and attach page after converting.

Traveller’s signature _________________________________ date __________