

Graduate Student Handbook

**Department of Spanish &
Portuguese
University of Arizona**

Department of Spanish & Portuguese
P.O. Box 210067
University of Arizona
Tucson, AZ 85721
Phone: (520) 621-3123
Fax: (520) 621-6104

Website: <http://www.coh.arizona.edu/spanish/spanish.html>

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Graduate Programs

The department offers programs leading to the Master of Arts and the Doctor of Philosophy degrees with a major in Spanish. For those students in other departments, the Department of Spanish and Portuguese offers doctoral minors in Spanish and Portuguese.

Admission to all graduate programs requires the completion of a bachelor's degree with a major in the proposed field of study. Admission to the doctoral program in Spanish is dependent upon the completion of a Master of Arts degree in Spanish at the University of Arizona or elsewhere.

For questions regarding the graduate programs, please contact either Dr. Olarrea or Isela of the Graduate Studies Program:

Dr. Katia da Costa Bezerra
*Director of Graduate Studies &
Graduate Advisor*
Department of Spanish & Portuguese
Modern Languages 525
PO Box 210067
University of Arizona
Tucson AZ 85721

Email: kbezerra@email.arizona.edu
Phone: (520) 626-0786
Fax: (520) 621-6104
Isela Gonzales

*Administrative Assistant,
Graduate Studies Program*
Department of Spanish & Portuguese
Modern Languages 545
PO Box 210067
University of Arizona
Tucson AZ 85721

Email: iselag@email.arizona.edu
Phone: (520) 621-3125
Fax: (520) 621-6104

Information regarding admission and requirements for each of the graduate programs may be found on the following pages:

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MASTER OF ARTS

The Department of Spanish and Portuguese offers the M.A. with a major in Spanish. Students specialize in one of two concentrations: Hispanic literature or Hispanic linguistics.

Hispanic Literature concentration

Admission

The applicant must hold, or anticipate completing by the time of admission, a bachelor's degree from an accredited U.S. college or university or the equivalent degree from a university outside the U.S. The applicant is expected to have a minimum of 15 semester hours of Hispanic literature courses at the advanced level and one advanced Spanish grammar and composition course or the equivalent of the undergraduate major in Hispanic literature at the University of Arizona; to have a minimum grade-point average of 3.3 on a 4-point scale overall; and to have a minimum grade-point average of 3.4 on a 4-point scale in Spanish.

Requirements

Upon entering the program, the student establishes his/her degree study program in consultation with the Director of Graduate Studies. The student is required to complete a minimum of 31 graduate units, as follows:

- (1) An equal number of units in Spanish and Spanish-American literature (15 units in each area)
- (2) A 1-unit Pro-Seminar taken in the first semester of residence
- (3) Graduate Assistants in Teaching (GATs) in Spanish and Portuguese are required to complete a language teaching methodology course (SPAN-581) before or during their first semester of classroom teaching. The methodology course may count for one of the courses in either Spanish or Spanish American literature.

In addition, the student must take a comprehensive written examination in the field of Hispanic literature upon completion of all course work.

The Program of Study sheet for the M.A. in Hispanic Literature appears on the next page.

M.A. in HISPANIC LITERATURE PROGRAM

NAME: _____

Course Requirements: 30 Units * (+ Intro to Hispanic Studies)

SPANISH LITERATURE: 15 units

	COURSE	SEMESTER	PROFESSOR
01			
02			
03			
04			
05			

SPANISH AMERICAN / MEXICAN & MEXICAN AMERICAN LITERATURE: 15 units

	COURSE	SEMESTER	PROFESSOR
01			
02			
03			
04			
05			

INTRODUCTION TO HISPANIC STUDIES: 1 unit

	COURSE	SEMESTER	PROFESSOR
01			

LANGUAGE TEACHING METHODOLOGY *(Required for First Semester GATs)

	COURSE	SEMESTER	PROFESSOR
01	SPAN 581		

* 3 units of SPAN 581 may be used in either SPANISH LITERATURE or SPANISH AMERICAN/MEXICAN AMERICAN LITERATURE area.

MASTER OF ARTS

Hispanic Linguistics concentration

Admission

The applicant must hold, or anticipate completing by the time of admission, a bachelor's degree from an accredited U.S. college or university or the equivalent degree from a foreign university. The applicant is expected to have a minimum of one advanced Spanish grammar course and one advanced Spanish conversation and composition course; to have a minimum of 9 semester hours in areas including Spanish phonetics and pronunciation, advanced Spanish syntax, and general linguistic theory or their equivalent; to have a minimum grade-point average of 3.3 on a 4-point scale overall; and to have a minimum of 3.4 on a 4-point scale in Spanish.

Requirements

Upon entering the program, the student establishes his/her degree study program in consultation with the Director of Graduate Studies. The student is required to complete a minimum of 31 graduate units in Hispanic Linguistics distributed as follows:

- (1) Nine units in General Introductory Hispanic Linguistics
- (2) Nine units in Second Language Theories and Applications
- (3) Nine units in Linguistic Theories and Applications
- (4) One 3-unit seminar in Hispanic linguistics (SPAN-696D)
- (5) A 1-unit Pro-Seminar taken in the first semester of residence
- (6) Graduate Assistants in Teaching (GATs) in Spanish and Portuguese are required to complete a language teaching methodology course (SPAN-581) before or during their first semester of classroom teaching. This course counts as one of the student's requirements in Second Language Theories and Applications.

In addition, the student must pass a comprehensive written examination in the field of Hispanic linguistics taken upon completion of all course work or write and defend an M.A. Thesis.

Foreign Language Requirement

In addition to the above requirements, all students entering the M.A. in Hispanic Linguistics program in January 2003 and later are required to pass a proficiency exam in a language other than English or Spanish prior to taking their comprehensive exams. See pages 21-22 for detailed information regarding the foreign language requirement.

The Program of Study sheet for the M.A. in Hispanic Linguistics appears on the next page.

M.A. IN HISPANIC LINGUISTICS PROGRAM

NAME: _____

Course Requirements: 30 Units (+ Intro to Hispanic Studies)

INTRODUCTION TO HISPANIC LINGUISTICS: 9 units

	COURSE	SEMESTER	PROFESSOR
01	SPAN 580		
02	SPAN 580		
03	SPAN 580		

SECOND LANGUAGE ACQUISITION THEORIES AND APPLICATIONS: 9 units

	COURSE	SEMESTER	PROFESSOR
01	SPAN 581		
02	SPAN 581		
03	SPAN 581		

LINGUISTIC THEORIES AND APPLICATIONS TO SPANISH: 9 units

	COURSE	SEMESTER	PROFESSOR
01	SPAN 582		
02	SPAN 582		
03	SPAN 582		

SEMINAR IN HISPANIC LINGUISTICS: 3 units

	COURSE	SEMESTER	PROFESSOR
01	SPAN 696		

INTRODUCTION TO HISPANIC STUDIES: 1 unit

	COURSE	SEMESTER	PROFESSOR
01	SPAN 501		

FOREIGN LANGUAGE REQUIREMENT: _____

COURSE	SEMESTER	PROFESSOR	GRADE

DOCTOR OF PHILOSOPHY

The Department of Spanish and Portuguese offers the Ph.D. with a major in Spanish and concentration in Hispanic Literature.

Admission

The applicant must hold, or anticipate completing by the time of admission, an M.A. degree from an accredited U.S. college or university or the equivalent degree from a university outside the U.S., have a minimum grade point average of 3.4 on a 4-point scale in the M.A. in Spanish, and meet the general requirements of the Graduate College.

Procedure for considering internal M.A. candidates for admission to the Ph.D. program

All internal M.A. candidates who wish to continue for the Ph.D. at the University of Arizona will be considered by the Graduate Studies Committee to ensure equitable treatment for all students. In their deliberations, the Graduate Studies Committee will give strong consideration to the report of the student's M.A. examination committee, which specifically addresses the student's potential as a Ph.D. candidate. The Graduate Studies Committee will also consider the student's academic record (GPA, course work) and any pertinent information from the student's file. *The student must also provide the following:*

- 1) Two letters of reference, at least one of which must be from a professor who did not serve on the student's M.A. examination committee
- 2) Curriculum Vitae
- 3) Statement of purpose written in Spanish by the student

This procedure will ensure that each student will be considered fully and fairly. Admittance into the program will not be solely dependent upon performance on an isolated examination. In addition, this process closely parallels that followed by all other incoming Ph.D. candidates. (approved by unanimous vote of the faculty 5/4/95)

Requirements

Upon entering the Ph.D. program, the student establishes his/her degree study program in consultation with the Director of Graduate Studies. The student must complete the following:

- (1) A diagnostic qualifying oral interview during the first semester of study.
- (2) 49 graduate units of course work (up to 15 units of course work may be transferred from the M.A.). A minimum of six units must be 600-level seminars.
- (3) Present reading knowledge of one foreign language, other than English or Spanish, appropriate to the field of specialization (see pages 21 and 22 for detailed information regarding the foreign language requirement).
- (4) Pass a comprehensive examination, partly written and partly oral, in the primary field of study and in two secondary fields of study.
- (5) Complete 18 doctoral dissertation units, write and defend a dissertation.

In addition, all Graduate Associates in Teaching (GATs) in Spanish and Portuguese are required to complete a language teaching methodology course (SPAN-581) before or during their first semester of classroom teaching. This course counts as one of the student's electives for the Ph.D.

Qualifying Oral Interview

During the first semester of studies at the University of Arizona, all incoming Ph.D. students participate in the diagnostic oral qualifying interview. Each student, working in collaboration with the Director of Graduate Studies, proposes two topics that represent different periods or genres in Latin American and Peninsular literature and that reflect the student's academic preparation from the M.A. In addition, the student will submit a writing sample (that is, a Masters-level term paper written in Spanish on some aspect of Hispanic literature) to the Director of Graduate Studies no later than three weeks prior to the date of the Qualifying Oral Interview. The writing sample will be read by the members of the Qualifying Oral Interview and will be discussed with the student during the interview. The interview lasts a minimum of one hour and a maximum of two hours. The interview starts with a brief fifteen-minute presentation by the student on the two chosen topics. During the interview, the committee, established by the Graduate Studies Committee, will question the student on these topics. The purpose of this interview is to assess a student's strengths and weaknesses so that s/he can be effectively mentored.

Ph.D. Coursework

In consultation with the Director of Graduate Studies, the student selects one primary field of study from the following areas:

- (1) Medieval, Renaissance, and Golden Age Spanish literature
- (2) Eighteenth through twenty-first century Spanish Literature
- (3) Spanish American literature from the Pre-Columbian period to Independence
- (4) Nineteenth through twenty-first century Spanish American literature.
- (5) Border Studies – Language, Literature, and Culture
- (6) Luso-Brazilian and Hispanic American Literary Studies

In addition, the student selects two secondary areas of study outside the primary field from the following areas of study:

- (1) Thirteenth-century through eighteenth-century Spanish literature
- (2) Nineteenth through twenty-first century Spanish literature
- (3) Pre-Columbian through eighteenth-century Spanish American literature
- (4) Nineteenth through twenty-first century Spanish American Literature
- (5) Mexican and Mexican American Literature
- (6) Hispanic Linguistics
- (7) Luso-Brazilian Literature
- (8) Literary Theory

At least 18 units must be taken in the primary field of study and 6 units in each of the two secondary areas of study. The remaining 18 units are electives. *A student whose major field is in Spanish American literature must choose one secondary field in Spanish Peninsular literature and vice versa.*

The question has arisen about whether or not a secondary area in Mexican/Mexican-American literature fulfills the requirement for an area in Spanish American Literature when a Ph.D. candidate's primary area and other secondary area are **both** in Peninsular literature. After careful deliberation, the Graduate Studies Committee voted in favor of the following position (5 in favor, 3 abstentions): In the case outlined above, a secondary area limited to Mexican/Mexican-American Literature does not fulfill the requirement; students may count one course in Mexican/Mexican literature toward their secondary area in Spanish American Literature. (approved by unanimous vote of the faculty 5/4/95)

The Program of Study sheet for the Ph.D. in Hispanic Literature appears on the next page.

Ph.D. in HISPANIC LITERATURE PROGRAM

NAME: _____

COURSE REQUIREMENTS	OTHER REQUIREMENTS
49 UNITS *: Primary Area of Study: 18 units First Secondary Area of Study: 6 units Second Secondary Area of Study: 6 units Electives: 18 units Introduction to Hispanic Studies: 1 unit	1. Reading knowledge of one Foreign Language 2. 18 Dissertation units

For **CODE NUMBERS** of Primary and Secondary Areas of Study see back:

PRIMARY AREA OF STUDY (18 units)

CODE NUMBER:

	COURSE	SEMESTER	PROFESSOR
01			
02			
03			
04			
05			
06			

FIRST SECONDARY AREA OF STUDY (6 units)

CODE NUMBER:

	COURSE	SEMESTER	PROFESSOR
01			
02			

SECONDARY AREA OF STUDY (6 units)

CODE NUMBER:

	COURSE	SEMESTER	PROFESSOR
01			
02			

ELECTIVES (18 units)

	COURSE	SEMESTER	PROFESSOR
01			
02			
03			
04			
05			
06			

INTRODUCTION TO HISPANIC STUDIES (1 unit)

	COURSE	SEMESTER	PROFESSOR
01			

FOREIGN LANGUAGE REQUIREMENT: _____

COURSE	SEMESTER	PROFESSOR	GRADE

NOTE	*SEMINARS
In any Area of Study units may be satisfied by <ul style="list-style-type: none"> • TRANSFER units (18 max) • MASTERS units (15 max) • GRAD NON-DEGREE units (12 max) 	6 of the 49 total units must be satisfied by 600 level courses (i.e. 2 Seminars) in any Area of Study.

PRIMARY AREA OF STUDY

CODE NUMBER	AREA
01	Medieval, Renaissance, and Golden Age Spanish Literature
02	Eighteenth through Twenty-first Century Spanish Literature
03	Spanish American Literature from the Pre-Columbian period to Independence
04	Nineteenth through Twenty-first Century Spanish American Literature
05	Border Studies – Language, Literature, and Culture
06	Luso-Brazilian and Hispanic American Literary Studies

SECONDARY AREA OF STUDY

CODE NUMBER	AREA
06	Thirteenth through Eighteenth Century Spanish Literature
07	Nineteenth through Twenty-first Century Spanish Literature
08	Pre-Columbian through Eighteenth Century Spanish American
09	Nineteenth through Twenty-first Century Spanish American Literature
10	Mexican and Mexican American Literature
11	Hispanic Linguistics
12	Luso-Brazilian Literature
13	Literary Theory

General Policies - Graduate Programs and Curriculum

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Department of Spanish and Portuguese Foreign Language Requirement

(Approved: April 5, 2002)

It is a necessary academic requirement that all Ph.D. candidates in Hispanic Literature and all M.A. candidates in Hispanic Linguistics demonstrate "reading knowledge" of a natural language other than Spanish and English, preferably a Romance language (otherwise, a language that has a direct bearing on the candidate's research and/or studies). The level of proficiency expected is that of passing an advanced 300-level grammar and writing course with a grade of B or higher.

This language requirement must be met by the candidate BEFORE--and as a condition towards--taking the written Comprehensive Exams.

The foreign language requirement may be met in one of the following ways:

1. For students who complete the requirement at the University of Arizona: Successful completion of course work to the advanced level in a language other than English or Spanish, with an average grade of B or higher. The course work must include a 300-level intermediate/advanced grammar course taught and examined in the target language (typically xxxx-325 or 305, depending on the department).*
2. For students with course work in a language other than English or Spanish from an accredited institution: The student will meet with the Graduate Advisor to determine whether or not the course work satisfies the foreign language requirement. The Graduate Advisor may require, at his/her discretion, that the student take additional course work and/or pass a proficiency exam in the language of choice. The format and content of the exam will be determined in conjunction with the Graduate Advisor and a qualified instructor of the chosen language.
3. Students who are native speakers of a language other than English and Spanish may have this requirement waived with the approval of the Graduate Advisor.

***Note:** Students that enter the Ph.D. program in Hispanic Literature or the M.A. program in Hispanic Linguistics without any formal instruction in a language other than English or Spanish may complete the foreign language requirement in two semesters if they choose to study Portuguese. In this case, the student must complete the following courses with an average grade of B or higher:

PORT-305: Portuguese for Spanish Speakers

PORT-325: Intermediate Grammar and Conversation

PORT-305 and PORT-325 reflect the minimum course work required to complete the foreign language requirement. An exam or term paper may NOT be used in lieu of one of these courses.

However, the student may substitute a 400- or 500-level Portuguese course for PORT-325 with the permission of the Portuguese faculty and the Graduate Advisor.

The foreign language requirement as stated above is effective immediately for all students enrolled in the Ph.D. program in Hispanic Literature.

The foreign language requirement as stated above will be in effect for all students who enroll in the M.A. program in Hispanic Linguistics in January 2003 or later.

Department of Spanish and Portuguese Procedures for Grade Appeals

(Approved: March 9, 2001)

If a student wishes to initiate an appeal of a final course grade, the student must follow specific University procedures, as described in the General Catalog, Academic Policies, Grade Appeal Process. The College of Humanities has a timetable for the appeal process that must be adhered to.

At the end of the semester, after consultation with both the instructor and the Department Head, the student may initiate a final course grade appeal with the College of Humanities at the Office of the Vice Dean. The first step, however, is to check with the course instructor to determine a possible error in determining the grade. If there was an error, a change of grade form can be completed by the Department.

If the student decides to file an appeal, however, the student must follow the steps outlined in the General Catalog. After Step 6 of the College of Humanities Grade Appeal Process is completed, the Department Head will consult with an ad-hoc Grade Appeal Committee selected by the Graduate Studies Committee before responding in writing to the student. This ad-hoc Committee will be composed of three faculty members of the Department of Spanish & Portuguese's Graduate Studies Committee. All decisions arrived at by this ad-hoc Committee will be by secret ballot.

Academic Standards

Grade Point Average. As per the University of Arizona Graduate Catalog, a student cannot receive an advanced degree without an overall grade point average (GPA) of 3.00 or higher on all graduate-level course work. In addition, a student who has a cumulative GPA of less than 3.00 will be placed on academic probation. A student on academic probation will not be allowed to be a graduate assistant/associate in teaching. A student who is on academic probation for two consecutive semesters will be converted automatically to non-degree status by the Graduate College.

Non-Degree Status. As per the University of Arizona Graduate Catalog, a maximum of 12 units of graduate credit taken as a non-degree seeking student may be applied toward a graduate degree program.

Incompletes. As per the University of Arizona Graduate Catalog, the grade of 'I' for 'Incomplete' may be awarded only at the end of the semester when all but a minor portion of the course work has been satisfactorily completed. Students have a maximum of one calendar year to remove an Incomplete. An Incomplete not removed within a year will be replaced by a failing grade of "E."

Academic Integrity. Integrity is expected of every student in all academic work. It is expected that all work submitted by a student is the student's own. Academic dishonesty will be subject to sanctions according to the *Code of Academic Integrity* of the University of Arizona. Copies of the *Code of Academic Integrity* may be obtained from the Dean of Students Office, Old Main, Room 203.

Satisfactory Progress toward Degree. Students enrolled in a graduate degree program are expected to make satisfactory progress toward completion of degree requirements each semester. Failure to do so may result in conversion to non-degree status by the Dean of the Graduate College. A suggested timeline for the completion of degree requirements appears on page 26.

Graduate Student Minimum Enrollments. Unless on a Leave of Absence, graduate students are required to enroll each semester until completion of degree (Continuous Enrollment Policy*). Please note that some academic units may require higher minimums.

Fulltime Status

Fulfilling degree coursework requirements9 graduate units (not including audit)
Hired on an Assistantship 6 graduate units (not including audit)
Working on thesis, dissertation, final project. . . 3 units 900 level (no other courses)

Doctoral students may enroll for 1 unit of 900 level until degree is completed IF all the following are met:

- Passed Comprehensive exam
- Completed 45-unit coursework and 18 units of dissertation
- Not needing to maintain fulltime student status to defer loan repayment (federal aid supported students with 1 unit of 900 will NOT be considered fulltime and will need to request a forbearance through the lending agency)
- Not on F1 or J1 visas
- Not receiving University support (except the Thesis/Dissertation waiver)

Halftime Status

5 – 8 graduate units (not including audit)

* Continuous Enrollment Policy requires that graduate degree seeking students be enrolled each academic semester from original matriculation to final degree completion.

Students are encouraged to consult the Graduate Catalog on-line for more detailed information regarding general academic standards and policies:

<http://grad.admin.arizona.edu/catalog/toc.html>

Effective Fall 2002 (revised August 19, 2002)

**DEPARTMENT OF SPANISH AND PORTUGUESE
SATISFACTORY ACADEMIC PROGRESS TENTATIVE GUIDELINES**

MASTER OF ARTS/DOCTOR OF PHILOSOPHY

YEAR	TIME-FRAME GUIDELINES
Year 1	<ul style="list-style-type: none"> • Establish degree study program • Complete pro-seminar Introduction to Hispanic Studies • Complete required teaching methods course (if Graduate Assistant/Associate in Teaching) • Take Qualifying Oral Interview
Year 2	<ul style="list-style-type: none"> • Investigate research opportunities in one or more areas • Identify possible examination committee • File for Master's Degree • Begin study of foreign language
Year 3	<ul style="list-style-type: none"> • Pass foreign language exam • Pass Ph.D. Written and Oral Comprehensive Exams (for students admitted directly into Ph.D. program) • File for Application to Candidacy • Select Dissertation Committee • Begin doctoral research
Year 4/Year 5	<ul style="list-style-type: none"> • Pass Ph.D. Written and Oral Comprehensive Exams (for continuing students from Masters program) • Complete doctoral research • File Announcement of Final Oral Examination four weeks prior to exam date. • Pass Final Oral Defense Exam • Identify employment opportunities

MASTER OF ARTS (MAJOR IN SPANISH)

Hispanic Literature/Hispanic Linguistics

Upon entering the program, the student establishes his/her degree study program in consultation with the Director of Graduate Studies. The student is required to complete a minimum of 31 graduate units. In addition, the student is required to complete a general written examination.

DOCTOR OF PHILOSOPHY (MAJOR IN SPANISH)

Upon entering the program, the student establishes his/her degree study of program in consultation with the Director of Graduate Studies. The student (1) needs to take the Qualifying Oral Interview during the first semester of study, (2) complete a minimum of 49 graduate units (3) present a reading knowledge of one foreign language, other than English or Spanish, appropriate to the field of specialization (4) pass a comprehensive examination, partly written and partly oral, in the primary field of study and in two secondary fields of study, and (5) complete 18 doctoral dissertation units, write and defend a dissertation.

Transfer of Graduate Coursework from Other Institutions

Students who wish to transfer graduate-level courses to their M.A. or Ph.D. program must receive permission from the Graduate Advisor. When possible, the student should provide a copy of the course syllabus or other course materials so that the Graduate Advisor may more effectively evaluate the appropriateness of the course to the student's program.

As per the guidelines of the Graduate College of the University of Arizona, the following guidelines apply to the transfer of graduate-level course work:

Students may not receive graduate credit for undergraduate courses. In addition, the Graduate College does not accept correspondence courses or courses taken through Extension at other universities for credit. Students may not transfer course work for which they did not receive a regular grade (i.e., independent studies and courses taken pass/fail may not be transferred into a student's graduate program). Finally, transfer credit will not be given for courses in which the student received a grade of less than B (3.0 on a 4.0 scale).

The following program-specific guidelines regarding transfer credit also apply:

Master of Arts Candidates: The Graduate College allows M.A. students to transfer up to twenty percent of the minimum number of units required for a master's degree from another institution. This means that M.A. students may transfer a maximum of six graduate units from another institution to their M.A. program.

Ph.D. Candidates: The Graduate College requires that Ph.D. students complete a minimum of 30 units of graduate credit *in residence* at the University of Arizona. Thus, a Ph.D. student may transfer a maximum of 18 units from another institution. However, the Graduate College allows a maximum of only 15 units to be transferred from an M.A. program to the Ph.D. program.

Department of Spanish & Portuguese Advising

Students are required to meet regularly with the Graduate Advisor to discuss their plan of study and progress in the graduate program. In addition, students are encouraged to meet with the Graduate Advisor as often as necessary to discuss any questions or concerns they may have. Office hours are posted on the Graduate Advisor's office door. Students may also contact Olga Durazo regarding general requirements and departmental or Graduate College deadlines.

The Department of Spanish and Portuguese requires that all graduate students meet with the Graduate Advisor in order to register for courses the following semester. Information regarding advising for course registration is sent out every semester, usually in October for the following Spring and in March for the following Fall.

Contact information for the Graduate Advisor:

Dr. Katia da Costa Bezerra
*Director of Graduate Studies &
Graduate Advisor*
Department of Spanish & Portuguese
Modern Languages 525

Email: kbezerra@email.arizona.edu
Phone: (520) 626-0786

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General Information and Important Reminders regarding Comprehensive Exams

Continuous Enrollment. All students must be enrolled in a minimum of three units (six units for GATs) during the semester in which they take their Comprehensive Exams. Therefore, students must enroll in the requisite number of *continuous enrollment* units if they do not plan to take course work during the semester of their Comprehensive Exams. Students may consult with the Graduate Advisor or Olga Durazo to register for continuous enrollment.

Exam Committee. Students must submit a list of suggested Comprehensive Exam Committee members to the Graduate Studies Office two semesters prior to taking the exam. The student must contact the professors to request their participation prior to submitting their name as a suggested committee member. All Comprehensive Exam Committees will be approved by the Graduate Studies Committee. If a student wishes to change the make-up of his/her exam committee, s/he must submit a written petition to the Graduate Studies Committee (see Appendix for sample petition forms). Petitions for a change in committee for a Fall semester exam must be received by January, and petitions for a change in committee for a Spring semester exam must be received by August.

Exam postponements. A student may petition to postpone taking the Comprehensive Exam when compelling circumstances warrant such a request. A petition to postpone the Comprehensive Exam must be submitted in writing to the Graduate Studies Committee (see Appendix for sample petition forms).

M.A. IN HISPANIC LITERATURE

Written Examination

The M.A. Written Examination in Hispanic Literature will consist of two parts. Parts I and II will be taken on two successive Fridays. Part I concerns Spanish Literature and Part II concerns Spanish American Literature/Mexican American Literature. Part I of the M.A. Written Examination will be taken on the first Friday of the designated examination period from 8:00 AM until 2:00 PM. Part II of the examination will be taken on the second Friday of the designated examination period from 8:00 AM until 2:00 PM. In order to facilitate the coordination of examinations, the department's Graduate Studies Office will establish specific examination dates and arrange for a room in which the examinations are to be taken.

In each session of the examination the student is expected to answer 3 out of 6 questions. The student will answer the questions in essay form. Some questions, however, may include a list of items for identification. All parts of the examination will be based on the student's course work in Spanish and Spanish American Literature/Mexican American Literature and the M.A. Reading List.

Part I will test the student's knowledge of Spanish Peninsular Literature according to the following format designed to cover the breadth of the M.A. degree. For each category there will be a total of two (2) questions. The student must answer one (1) question from each category:

- (1) Spanish Peninsular Literature: Medieval, Renaissance and Golden age (2 questions; student answers 1 question)
- (2) Spanish Peninsular Literature: 18th through 21st Centuries (2 questions; student answers 1 question)
- (3) Comprehensive questions not limited to period reflecting the student's work in Topics Courses (2 questions; student answers 1 question)

Part II will test the student's knowledge of Spanish American Literature/Mexican American Literature according to the following format designed to cover the breadth of the M.A. degree. For each category there will be a total of two (2) questions. The student must answer one (1) question from each category:

- (1) Spanish American Literature/Mexican American Literature: Pre-Columbian Period through Independence (2 questions; student answers 1 question)
- (2) Spanish American Literature/Mexican American Literature: 19th through 21st Centuries (2 questions; student answers 1 question)

- (3) Comprehensive questions not limited to period reflecting the student's work in Topics Courses (2 questions; student answers 1 question)

The student is asked to consult periodically with his/her M.A. Written Examination Committee members up to the date of the examination, and also after official notification of the results of the examination in order to inform himself/herself of the Examination Committee's evaluation of the student's performance.

The student's M.A. Examination Committee will consist of three members from the department affiliated with the graduate program in Hispanic Literature.

In compliance with Graduate College procedures, tenure-track faculty at the rank of Assistant Professor or higher must comprise the M.A. Examination Committee.

To obtain a copy of the M.A. Reading List in Hispanic Literature, please see Olga Durazo or the Graduate Advisor.

POLICY CONCERNING GRADUATE EXAMINATIONS DURING SUMMER:

By unanimous vote of the faculty, graduate examinations will not be offered during the summer **except** in the case of **dire** emergency. 5-4-95.

Standards for Grading the M.A. Comprehensive Exam in Hispanic Literature

The M.A. Examination is administered by a committee of three faculty members chosen by the Graduate Studies Committee after reviewing the student's proposed list of committee members. The exam is based on a reading list approved by the faculty that forms the baseline knowledge students are expected to have. Each student will bring to the exam a wide variety of readings above and beyond the readings for the exam. Students are also expected to bring to the exam an understanding of the trajectory of the development of Hispanic letters and with general literary concepts. A solid grounding in literary theory is necessary for students to receive a grade of High Pass.

A Master's candidate will be expected to present clear and coherent responses, written in correct Spanish. Answers should respond the questions posed. The answers should reflect a thorough familiarity with the texts under study, with general literary concepts, and with knowledge of the history of Hispanic literatures.

Each member of the committee shall read the entire M.A. Exam and present a written evaluation of it rating it as High Pass, Pass, Low Pass or Fail.

The categories of grading are defined as follows:

- Fail:** Deficient answers to the questions that contain errors in fact, a written exposition that makes it difficult to understand the answers, or answers that do not address the questions asked. The answers contain little or no support from primary and secondary sources.
- Low Pass:** Answers the questions posed in a minimally acceptable manner with minimal errors in fact, minimal support from primary and secondary sources, and a minimal understanding of literary concepts. The level of Spanish does not detract from the candidate's exposition but may contain some errors in usage.
- Pass:** The answers have a coherent introduction, exposition, and conclusion and are supported by documentation from primary and secondary source materials. The answers demonstrate a thorough knowledge of the material written in very good Spanish with some, but no major, errors in usage.
- High Pass:** High Passes are extremely rare. In addition to containing all the elements of a passing exam, the High Pass demonstrates mastery of the material, as well as an understanding of elements of literary theory and related critical works. The answers provide fresh insights on the subject addressed. The written Spanish is excellent with no significant errors in usage.

Grading Procedures

Each member of the committee will submit, as is current practice, a written evaluation of the exam.

Each member of the committee will assign a grade to the exam: 90 for High Pass, 80 for Pass, 70 for Low Pass, 50 for Fail in accordance with the grading matrix listed above. The student grade will be the average of the three scores. The student must receive a score of at least 70 to pass the exam.

After the chair of the committee has received all of the results, s/he will convene a meeting of the committee to discuss the student's performance. The chair of the committee will bring to the meeting a draft of the letter to be sent to the student assessing the student's performance on the exam and informing the student of the results.

M.A. IN HISPANIC LINGUISTICS

The following exam format is for students who entered the program in Fall 2001 and later:

Written Examination

The M.A. Written Comprehensive Examination in Hispanic Linguistics will consist of two parts: Part I will be taken on the first Friday of the designated examination period from 8:00 AM until 2:00 PM. Part II of the examination will be a take-home exam and will be distributed by the Department's Graduate Studies Office at 9:00 AM on the second Friday of the designated examination period. It must be returned the following Tuesday by 11:30 AM to the Department's Graduate Studies Office.

General format:

The questions for the Written Comprehensive Examination will pertain to general knowledge in the various fields of Hispanic Linguistics and may require that the student demonstrate linguistic argumentation skills and/or the ability to analyze linguistic data (from any language). Both Parts I and II will have the same general format but will vary according to the content area of the questions asked. For each part of the exam, the student must answer:

- one obligatory question (no option given)
- one question in each of two content areas (chosen from two options within each area)

Thus, the student will answer a total of three questions on each part of the examination. Each part of the exam will likewise consist of three content areas, and a total of six content areas will be tested. These content areas correspond to the content areas on the M.A. Reading List in Hispanic Linguistics, as follows:

1. Spanish syntax/morphology
2. Spanish phonetics/phonology
3. Sociolinguistics/Dialectology
4. Applied linguistics/second language acquisition
5. History of the Spanish language
6. General Linguistics / Seminar topics

The distribution of the questions and content areas for each part of the examination will be determined by the members of the student's Comprehensive Examination Committee.

Students who do not pass Part I of the Written Comprehensive Examination will not be allowed to take Part II.

In order to facilitate the coordination of examinations, the Department's Graduate Studies Office will establish specific examination dates and arrange for a room in which Part I of the examination is to be taken.

All parts of the Written Comprehensive Examination will be based on the student's course work in Hispanic Linguistics and on the M.A. Reading List in Hispanic Linguistics. The student is asked to consult periodically with his/her M.A. Written Comprehensive Examination Committee members up to the date of the examination period. The student is also asked to consult with Committee members after receiving official notification of the results of the examination in order to inform him/herself of the Committee's evaluation of the student's performance.

The student's M.A. Written Comprehensive Examination Committee will consist of three members from the Department of Spanish and Portuguese affiliated with the graduate program in Hispanic Linguistics.

In compliance with Graduate College procedures, tenure-track faculty at the rank of Assistant Professor or higher must comprise the M.A. Examination Committee.

The language of the Examination will be Spanish. However, if a particular question is written in English, the student will have the option of responding to that question in either English or Spanish.

To obtain a copy of the M.A. Reading List in Hispanic Linguistics, please see Olga Durazo or the Graduate Advisor.

If you entered the M.A. in Hispanic Linguistics prior to Fall 2001, please see the Graduate Advisor for the format of the M.A. Comprehensive Exam.

POLICY CONCERNING GRADUATE EXAMINATIONS DURING SUMMER:

By unanimous vote of the faculty, graduate examinations will not be offered during the summer **except** in the case of **dire** emergency. 5-4-95.

Standards for Grading the M.A. Comprehensive Exam in Hispanic Linguistics

(Approved: May 2, 2002)

In order to pass the M.A. Comprehensive Exam in Hispanic Linguistics, the student must meet the following **minimal** standards of performance with regard to the form and content of the exam:

Form: The student will be expected to present clear and coherent responses, written in correct Spanish or English. The language of the exam will be Spanish; however, if a particular question is written in English, the student will have the option of responding to that question in either English or Spanish.

Content: The questions on the M.A. Exam will be based on the M.A. reading list and the student's course work. Answers must respond to the questions posed. In addition, answers should reflect thorough understanding of the texts under study, as well as knowledge of general theoretical and methodological concepts in linguistics. For questions related to linguistic analysis, the student must show an ability to apply problem-solving strategies, perform data analysis, and develop coherent linguistic arguments.

Grading Scheme: The M.A. Exam in Hispanic Linguistics will be graded as follows:

Possible grades: Fail (F), Low Pass (LP), Pass (P), High Pass (HP)

Each question will be evaluated and assigned one of the above grades. Each grade will then be assigned a numeric value based on the following scale:

Obligatory Question:

F → 0 LP → 8 P → 9 HP → 10

Remaining Content Questions:

1.) F → 0 LP → 2 P → 3 HP → 4

2.) F → 0 LP → 2 P → 3 HP → 4

The minimum score necessary to pass Part I of the comprehensive exam will be **12 points**. It is therefore impossible to pass Part I if the student fails the Obligatory Question, since the total possible points with an F for the Obligatory Question would be 8 (0+4+4).

Possible combinations for the minimum score needed to pass Part I include, for example:

LP in the Obligatory Question + two LPs in the remaining Content Questions
(8+2+2=12)

HP in the Obligatory Question + LP and F in the Content Questions (10+2+0=12).

Students who do not pass Part I of the exam will not be allowed to take Part II.

Part II of the exam will be scored in the same way as Part I. The overall evaluation for both parts of the exam, adding the points received on Part I and Part II, will be as follows:

Fail:	less than 24 points
Low Pass:	24-28 points
Pass:	29-32 points
High Pass:	33-36 points

M.A. Thesis Option for Students of Hispanic Linguistics

In May 2002, the Graduate Studies Committee approved the incorporation of an M.A. thesis option for highly qualified students of Hispanic Linguistics. Students who request this option will write and orally defend an M.A. thesis instead of taking the Comprehensive Exam. This option is reserved for those students who intend to pursue a Ph.D. in linguistics and who show a very high level of performance in their classes, along with strong analytical, writing, and argumentation skills. In order to be eligible for the thesis option, the student must have an overall grade point average of at least 3.75 in their M.A. course work. In addition, because a strong background in theory is essential for all areas of linguistic research, the student must have a minimum GPA of 3.75 in the core courses of Spanish Syntax I and II and Spanish Phonology I and II (i.e., no less than three As and one B in those four courses). The student must also identify and obtain the consent of a thesis advisor who can attest to the student's ability to successfully research and write the M.A. thesis and who will chair the M.A. Thesis Committee. The student's M.A. Thesis Committee will consist of three members from the Department of Spanish and Portuguese affiliated with the graduate program in Hispanic Linguistics. In compliance with Graduate College procedures, tenure-track faculty at the rank of Assistant Professor or higher must comprise the M.A. Thesis Committee.

The basic procedure for writing and defending the M.A. Thesis in Hispanic Linguistics will be as follows:

- The student must submit a list of suggested Thesis Committee members to the Graduate Studies Office two semesters prior to writing the thesis. All Thesis Committees will be approved by the Graduate Studies Committee. If a student wishes to change the make-up of his/her thesis committee, s/he must submit a written petition to the Graduate Studies Committee (see Appendix for sample petition forms). Petitions for a change in committee for a Fall semester defense must be received by January, and petitions for a change in committee for a Spring semester defense must be received by August.
- During final semester of course work, the student will present a thesis proposal of approximately 5 pages to the thesis committee for approval. The proposal must include the following:
 - a detailed description of the proposed topic
 - an outline of the sections to be included in the thesis
 - relevant bibliography

The thesis proposal is to be approved one semester prior to writing the thesis.

- The student will register for 3-6 units of thesis credit (SPAN-910) during the semester in which the thesis is written and defended (the semester following completion of all course work). An extension to complete the thesis beyond one semester will be granted only in extenuating circumstances. In order to receive an extension, the student must petition the Graduate Studies Committee. A student may petition for an extension to complete the M.A. thesis only once.

- The oral defense of the thesis will be scheduled once the student has an almost-final draft of the thesis and the approval of his/her committee. The defense will last one hour and will consist of a 30-minute presentation by the student, followed by 30 minutes of questions and discussion by the thesis committee.
- The student must turn in a final, approved draft of the M.A. Thesis to the Graduate Studies Office by the published deadlines of the Graduate College. The thesis must be written in Spanish and must be a minimum of 60 pages in length (excluding the bibliography).

Note: The work devoted to the M.A. Thesis is *in addition to* the 31 units of course work required for the M.A. in Hispanic Linguistics. Students may not use an independent study for thesis research as part of their graduate curriculum.

PH.D. IN HISPANIC LITERATURE

Written Preliminary Examination

The Ph.D. Written Preliminary Examination will consist of two parts. Part I concerns the student's Primary Area of study and will be taken on day one of the examination period from 8:00 AM until 4:30 PM. Part II of the examination concerns the student's two Secondary Areas of study and will be taken on day two of the examination period from 8:00 AM until 2:00 PM. Not more than one week (7 days) will intervene between Part I and Part II of the Ph.D. Written Preliminary Examination. In order to facilitate the coordination of examinations, the department's Graduate Studies Office will establish specific examination dates and arrange for a room in which the examinations are to be taken.

Part I of the Ph.D. Written Preliminary Examination will consist of 6 questions, of which the student answers in essay form 3 questions. The examination questions will be based on a minimum of 18 units of course work in the student's Primary Area of study and a reading list. The reading list will be generated by the student in consultation with his/her Primary Area of study examination committee members who will give their input and also their final approval of the reading list. The reading list will include both primary works and secondary critical and theoretical works. At least four months before the scheduled Ph.D. written Preliminary examination, the reading list must be approved by the Primary Area examination committee members, and distributed in its final form to the student and the Primary Area examination committee members. The student is asked to consult periodically with the members of his/her Primary Area of study examination committee up to the date of the Written Preliminary Examination, and also during the period of time that will elapse between this portion of the examination and the Ph.D. Oral Preliminary Examination.

Part II of the Ph.D. Written Preliminary examination will consist of two sections. Section 1 will cover a minimum of 6 units of study in the student's First Secondary Area of study. Section 2 will cover a minimum of 6 units of study in the student's Second Secondary area of study. Each section will consist of 3 questions, of which the student answers in essay form 2 questions. All questions concerning the student's Secondary Areas of study will be based on the student's course work in those areas and the pertinent course bibliographies. Soon after the student's examination committee is formed, the student will need to consult with his/her Secondary Area of study committee members regarding each Secondary Area of study. The student is asked to consult periodically with the members of his/her Secondary Areas of study examination committee up to the date of the student's Written Examination, and also during the period of time that will elapse between this portion of the Ph.D. Written Examination and the Ph.D. Oral Preliminary Examination.

According to Graduate College procedures, preliminary doctoral examination committees consist of at least five examiners of the rank of Assistant Professor or above. Three examiners from the department will represent the student's Primary Area of Study and two examiners from the department will represent the student's Secondary Area of Study.

Ph.D. Oral Preliminary Examination

In accordance with Graduate College policy, the Ph.D. Oral Preliminary Examination will test the student's breadth of knowledge.

The examination will consist of three parts. The first part of the examination will be based on the student's Ph.D. written Preliminary Examination. The second part will consist of questions of a more general nature. The third part of the examination will consist of discussion of the student's future dissertation topic.

The Graduate College stipulates that the entire committee (5 members) and the graduate representative must be present during the entire Ph.D. Oral Preliminary Examination.

Graduate College policy requires that the oral preliminary examination last at least two hours and that it not exceed three hours.

POLICY CONCERNING GRADUATE EXAMINATIONS DURING SUMMER:

By unanimous vote of the faculty, graduate examinations will not be offered during the summer **except** in the case of **dire** emergency. 5-4-95.

Standards for Grading the Ph.D. Comprehensive Exam in Hispanic Literature

The Department believes that by the time they are ready to take their exams, doctoral candidates should have developed the skills necessary to be a successful scholar in the field of Hispanic Studies. The doctoral exams take for granted the requisite knowledge required for successful completion of the M.A. Comprehensive Examination.

Grades of High Pass are viewed as rare. To receive a grade of High Pass on the comprehensive examination the student should provide answers to the questions that:

- Are well written and contain a clearly defined thesis, a clear exposition, and a cogent conclusion. The Spanish in which the exam is expressed should contain few, if any, minor errors in usage.
- Are well documented and show skillful use of primary sources to defend the ideas expounded, as well as discussion and use of the important secondary sources on the subject.
- Provide a thorough coverage of the material argued in sufficient depth so as to be convincing.
- Are framed in such a way to demonstrate the student's command of theory and how it impacts the questions posed.
- Demonstrate clear understanding of the cultural and historical milieu in which the works analyzed exist.
- Provide an innovative approach to the issues posed in the questions.

To receive a grade of Pass on the Comprehensive Examination, the student should provide answers that:

- Are well written but may contain some errors in usage but which do not detract substantially from the ability to comprehend the answers.
- Demonstrate a solid knowledge of the subject matter presented in a thorough exposition of the issues and supported by the skillful use of primary and secondary source materials.
- Demonstrate an understanding of theoretical constructs and contextual issues.

To receive a grade of Low Pass on the Comprehensive Examination, the student provides answers that:

- Are argued and written in a way that makes it hard to follow and which may also contain substantial problems of Spanish usage.
- Provide answers of insufficient depth to answer the question adequately and which contain an inadequate use of primary and secondary source materials.
- Have little grasp of theory or contextual issues.

Grades of Fail are assigned to exams that:

- Contain such substantive errors in Spanish usage as to lead to the conclusion that the student's command of Spanish is not commensurate with work at the advanced level.
- Provide essays that are poorly argued and demonstrate a lack of understanding of the primary texts and of the ability to analyze literary and cultural discourse.
- Provide no evidence of knowledge of secondary source material or literary theory or conceptual issues.

Grading Procedures

Each member of the committee will submit, as is current practice, a written evaluation of the exam.

Each member of the committee will assign a grade to the exam: 90 for High Pass, 80 for Pass, 70 for Low Pass, 50 for Fail in accordance with the grading matrix listed above. The student grade will be the average of the three scores. The student must receive a score of at least 70 to pass the exam.

After the chair of the committee has received all of the results, s/he will convene a meeting of the committee to discuss the student's performance. The chair of the committee will bring to the meeting a draft of the letter to be sent to the student assessing the student's performance on the exam and informing the student of the results.



**DEPARTMENT OF SPANISH AND PORTUGUESE
PH.D. READING LIST - APPROVAL FORM**

1. Student Name: _____

2. Members of the primary area committee approve the attached reading list for the Ph.D. Written Comprehensive Examination.

_____ Date _____

_____ Date _____

_____ Date _____

3. A signed copy of this form and a copy of the Ph.D. Reading List must be on file four months prior to the scheduled exam date in the Graduate Studies Office, Modern Languages 545.

Dissertation

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PROCEDURES FOR INITIATING AND COMPLETING THE DISSERTATION

Please take time to read carefully the current procedures for our Department relevant to completing the steps to the Doctoral Degree.

Items 1, 6, 7 and 8 of the attached Post-Preliminary Examination: Completing the Steps to the Doctoral Degree. Please read these items over carefully so that you inform yourself of the steps that each dissertator needs to take in order to declare candidacy and schedule the Final Oral Examination.

In addition, as you can see from the attached Graduate College information sheet, certain deadlines are strictly adhered to by the Graduate College. However, for our purposes, these deadlines need further clarification.

In order to have the Ph.D. degree conferred during the semester in which the defense of the dissertation has taken place both the final dissertation must be presented to the Graduate College for the final format check by the appropriate deadline date listed for the relevant semester. However, to avoid delays, the Graduate College asks that the final copy and the library-ready copies be submitted 2-3 days to one week earlier than the stated deadline for the final format check. These deadlines only concern the final dissertation.

In complying with the deadlines and the wishes of the Graduate College, the Department tries to allow ample time for the dissertator to incorporate any revisions, to re-type revisions, and to prepare the dissertation so that it can be submitted to the Graduate College in its final state. Additionally and importantly, each dissertator needs to realize that revisions, retyping, etc., take time and that the more time you allow yourself the better off you will be. I was told by the Graduate College that the rule of thumb seems to be that everything takes three weeks longer than you thought it would originally.

Please discuss, well in advance, your projected plans for finishing your dissertation with your dissertation director, first, and the committee members, secondly. Make sure that both you and your director believe that your jointly projected timetable is realistic and feasible. You then need to check with your director and all of the committee members regarding any possible travel plans, sabbaticals, research leaves, etc., that each might have. Once you have established a prospective timetable, please notify the Director of Graduate Studies in writing. This will facilitate scheduling your defense.

In order to help facilitate scheduling of the Final Oral Defense of the Dissertation, the Department has set aside one week during each semester during which the oral defense could take place. (Please consult the attached Department/Graduate College Calendar). By having the Final Oral Defense take place during this week, or earlier than this week, the student will thus make all the deadlines established by the Graduate College.

Please remember that your director and committee need ample time to read and comment on your work. Please make sure that you facilitate their reading of your dissertation by allowing them time and also by finding out well in advance their schedules and plans. This is particularly relevant for scheduling the oral defense date of the dissertation. Also, please keep in mind that schedules change in the summer. If you are planning a summer defense, please consult all committee members well in advance.

Finally, regarding the format of the dissertation please follow the guidelines in the Graduate College Manual for Paper Submission or Manual for Electronic Submission of Theses and Dissertation from the GC website. Together with your dissertation director, you should carefully review the format of your dissertation to make sure that it complies with all relevant guidelines.

COMPLETING THE STEPS TO THE DOCTORAL DEGREE

1. Advancement to Candidacy Form and Change of Committee Form should be filed immediately after successful completion of the oral comprehensive examination.
2. While preparing the dissertation, the candidate must maintain registration in 920. A total of 18 units are required. He/she should apply for permission to work in absentia, if it is necessary to interrupt Tucson residence. A form is available in the Graduate Studies office.
3. Departmental Dissertation Prospectus must be filed with the Director of Graduate Studies as soon as possible during the first semester immediately following successful completion of the preliminary examination. It should be of sufficient length (at most 1000 words) to explain the nature of the study, the present position of scholarship on the subject, the methodology to be used, and the nature and extent of the expected contribution to knowledge. The prospectus should include current bibliography. The signatures of approval of the Dissertation Director, First Reader and Second Reader are required at this time. Upon receipt of the approved Dissertation Prospectus, the Director of Graduate Studies will then be in the position to sign off on the prospectus.
4. The format of the dissertation must comply with that specified by the Graduate College official guidebook for formatting the dissertation entitled
Manual for Theses and Dissertations:
<http://grad.arizona.edu/degrecert/thesismanual/front.htm> or Manual for Electronic Theses and Dissertations:
http://grad.arizona.edu/Catalog/Publications/Manual_for_Paper_Submission_of_Thesis_and_Dissertations.php
In addition, since in our discipline the standard format for dissertations has been set by the Modern Language Association it will be necessary for the dissertator to follow the latest edition of The MLA Style Manual .
5. Dissertation directors should file progress reports (Interim Report on Doctoral Dissertation) at the end of each semester during which the doctoral candidate has been working on the dissertation. Eligibility for teaching reappointment after the preliminary examination will be based to a large extent, on the evidence of progress toward the degree.
6. The student is asked to schedule his/her dissertation defense date and time. The student is asked to contact each member of his/her dissertation committee, both major and minor members, and establish an examination date and time agreeable to all concerned. After the student and the dissertation committee have come to an agreement regarding the date and time of the dissertation defense the student should then submit the Announcement of Final Oral Examination form (with the dissertation committees' signatures) to the

Graduate Studies Office of our department. The Graduate Studies Office will then submit this form to the Graduate College and also arrange for a room in which the dissertation defense can take place.

7. In our Department, the Announcement of Final Oral Examination request for the final oral defense of the dissertation must be made two weeks before the scheduled date for the final defense of the dissertation. This request is made only after the reading committee has given in writing to the Director of Graduate Studies its approval of the penultimate draft (Report on Penultimate Draft of Doctoral Dissertation form is attached). An approved copy of the penultimate draft must be turned into the departmental office together with this announcement. Committee members representing the major must sign the Announcement of Final Oral Examination form. Additionally, the names of the committee members representing the minor must appear on the form. Since the scheduled date for the final defense of the dissertation will vary from semester to semester, please consult the Department/Graduate College Calendar (attached).
8. Before your final oral defense you need to pick up the Approval Pages forms from the Degree Certification Office, Graduate College, Administration Building, Room 316 and any other paperwork you might need. These forms should be completed and taken to your final oral defense for your dissertation committee's signature.
9. The Graduate College requires that a copy of the penultimate draft of the dissertation be delivered to all committee members who will be in attendance at least one week before the Final Oral Examination date of the dissertation defense. The Dissertation Director and the candidate need to make sure that these deliveries take place.
10. Together with your dissertation director, you should carefully review the format of your dissertation to make sure that it complies with all relevant guidelines.
11. Submission of the Dissertation: Upon successful completion of the Final Oral Defense Examination, the candidate submits the dissertation electronically for forwarding to the Library of The University of Arizona and to University Microfilms, Inc. The department requires one print copy for department files. A processing and microfilming fee also must be paid to the University Bursar. Upon receipt of the finalized dissertation, the Dean of the Graduate College will recommend conferral of the doctoral degree by the Arizona Board of Regents. Please remember to adhere to the Graduate College deadlines. Please see the attached Department/Graduate College Calendar (attached).
12. Candidacy fees are billed to the student's SIS account upon approval of the Doctoral Advancement to Candidacy Form. Questions concerning all billing must be directed to the Bursar's office.
13. All grades, including the final grade for the Dissertation units (920), must be submitted before submission of the dissertation to the library.



**DEPARTMENT OF SPANISH AND PORTUGUESE
CHANGE OF COMMITTEE MEMBERS**

Please fill out and submit to the Graduate Studies Office, ML 545. The Graduate College requires specific information regarding any changes in your Doctoral Comprehensive Examination Committee and Dissertation Committee.

1. Student Name: _____

2. Dissertation Title: _____

DISSERTATION READING COMMITTEE

3. **MAJOR** (Please obtain committee members signatures)

Dissertation Director: _____

Reader: _____

Reader: _____

MINOR Your minor committee members need to sign this form only if they are going to read your dissertation and be present at its oral defense.

Reader: _____

Reader: _____

4. Date of Submission of Approved Dissertation Prospectus: _____

5. Projected Date of Oral Defense of Dissertation: _____

6. Is this dissertation committee different from your Ph.D. Written and Oral Comprehensive Exam Committee? _____

7. If your answer above was “yes”, please list below the members of your Comprehensive Examination Committee.

_____	_____
_____	_____
_____	_____



**DEPARTMENT OF SPANISH AND PORTUGUESE
DISSERTATION PROSPECTUS**

To be submitted the first semester immediately following successful completion of the Ph.D. Written and Oral Comprehensive Examinations.

Student Name _____ Date: _____

Address: _____

TITLE OF DISSERTATION:

STATEMENT OF PROBLEM:

METHOD OF TREATMENT:

APPROVED:

_____	Director of Dissertation	_____	Date
_____	Reader	_____	Date
_____	Reader	_____	Date

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature

DEPARTMENT/GRADUATE COLLEGE FINAL DEFENSE CALENDAR

The dates below are suggested dates in order to meet the Graduate College deadlines for the Final Oral Examination. The student and dissertation committee can decide if the oral will take place earlier or a few days later than the following suggested dates.

- Spring 2008 degree Penultimate draft of dissertation approved by Dissertation Director, First & Second Readers should be submitted by February 8-15, 2008
- Announcement of Oral Defense Form: Seven working days prior to date of defense.
- Final Ph.D. Oral Defense March 10- April 11, 2008.
- Final copy and library-ready copies of dissertation submitted to Graduate College by the week of April 14-18, 2008, or earlier, so as to allow time before May 5, 2008 (by 3:00pm) deadline.
- Summer 2008 degree Penultimate draft of dissertation approved by Dissertation Director, First & Second Readers May 26 – June 6, 2008.
- Announcement of Oral Defense Form: Seven working days prior to date of defense.
- Final Ph.D. Oral Defense June 30 – August 1, 2008.
- Final copy and library-ready copies of dissertation submitted to Graduate College by the week of July 14-18, 2008, or earlier, so as to allow time before August 13, 2008 (by 3:00pm) deadline.
- Fall 2008 degree Penultimate draft of dissertation approved by Dissertation Director, First & Second Readers September 8-12, 2008.
- Announcement of Oral Defense Form: Seven working days prior to date of defense.
- Final Ph.D. Oral Defense October 13 – October 24, 2008.
- Final copy and library-ready copies of dissertation submitted to Graduate College by the week of November 3-7, 2008, or earlier, so as to allow time before December 8, 2008 (by 3:00pm) deadline.



DEPARTMENT OF SPANISH AND PORTUGUESE INTERIM REPORT ON DOCTORAL DISSERTATION

Please file this report with the Director of Graduate Studies the semester prior to the defense.

1. Author of Dissertation _____

2. Dissertation Title _____

3. Director of Dissertation _____

Dissertation Director's Report: (Give a very brief concise statement indicating author's progress, etc.)

Signature _____
Dissertation Director

Date _____



DEPARTMENT OF SPANISH AND PORTUGUESE PENULTIMATE REPORT ON DOCTORAL DISSERTATION

To be submitted to the Director of Graduate Studies with the Announcement of Final Oral Examination.

1. Author of Dissertation _____
 2. Dissertation Title _____
 3. Director of Dissertation _____
 4. Names of committee members who read and evaluated the dissertation.
 - a. _____
 - b. _____
 - c. _____
-

Dissertation Director's Report: (Please provide a brief summary of the committee's evaluation of the penultimate version of the dissertation.)

Signature _____

Dissertation Director

Date _____



DEPARTMENT OF SPANISH AND PORTUGUESE FINAL REPORT ON DOCTORAL DISSERTATION

To be submitted by the Dissertation Director to the Graduate Studies office two days after the Final Defense.

1. Author of Dissertation _____

2. Dissertation Title _____

3. Director of Dissertation _____

4. Names of Dissertation Committee:

a. _____

b. _____

c. _____

5. Defense Date _____

(Date/time/place)

Dissertation Director's Report: (Please provide a brief report on the outcome of the Final Oral Defense of the Dissertation)

Signature _____

Dissertation Director

Date _____

Financial Support

The Department of Spanish and Portuguese and the Graduate College offer several kinds of financial support, including:

Graduate Assistantships / Associateships in Teaching provides part-time employment in teaching and include a waiver of nonresident tuition. Assignments involve supervised teaching of undergraduate courses in Spanish and Portuguese, and the normal teaching load is three courses per year. Detailed information regarding the eligibility requirements and duties of GATs can be found in the GAT Handbook available from the Graduate Studies Office in the Department of Spanish and Portuguese, Modern Languages 545 (see Olga Durazo). GAT applications are also available from the Graduate Studies Office in the Department of Spanish and Portuguese.

Department of Spanish and Portuguese GATship Funding Policies

M.A. Programs in Hispanic Literature and Hispanic Linguistics

Assuming satisfactory academic progress, satisfactory teaching evaluations, and a stable financial situation, M.A. students are normally guaranteed two years of support to complete the M.A. degree. Students in the M.A. in Hispanic Linguistics program are given a fifth semester to complete their exams or thesis, because they do not have access to course work during the summer sessions. Funding beyond that time is not guaranteed, but is sometimes granted if extraordinary conditions occur. In such instances, the student must notify the Director of Graduate Studies in writing and explain why additional time is needed to take the comprehensive exams. If a student needs time beyond the fifth semester to complete the degree, s/he will be expected to continue to take course work beyond the fourth semester. That is, students who take their comprehensive exams in the sixth semester must register for courses during the fifth semester.

Ph.D. Programs in Spanish

Assuming satisfactory academic progress, satisfactory teaching evaluations, and a stable financial situation, students are normally guaranteed four years of support beyond the M.A. to complete all requirements for the Ph.D. Students can be granted a fifth year of support if circumstances warrant. Any funding beyond that time is contingent on the availability of funding and should not be expected.

GAT workload reduction policy

Several years ago the Department was asked to provide a plan for a cohort of GAT's eligible for a workload reduction given the fact the University could not provide sufficient funds to reduce the workload for all GAT's to 2, 1.

The plan that the department uses is the following:

1. New M.A. students hired as .50 GAT's for the academic year in their first year of study toward the M.A. receive a course reduction in the second semester of their first year of study. Students in the Department of Spanish and Portuguese M.A. programs are expected to take 9 credits in the Department during that semester.
2. ABD's will receive a one-course reduction. Usually this reduction will be offered in the Fall or Spring of the year in which they intend to complete their degree requirement. In some cases it may be offered earlier.

Graduate Registration Scholarships provide a waiver registration fees and are available on a competitive basis.

Graduate Tuition Scholarships provide a waiver of nonresident tuition and are available on a competitive basis.

Graduate College Fellowships offer a maximum stipend of \$10,000 for one academic year and a waiver of nonresident tuition and are available on a competitive basis.

For additional information regarding the above awards, as well as other types of financial support offered by the Graduate College, please consult the Graduate College web site:

http://grad/Current_Students/Financial_Resources/

The Department of Spanish and Portuguese also offers the following types of support on a competitive basis. Please see the Graduate Advisor for more information regarding these awards:

Ruth Lee Kennedy Fellowship: for students of Golden Age literature.

Research Assistantships: these awards allow a student to work with a professor on a particular research project or work as a member of the editorial board of the departmental journal, the *Arizona Journal of Hispanic Cultural Studies*.

Calls for applications will be sent out when Research Assistantships to work with a professor become available. Students interested in applying for a Research Assistantship must follow the following procedure:

1. Consult with the professor in charge of the research to find out more about the project, as well as your anticipated role.
2. Submit a letter of interest to the Graduate Studies Committee, which addresses:
 - How your interests fit the description of the proposed project
 - Why you would benefit from the research assistantship
 - A summary of your role in the project
3. The Graduate Studies Committee will review the applicants' letters of proposal and forward a recommendation to the Department Head, who will make the final decision in consultation with the professor directing the project.

Once awarded a Research Assistantship, a student will not be eligible to reapply for another one for one year.

Graduate Assistant in Alcalá de Henares, Spain: this award provides the opportunity to spend one or two semesters in Spain and serve as assistant to the resident director of our undergraduate study abroad program there. A two-semester commitment to the Alcalá program is preferred. The assistantship is open to Ph. D. students who have passed their comprehensive exams and are making satisfactory progress toward completion of degree. Students should be in the *early* stages of writing their dissertation.

In addition students also have the opportunity to serve as assistants to the directors of the Department's programs in Segovia, Spain and Fortaleza, Brazil during the summer and Viña del Mar, Chile in the fall semester.

Calls for applications will be sent out when the Graduate Assistant position are available. Students interested in applying for the assistantship must submit the following to the Graduate Studies Committee:

1. A letter of interest which addresses why you would benefit from the experience abroad
2. A letter of support from your dissertation director

In addition, the student must show:

- Demonstrated competence in teaching
- Good ability to work with and advise undergraduate students
- Collegiality

While all students who have passed their doctoral exams are encouraged to apply, special consideration may be given to students who have a demonstrated need for access to archival resources in Spain or students who have not lived or studied abroad for an extended period of time.

Finally, students are encouraged to consult the web site of the UA Area Center for Latin American Studies for additional financial aid opportunities, including:

Foreign Language and Area Studies (FLAS) Fellowship: this award is offered through the United States Department of Education and is for "...the graduate training of students who intend to make their careers in college or university teaching, government service, or other employment where knowledge of foreign languages and areas is a prerequisite for success." Priority is given to students who are interested in Portuguese or Latin American indigenous languages, as well as to students in professional schools (e.g., Business, Medicine, Law) taking intermediate and advanced Spanish classes.

Summer FLAS Fellowship: this award is for students who wish to study Portuguese or Latin American indigenous languages in a summer study abroad program or to carry out field research in Latin America.

Tinker Summer Field Research Grant. The Tinker Foundation supports travel expenses for masters and pre-dissertation fieldwork in Latin American during the summer (May through August). Applicants who plan to complete an MA or PhD thesis will be given priority over students who plan to utilize an examination option to complete their degree.

Please consult the Center for Latin American Studies web site for detailed information regarding these awards: <http://las.arizona.edu/>

Departmental Activities

Academic life in the Department of Spanish and Portuguese is vibrant. Periodic appointments of visiting scholars, the regular appointment of a visiting writer in residence, and conferences and colloquia with distinguished speakers nourish the intellects of faculty and students alike.

Graduate students play an active role in many of the intellectual pursuits of the Department. For example:

- ❑ Every year, graduate students organize the **Graduate Student Symposium** and publish selected proceedings from the symposium.
- ❑ Graduate students participate actively on the editorial board of the departmental journal, the *Arizona Journal of Hispanic Cultural Studies*, *Journal of Latin American Popular Culture* and the new e-journal *Divergencias*.
- ❑ Graduate students stage yearly **theatrical productions**.
- ❑ Graduate students are exceptionally active in language-related **outreach activities**, such as the Southern Arizona Language Fair held each March and the Second Language Teachers' Symposium held each fall.

In addition, graduate students have the opportunity to participate in the affairs of the Department through their service and representation on various **departmental committees**.

Graduate Curriculum

The topics courses listed below treat various topics in each area, as needs and resources dictate.

501. **Introduction to Hispanic Studies (Pro-Seminar)**
(1 credit)
Designed to give all new graduate students a broad view of fields of research, faculty and courses to familiarize students with some practical aspects of graduate studies, issues that pertain to specific fields of research and questions currently being debated across the profession. This course must be taken in the student's first semester of graduate study.
510. **Development of Spanish Medieval, Renaissance, and Golden Age Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Spanish medieval, renaissance, and golden age literature (short fiction, poetry, novel and drama) from the twelfth through the seventeenth century.
511. **Topics in Medieval Literature, Renaissance, and Golden Age Literature**
(3 credits)
May be repeated for credit up to three times, when the topic varies. Representative topics include the development of lyric verse; Mester de Clerecia, art of the Juglar; the Romancero; the development of prose; renaissance and baroque prose or verse; Cervantes; Golden Age drama; picaresque novel.
520. **Development of Eighteenth through Twenty First Century Spanish Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Spanish eighteenth, nineteenth, and twentieth-century literature (short fiction, poetry, novel and drama).
521. **Topics in Eighteenth through Twenty First Century Spanish Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Representative topics include Spanish romanticism; nineteenth century realist and naturalist Spanish prose; the generation of '98; modern Spanish prose fiction; modern Spanish Poetry; the contemporary novel of the post-Franco era; contemporary Spanish theater.
530. **Development of Spanish American Literature from the Pre-Columbian Period to Independence**
(3 credits)
May be repeated up to three times, when the topic varies. Spanish-American literature from the Pre-Columbian period to independence (prose, poetry and drama).

531. **Topics in Spanish American Literature from the Pre-Columbian Period to Independence**
(3 credits)
May be repeated up to three times, when the topic varies. Representative topics include Pre-Columbian Aztec, Mayan, and Maya-Quiche literature; the chronicle; Renaissance and Baroque poetry.
540. **Development of Spanish American Nineteenth through Twenty First Century Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Spanish American nineteenth and twentieth-century literature (short fiction, poetry, novel and drama).
541. **Topics in Spanish American Nineteenth through Twenty First Century Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Representative topics include nineteenth-century Spanish-American prose fiction; modernismo; modern Spanish-American prose fiction; modern Spanish-American poetry; modern and contemporary Spanish American theater; trends in the Spanish-American short story.
550. **Development of Mexican and Mexican American Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Mexican and Mexican American literature (short fiction, poetry, novel and drama).
551. **Topics in Mexican and Mexican American Literature**
(3 credits)
May be repeated up to three times, when the topic varies. Representative topics include: novel of the Mexican revolution; trends in Mexican and Mexican-American films; trends in contemporary Mexican literature; Mexican American prose fiction since 1965; trends in Mexican-American theater; major movements and authors of Mexican-American literature.
561. **Topics in Hispanic Literature**
(3 credits.)
May be repeated up to three times, when the topic varies. Representative topics include Hispanic women writers; U.S. Hispanic literature; trends in modern and contemporary Spanish and Hispanic American film.
571. **Topics in Literary Theory and Criticism**
(3 credits)
May be repeated up to three times, when the topic varies. Topics include historical overview of major developments in literary theory and criticism with theoretical and critical analysis of Hispanic texts.

574. **Linguistic Perspectives on Mexican American Spanish and Bilingualism**
(3 credits)
Focuses principally on descriptive linguistic analyses of Chicano language phenomena examined in sociolinguistic and psycholinguistic contexts. Analysis will include phonological and phonetic levels, although the primary emphasis will be on morphosyntactic and lexical realizations. Macro-sociolinguistic tools of languages in contact/conflict, language shift, language choice/preference, and language attitudes as well as specific linguistic behaviors associated with Chicano bilingualism will also be treated in depth. P, 340/343. *This course is not repeatable.*
580. **Introduction to Hispanic Linguistics**
(3 credits)
May be repeated up to three times; topic will rotate according to instructor. Possible topics include: Introduction to Hispanic Sociolinguistics; Introduction to Spanish Phonology; Introduction to Spanish Morpho-Syntax.
581. **Topics in Second Language Linguistic Theories and Applications**
(3 credits)
May be repeated up to three times; topic will rotate according to instructor. Possible topics include: Theories of Second Language Acquisition; Curriculum and Materials Development; Theories and Techniques of Teaching Spanish; Applied Linguistics.
582. **Topics in Hispanic Linguistic Theories and Applications**
(3 credits)
May be repeated up to three times; topic will rotate according to instructor. Possible topics include: Advanced Spanish Morphosyntax; Advanced Spanish Phonology; Linguistic Perspectives on Spanish of the Southwest; History of the Spanish Language; Issues in Spanish Sociolinguistics/Dialectology.
587. **Testing and Evaluation in Foreign/Second Language Programs**
(3 credits)
696. **Seminar**
(3 credits)
Each seminar may be repeated up to two times for credit, provided the subject matter differs from one course to another.
- 696A. Spanish Peninsular Literature
 - 696B. Spanish American Literature
 - 696C. Mexican and Mexican American Literature
 - 696D. Hispanic Linguistics

PORTUGUESE GRADUATE CURRICULUM

501. **Luso-Brazilian Literature-1900** (3 credits). Overview of literary periods and introduction to the major literary figures of Portugal, Brazil and the Luso-African countries (Angola, Mozambique, Cape Verde, Guinea-Bissau, Mozambique and Porto Principe) from the beginning of their literature to 1900.
503. **Contemporary Luso-Brazilian and Lusophone African Literatures: An Introduction** (3 credits). Through an interdisciplinary approach, the students will be in contact with the contemporary literature produced in Brazil, Portugal and Lusophone Africa.
530. **Brazilian Civilization** (3 credits). Broad survey of Brazilian culture. Thematic examination of some of the major cultural developments. Topics include: Brazilian music, Afro-Brazilian culture, the role of women in Brazilian society, Brazilian popular culture.
540. **Portuguese Phonetics and Phonology** (3 credits). Description of the sounds of Portuguese and its main phonological rules. Contrastive analysis between Portuguese, English, and Spanish phonetic systems, aiming at improving the non-native speaker pronunciation. Discussion of dialectal variation. Prerequisite: PORT 325 or above, or permission from the department.
549. **Brazilian Literature in Film** (3 credits). Presentation of the masterpieces of Brazilian literature and the great films based upon them, with emphasis on the contrast between cinema techniques and literary production. Prerequisites: PORT 325 or above, or permission from the department.
563. **Topics in Luso-Brazilian Literature** (3 credits). Major works, authors and tendencies in the literature of the Portuguese speaking countries (Brazil, Angola, Portugal, Cape Verde, Mozambique, Guinea-Bissau, Porto Principe). This course may be repeated for credit when topics vary. Topics cover theater, poetry, novel, short stories, etc.
- 597R. **Advanced Intensive Portuguese and Brazilian Culture** (3 credits). The practical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principles, in Fortaleza, Brazil.
599. **Independent Studies in Portuguese** (1-4 credits). To be arranged on an individual basis.
699. **Independent Study** (1-4 credits). Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

Department of Spanish and Portuguese Faculty

Dr. Abraham Acosta is Assistant Professor of Latin American Cultural Studies in the Department of Spanish and Portuguese. He came to the University of Arizona from the University of Michigan where he received a Ph.D. in Comparative Literature (2007). Prof. Acosta's areas of interest include contemporary Latin American narrative, critical hybridity, political narratology, subaltern studies, postcolonial theory, and critical theory. His current research project is on the biopolitics of orality/literacy in 20th century Latin American cultural discourse.

Dr. Sara Beaudrie is an assistant professor in the Spanish and Portuguese Department. She directs the Spanish for heritage learners program and teaches Spanish linguistics and pedagogy in the undergraduate and graduate linguistic programs. She is also an affiliate faculty in the Second-Language Acquisition and Teaching (SLAT) program. She received her Ph.D. in SLAT with a minor in Spanish linguistics from the University of Arizona. Her research interests include heritage language development and classroom instruction, language program development, and teacher training.

Dr. Ana María Carvalho is an assistant professor of Portuguese and Spanish. She completed her PhD in Hispanic Linguistics at the University of California at Berkeley in 1998, with a specialization in sociolinguistics. She teaches language and linguistics and directs the Portuguese program. She is also a member of the faculty of the Center for Latin American Studies (CLAS) and the Second Language Acquisition and Teaching Program (SLAT). Her research interests include language variation and change, sociophonetics, bilingualism, and language contact. She is currently studying the contact between Spanish and Portuguese from two perspectives: first, the output of the contact of these two languages in Northern Uruguay, and its relation to the social context where this contact takes place; second, the acquisition of Portuguese by Spanish speakers in the language instruction context, and the challenges that the typological similarity of these languages present to the use of traditional teaching methods. She intends to extend her research field to other Spanish-Portuguese contact situations such as the one of Galicia, Spain. When not working she is enjoying cooking, partying, reading novels, and above all, watching her children grow.

Dr. Eliud Chuffe

Dr. Sonia Colina is Associate Professor of Hispanic Linguistics in the Department of Spanish and Portuguese at the University of Arizona. She came to the University of Arizona from Arizona State University where she was Associate Professor of Spanish Linguistics and Director of the Spanish Translation Certificate Program. Previously she was Assistant Professor of

Spanish at Indiana University. Dr. Colina received her PhD in Spanish Linguistics from the University of Illinois at Urbana-Champaign. She also holds MAs in Comparative Literature/Translation Studies from SUNY-Binghamton, and in Applied Linguistics from Southern Illinois University, and a *Licenciatura* from the University of Santiago de Compostela in Spain. Professor Colina is the co-editor of *Optimality Theoretic Studies in Spanish Phonology* (John Benjamins, 2006) and the author of *Translation Teaching: from Research to the Classroom* (McGraw-Hill, 2003) and of numerous articles in edited volumes and journals such as *Linguistics, Lingua, Target*, and *The Translator*. Her research areas are phonological theory, in particular Optimality Theory, Spanish and Galician phonology, and applied linguistics and translation (translator education, translation & language acquisition). She is currently working on a book on Spanish syllabification to be published by Georgetown University Press

Dr. Malcolm Alan Compitello is Professor of Spanish Head of the Department of Spanish Portuguese. He came to the University of Arizona from Michigan State University where he was Professor of Spanish and Associate Chair of the Department of Romance and Classical Languages. Professor Compitello received his B.A. and M.A. degrees from St. John's University in New York City and my Ph.D. in Hispanic literature with a minor in Comparative Literature from Indiana University. Professor Compitello is the Executive Editor of the Arizona Journal of Hispanic Cultural Studies. Professor Compitello has authored and edited three books on contemporary Spanish literature and numerous articles on contemporary literature and Cultural Studies. His most recent edited volume (with Edward Baker) is *De Fortunata a M:40*. Alianza Editorial will publish *Cien años de cultura de Madrid* in 2003. Professor Compitello's current research is on urban cultural geography in Spain. He is currently working on a book manuscript *Cities, Culture, Capital* about the role of space and place and capital in the formation of urban cultural identities in Spain.

Dr. Katia da Costa Bezerra has published essays on Contemporary Portuguese, Brazilian and Lusophone African literature. Her theoretical approaches include questions on gender, sexuality, nationhood and race. She is recently conducting research on archives in Minas Gerais, Brazil. She is concerned with the rescue of a literary production published by mineiras born in the XIX century.

Dr. Javier Duran has held teaching and research positions at Michigan State University, the University of Michigan in Ann Arbor and at the Colegio de Sonora. Duran's research focuses on U.S.-Mexico Border Studies, Critical Theory, Cultural Studies. Modern and Contemporary Latin American Narrative, Latin American Women Writers, Chicana/o-Latina/o Narrative. Duran is the author of *José Revueltas. Una poética de la disidencia* (Xalapa: Universidad Veracruzana, 2001). He has also co-edited three books on cultural studies: *Las miradas de la crítica. Los discursos de la cultura* (México:Universidad Autónoma Metropolitana-Azcapotzalco, 2001); *Visiones alternativas. Los discursos de la cultura hoy*. (México: Centro de Cultura Casa Lamm, Universidad Autónoma Metropolitana-Azcapotzalco, Universidad de Louisville, Universidad Estatal de Michigan, 2001); and *Pensamiento y crítica. Los discursos de la cultura hoy*. (México: Universidad Estatal de Michigan, Universidad de Louisville, Centro de Cultura Casa Lamm, 2000). He has published a number of articles dealing with Border, Mexican and Latin American cultural and literary studies in journals such as *Chasqui, Texto Critico, Feminaria, Arizona*

Journal of Cultural Studies, La Palabra y el Hombre, Revista Mexicana de Literatura Contemporanea, Studies in the Literary Imagination, La Jornada Semanal, Revista de la Biblioteca Nacional and Studies in Twentieth Century Literature. He is currently working on a book manuscript Crossing the Line: Negotiating Literary Auto-Representation in the U.S.-Mexico Border.

Dr. Robert L. Fiore was born in New York City. He came to the University of Arizona from Michigan State University where he was Professor of Spanish and Italian and Assistant Dean of the College of Arts and Letters. He received his B.A. in Spanish from Iona College with minors in Philosophy and Italian, his M.A. in Spanish from Middlebury College (Universidades de Madrid y Salamanca) and his Ph.D. in Romance Languages from UNC, Chapel Hill, with minors in Italian and French. His interests lie in Spanish and Latin American Picaresque and Golden Age Theater. He is the author of **Drama and Ethos** University of Kentucky Press and **Lazarillo de Tormes** Twayne and the editor of **Crítica Hispánica**, XIX, dedicated to **Lazarillo de Tormes**, and a scholarly edition **Lazarillo de Tormes**, Pegasus Press (2000). He has co-edited two volumes and written articles on the **comedia**, the Spanish and Latin American picaresque, the **auto sacramental** and the **Midnight Cowboy**. His current research projects are a book on the **auto sacramental** for Pegasus Press and articles on Hispanic Picaresque fiction. He is the proud mentor of students who are productive scholars in the Golden Age. His outside interests are playing salsa with a **cojunto**, paddleball with colleagues and graduate students and acting in theatrical productions. He wants to take lessons and play the vibraphone like Milt Jackson.

Dr. Melissa A. Fitch (Ph.D. 1995 ASU) was born in Los Angeles and raised in the city of San Francisco. Her research interests lie in the representation of gender and sexuality in theater, film, television and narrative in Argentina, Brazil and the U.S. borderlands. The theoretical underpinnings of her work are found in postmodernism, queer theory, postcolonial and gender studies. In 2002 she was named Editor of the academic journal Studies in Latin American Popular Culture. Her most recent critical essays include “Buenos Aires on the Border” in Ollantay Theater Magazine (2002) and “Gender-Bending in U.S. Latino Theater” in Latina/o Popular Culture (New York University Press, 2002). She recently completed the book-length manuscript entitled “Out of Boundar(ie)s: Latin/a American Women Authors, Sex and Cultural Production.” Other essays have been published in Latin American Theater Review; Gestos: Teoría y práctica del teatro hispánico; Chasqui: Revista de literatura latinoamericana; Romance Languages Annual and in the book Interventions: Feminist Dialogues on Third World Women's Literature and Film (Garland, 1997). She is co-author of the book Culture and Customs of Argentina (Greenwood, 1998) and her current research project is entitled “Consuming Passion: Images of Tango in Fiction, Film Theater and Popular Culture.” In her free time, she may be found dancing Argentine tango at Irene’s Peruvian restaurant on Congress, doing volunteer work with immigrant or refugee outreach organizations, or belting out the oldies with her father at the weekly sing-along where he lives.

Dr. Joan J. Gilabert Originalmente soy natural de Barcelona y de habla catalana. En esta ciudad transcurrió mi niñez y es donde asistí a la escuela primaria y secundaria. De muy joven me trasladé a vivir primero en Francia y finalmente en München (Alemania) donde estudié Economía y trabajé para la empresa multinacional Siemens. A finales de los años sesenta llegué

a los EE.UU. en donde cambié de carrera profesional tomando cursos posgraduados en la Universidad de Wisconsin-Madison donde obtuve el M.A. Finalmente, recibí mi Ph.D. en Literatura Española Moderna en Washington University en la ciudad de St. Louis, Missouri. La mayor parte de la década de los años setenta la pasé de Assistant Professor en Kenyon College, en Ohio, y en 1977 llegué a la Universidad de Arizona en Tucson donde todavía resido. Mi campo principal de enseñanza e investigación ha sido la literatura española moderna con énfasis en sus aspectos culturales e históricos. Tengo en mi haber numerosas publicaciones al respecto, sobre todo en los siglos XIX y XX. Otros campos de investigación y curiosidad se han enfocado en El Quijote, varios autores hispanoamericanos, y una larga lista de trabajos sobre el papel de la cultura y literature catalanas dentro del Estado Español. En la actualidad estoy trabajando sobre la obra de Juan Marsé y la literatura del exilio español en México. También soy miembro del Consejo Editorial de España contemporánea y Letras Peninsulares. He dado a través de los años numerosas conferencias y cursillos en EE.UU., México y varios países europeos, sobre todo en España y Alemania. Además, en el año 1992 fui un invitado especial por la Smithsonian Institute de Washington D.C. para dar un cursillo de conferencias sobre el arte modernista catalán. He dirigido varias tesis doctorales en el Departamento de Español, la última sobre la literatura falangista en España. En la actualidad estoy dirigiendo dos tesis más, una sobre Juan Marsé y la otra sobre Antonio Machado.

Dr. Laura G. Gutiérrez is Assistant Professor in the Department of Spanish and Portuguese at the University of Arizona where she teaches on Latin American and Latina/o Media Studies, Performance Studies, and Cultural Studies. She holds an affiliate appointment in the Center for Latin American Studies and is part of the Executive Committee in LGBT Studies. She received her BA (1991) from the University of Illinois, Urbana-Champaign and her MA (1994) and Ph.D. (2000) from the University of Wisconsin-Madison. Before coming to the U of A, she was Assistant Professor of Spanish at the University of Iowa. Gutiérrez first arrived on the U of A campus as a resident fellow in the Sex, Race, and Globalization Project (a Rockefeller-funded project), 2003-4. She was later awarded the César E. Chávez Postdoctoral Fellowship, which is based in the College of Humanities, 2004-5. Drawing from an interdisciplinary cultural studies framework and using a feminist theory and queer theory angle, Gutiérrez has written essays on topics dealing with contemporary Mexican video art, Mexican political cabaret, and Chicana performance and has published in journals and edited anthologies such as *Feminist Media Studies*, *Latin American Literary Review*, *Studies in Latin American Popular Culture*, and *Velvet Barrios: Popular Culture and Chicana/o Sexuality*. She is also the author of two essays on Latina/o theater/performance/spoken word for the two-volume *Latino and Latina Writers* (2004). She is currently finishing her manuscript on contemporary Mexican and Chicana performance and video art, *Unsettling Comforts: Sexualities in Contemporary Mexican and Chicana Performance* and embarking on research for a second book project--tentatively titled: *Rumberas in Motion (Pictures): Gender, Race, Nation in Mexican and US Film Production--on the female body's movement (across geo-political divides and across the stage) in cabaretera films from the so-called golden age film 'archives'*.

Dr. Lanin Gyurko is Professor of Spanish at the University of Arizona in Tucson. Born in Connecticut, he received his B.A degree from Yale University and Master's and Ph.D. in Romance Languages from Harvard University, where he studied with Enrique Anderson Imbert

and Raimundo Lida. Gyurko has served as Director of Graduate Studies in Spanish and Portuguese at Yale University, where his was Associate Professor; Chair of the Department of Modern and Classical Languages at Texas Christian University in Fort Worth, and Head of the Department of Romance Languages at the University of Arizona. In 1984 he founded and developed, and has since been the Director, of the Mexican and Mexican American Literature and Culture Program in the Department of Spanish and Portuguese at the University of Arizona. His areas of specialization include Latin American Literature and Culture of the Nineteenth and Twentieth Centuries, with emphasis on narrative and theatre, Mexican Literature and Culture from the Pre-Columbian Epoch to the present, Chicano Literature and Culture and Film Studies. Gyurko has published extensively on Argentine and Mexican Literature, and with Nancy Hall, edited the book Studies in Honor of Enrique Anderson Imbert. Gyurko is the author of two extensive monographs and more than sixty essays on the narrative and dramatic art of Carlos Fuentes. In 2002, he was given the Orden de los Descubridores Award by Sigma Delta Pi, La Sociedad Nacional Hispánica. Gyurko enjoys playing chess, listening to Chicago Dixieland jazz, particularly Louis Armstrong and Bix Beiderbecke, and reading the poetry of the Voice of New England, Robert Frost.

Dr. Richard P. Kinkade. BA degree in History (Yale), Ph.D. in Spanish, minor in Italian (Yale). Asst. Prof. University of Arizona (1965-70); Assoc. Prof. UofA (1970-71); Prof. and Head, Department of Romance Languages Emory University (1971-77); Prof. and Head Department of Romance and Classical Languages University of Connecticut (1977-82); Visiting Prof. of Spanish Yale University (1977); Dean, Faculty of Humanities UofA (1982-87); Prof. of Spanish and Portuguese UofA (1982-present). Specializing in Medieval Spanish Literature and Language. Author of *Los "Lucidarios" españoles; Iconography of Medieval Spanish Literature; Panorama de la literatura española; Ordenamientos de Peñafiel de Juan Manuel; Historia y antología de la poesía española: 1150-1650; Desarrollo de la novela antes de 1500*; plus over 50 articles, chapters in books and reviews in *PMLA, Speculum, Romance Philology, Hispanic Review, Bulletin of Hispanic Studies, La corónica* and others.

Dr. Alba Nora Martínez, Naci en Monterrey Nuevo León México, pero también viví en México D.F. Estudie la licenciatura en Letras Españolas e Hispanoamericanas en el Instituto Tecnológico y de Estudios Superiores de Monterrey. Mi Maestría y Doctorado en Literatura Española e Hispanoamericana Modernas en la Universidad Iberoamericana de México. En los veranos de 1993 y 94, cuando era Directora de un Centro de Promoción e Investigación de la Literatura Infantil y Juvenil, los Departamentos de Español y Portugués y Language, Reading and Culture me invitaron a impartir la clase de literatura infantil. En 1995 me contrataron para colaborar de tiempo completo. Desde entonces me mudé a Tucson y sigo apasionada con la enseñanza y la investigación académicas, la promoción a la lectura entre los jóvenes y los niños, el entrenamiento de maestros, la escritura ficcional, los "performances" y la colaboración en los medios masivos dedicados a la cultura. Por eso, desde 1996, soy conductora del segmento El Rincón del Libro, en el Programa Reflexiones de KUAT TV y KUAT RADIO, y porque extranaba "Vuelo de Palabras" un programa literario que conduje en vivo en Canal 8 de Monterrey, hasta que me mudé a Tucson. En esos años (1986-1994) también escribí la columna semanal "Comentando un Libro" en la sección cultural del Periódico El Norte de Monterrey. Todavía me inquieta escribir para los periódicos, porque es una escritura efímera y lo hago

siempre que se me presenta la oportunidad. Entre el 86 y el 94, también escribí tres de mis cuatro libros para niños y jóvenes. He sido profesora universitaria en el Tecnológico de Monterrey y en la Universidad Iberoamericana.

Dr. Mario Montalbetti received his PhD from the Massachusetts Institute of Technology in 1984. He has worked at the Pontificia Universidad Católica del Perú and has been a Visiting Professor at UCLA and Cornell before coming to The University of Arizona in 1996 where he is currently an Associate Professor of Linguistics. His early research focused on Binding Theory and pronominals. Currently he is working on the intersection between metalinguistic and metapsychological issues, especially on the notion of “displacement” (in psychoanalytic and generative theories). Dr. Montalbetti has advanced some preliminary ideas in an article entitled “Noam’s Ark”, (Science N° 298, Nov 2002, written with Tom Bever.). He is also interested in the application of linguistic theory to cultural studies and has finished a paper (“McDonald’s Guernica”, not published yet) on comparative iconography. Poetry is an important non-academic interest of his.

Dr. Monica Morales is an Assistant Professor in the Department of Spanish and Portuguese at the University of Arizona where she teaches on Colonial Spanish American literature. She graduated from Purdue University in 2001. Early colonial chronicles of the Andean region are her main interest and research focus. Drawing on postcolonial theory, she has published articles on gender and representation. She is currently working on a manuscript about the importance of inebriation imagery in sixteenth and seventeenth-century colonial Andean discourse.

Dr. Judith Nantell, Professor, currently is the Vice Dean of the College of Humanities. After receiving her Ph.D. from Indiana University she taught at the University of Wisconsin-Madison and Florida State University. Rafael Alberti’s Poetry of the Thirties: The Poet’s Public Voice (University of Georgia Press, 1986) her first book, won the 1984 South Atlantic Modern Language Association Studies Award. Her second book, The Poetry of Francisco Brines: The Deconstructive Effects of Language (Bucknell University Press) appeared in 1994. Nantell’s published articles concern textual analyses of modern and contemporary Spanish poetry. In her most recent work she investigates the feminization of language in the poetry of Ana Rossetti. In Nantell’s forthcoming article in Anales de la literatura española contemporánea she turns her attention to Brines’ latest collection, La última costa, and the affirmative action of realizing being.

Dr. Antxon Olarrea received his Ph.D. in Linguistics with a specialization in Syntactic Theory from the University of Washington at Seattle in 1997. He is currently an Assistant Professor in the Department of Spanish and Portuguese, where he teaches undergraduate and graduate courses in Spanish linguistics. He is also a member of the Second Language Acquisition and Teaching program and holds a courtesy appointment in the department of Linguistics. Right now he is finishing a book about the origins of language and the theory of evolution. He is still working hard to become the next point guard for the Seattle Supersonics, where he plans to compensate for his deficient basketball technique with a solid lack of speed and a total inability to jump. When not on campus you will find him playing with Beatriz and Misha or trying to cook ten-minute rice in seven minutes.

Dr. Ana Perches received her B.A. in French in 1980 and her doctorate in Spanish in 1985 (both from the University of New Mexico. She is a Senior Lecturer and has been with the Department since 1988. Her primary teaching fields are Chicano literature, Mexican culture and civilization, Latin American theater, and Spanish for native speakers. Dr. Perches has three unpublished full-length plays, which she has directed and produced for her students in her Spanish 442 class. She has also studied Portuguese and has a strong interest in Brazil. Dr. Perches grew up in the Juarez/El Paso border.

Dr. José Promis, received his certification as high-school teacher from the University of Chile, and his doctorate in Romance Philology from the University of Madrid. Until 1976 he taught Latin American and Chilean Literature at the University of Chile, the Catholic University of Chile and the Catholic University of Valparaíso. Since that year he has been Full Professor of Spanish American Literature in the Spanish and Portuguese Department of the University of Arizona. After the end of the military regime, he has returned periodically to Chile invited as visiting professor by several universities in Santiago and Valparaíso. Currently, he is also in charge of the study abroad programs of the Dept. of Spanish and Portuguese in Alcalá de Henares and Segovia. He has published several books related to Chilean literature. The most recent, published in 2002, is *La literatura del reino de Chile*.

Dr. Eliana S. Rivero was born in Cuba, and immigrated permanently to the U.S. in 1961 (she attended Virginia Intermont College, Bristol, VA, as a freshman during the academic year 1958-1959). She received her B.A. magna cum laude in 1964 and her Ph.D. with distinction in 1968 from the University of Miami, Coral Gables, Florida. She has done scholarly work and teaching in the area of Latin American literatures, especially poetry and women's writings, for over three decades. She is Professor of Spanish in the Department of Spanish and Portuguese at the University of Arizona in Tucson, where she teaches Latin American and U.S. Latino/Latina literatures and cultures. She is also adjunct Professor of Women's Studies and Latin American Studies at this institution. She has authored and/or coedited five scholarly books, and has published over seventy articles, chapters in books, review essays, notes, bibliographies, and collection entries, on topics ranging from Caribbean authors to Mexican colonial nuns. Since the early eighties she has been writing about the experience of Chicanos and U.S. Latinos, and has published many scholarly pieces and autobiographical essays on these topics. Rivero is coeditor (with Tey Diana Rebolledo, Distinguished Professor at the University of New Mexico) of the best-seller *Infinite Divisions: An Anthology of Chicana Literature* (University of Arizona Press, 1993, now on its third printing), which has been featured as a "must read" item in *Latina Magazine*. And with the Chicana writer Margarita Cota Cárdenas she is also coeditor of *Siete Poetas*, a pioneer text of/on Latina women poets (published in 1977 with a grant from the National Endowment for the Arts). More recently, she has coedited *Telling To Live: Latina Feminist Testimonios* (Duke University Press, 2001), with the Latina Feminist Group collective. Rivero's work has been awarded research grants from the National Endowment for the Humanities and the Rockefeller Foundation. Her biography and publications have recently been reviewed in an essay contained in the volume *Notable Hispanic American Women* (Gale Research Press, 2000). Her present research and writing deals mostly with theoretical/autobiographical approaches to Latina identity and consciousness, and with Cuban

American representations of women's images in literature and popular culture. Her scholarly work in progress also includes a collection of essays on U.S. Latino/Latina literatures. Her forthcoming articles include an essay on colonial Mexican nuns in Studia Mystica and one on Cuban American literature to be included in Callaloo. Rivero's poetry has been included in collections and in many journals or magazines. She has two books of poetry in Spanish: De cal y arena, Cuerpos breves, and one in English: Latina Trips (unpublished). She is now finishing a novelette in Spanish entitled Mujer prohibida, and has three pieces of autobiographical prose in Telling to Live: Latina Feminist Testimonios. Her performance piece Boleros, also from the volume on Latina feminist testimonies, is part of a larger project on Latinas and music. She "performed" it last at the spring 1999 meeting of the National Association of Chicano/Chicana Studies in San Antonio, and at the Conference on Humor and Irony at Arizona State University in Phoenix, October 1999. She has done poetry and prose readings most recently at Colgate University for National Hispanic Month, September 2001. Prof. Rivero has lectured at more than 50 college and university campuses in the United States, Canada, Mexico, Spain, France, Cuba, and Chile, and her most recent talks address the intersections of ethnicity and gender, especially for U.S. Latinas. She was recently appointed as a Phi Beta Kappa Visiting Scholar for the academic year 2000-2001, and during that tenure she lectured at ten different U.S. campuses on the topic of U.S. Latino cultures and literatures. In 2002, she is the lecturer on U.S. Latina literature for the NEH Summer Institute "Engendering Hispanic Borders" at Arizona State University.

Other information

Four teaching awards and two mentoring awards received from the University of Arizona.

Among other professional honors/appointments:

Member and Chair of the Advanced Placement Spanish Language and Literature Development Committee, for the College Board and Educational Testing Service (9 years)

Member and Chair of Fulbright Literature Fellowships Committee for Latin America, for the American Association of Learned Societies (2 years)

Extracurricularly, Rivero was a singer in a Brazilian band between 1997 and 1999, and with a Hispanic community choir during the 80's. She continues to enjoy music by playing the electronic keyboards, doing backup singing occasionally, and also enjoys traveling, cooking, and chatting with her daughter (a bilingual actress and businesswoman, and a native of Tucson, Arizona, now living in Puerto Rico).

Dr. Charles Tatum is Professor of Spanish and Dean of the College of Humanities at the University of Arizona. He was born in El Paso, Texas and raised in Parral, Chihuahua, Mexico. His mother, Eloísa Aínsa, a Mexican-American, was born and raised in El Paso. Tatum received his B.A. from the University of Notre Dame, his M.A. from Stanford University, and his Ph.D. from the University of New Mexico. Tatum is the author of a monographic study Chicano Literature (1982)--published in translation in Mexico in 1986--and co-author of Not Just for Children: The Mexican Comic Book in the Late 1960s and 1970s (1992). He is co-founder and co-editor of the journal Studies in Latin American Popular Culture. He is editor of three volumes of New Chicana/Chicano Writing (1991-1993) for the University of Arizona Press and co-editor of a volume of essays, Recovering the U.S. Hispanic Literary Heritage, Vol. II. His most recent publication is a book, Chicano Popular Culture (The University of Arizona Press, 2001). His published book chapters and articles include studies on Latin American prose fiction, Chicano

literature, and Mexican popular culture. Tatum serves on the advisory board of the Recovering the U.S. Hispanic Literary Heritage Project. He is a member of an editorial group that has worked for the past several years on an anthology of U.S. Hispanic literature that was published several months ago by Oxford University Press. The Spanish-language version of the anthology will be published by Arte Público Press later this year.

Dr. Beatriz Urrea holds a B.A. in Anthropology, M.A. in Comparative Literature, and Ph.D. in Spanish Literature. Her area of specialization is Spanish Golden Age Literature, and the writings of mystics. She was born in Puerto Rico and has lived in her native country, Brasil, and Spain, as well as the U.S. She enjoys movies, books, music, dance, and most of all playing with her son Misha, and her son's father, Antxon.

Dr. Amy Williamsen is an Associate Professor of Spanish at the University of Arizona where she specializes in Early Modern Spanish literature and contemporary literary theory. In 2000, she was honored with the university-wide Burlington North Faculty Achievement Award. Her publications to date include *Co(s)mic Chaos: Exploring Los trabajos de Persiles y Sigismunda* as well as numerous articles on Cervantes, the comedia and women writers of the period. In addition, she has co-edited several critical anthologies including *Maria de Zayas: The Dynamics of Discourse*, *Engendering the Early Modern Stage*, and *Ingeniosa Invención: Essays on Spanish Golden Age Literature*. She is currently working on a book-length project tentatively entitled *The Critical Quest: Lessons from the Margins of Early Modern Spanish Literature*. She has served as a member of the editorial board of Cervantes and as an officer for various professional organizations such as the Asociación de Escritoras de España y las Américas, the Association for Hispanic Classical Theater, and the Division on Sixteenth- and Seventeenth Century Spanish Drama of the MLA.

Dr. Monika Szumilak

Appendix:

Department of Spanish & Portuguese Petition Forms

Masters Examination Change of Committee Petition.....	##
Ph.D. Comprehensive Exam Change of Committee Petition.....	##
Masters Petition to Postpone Exams.....	##
Ph.D. Comprehensive Exam Petition to Postpone.....	##
Ph.D. Dissertation Change of Committee Petition.....	##



DEPARTMENT OF SPANISH AND PORTUGUESE MASTERS EXAMINATION CHANGE OF COMMITTEE

Changes for **Fall Semester** exams are due by **January**.
Changes for **Spring Semester** exams are due by **August**.

1. Name _____

2. Program _____

3. Scheduled Exam Date _____
(Semester/Year)

4. Please make the following changes to my examination committee:

Present Committee Members

(Committee Chair)

New Committee Members

(Committee Chair)

5. Student Signature _____ Date _____

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature



DEPARTMENT OF SPANISH AND PORTUGUESE PH.D. COMPREHENSIVE EXAM CHANGE OF COMMITTEE PETITION

1. Changes for **Fall Semester** (October) exams are due by **January** of same year.
2. Changes for **Spring Semester** (March) exams are due by **August** of previous year.

1. Name _____

2. Program _____

3. Scheduled Exam Date _____
(Semester/Year)

4. Please make the following changes to my examination committee:

Present Committee Members

Primary Area of Study (Committee Chair)

First Secondary Area of Study

Second Secondary Area of Study

New Committee Members

Primary Area of Study (Committee Chair)

First Secondary Area of Study

Second Secondary Area of Study

5. Student Signature _____ Date _____

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature

Date



DEPARTMENT OF SPANISH AND PORTUGUESE MASTERS PETITION TO POSTPONE EXAMS

1. **Must be typed**
2. **Must be approved by Examination Committee Chair and GS Advisor**
3. **Submit to Graduate Studies Office for Graduate Studies Committee approval**

1. Name _____

2. Petition to postpone Masters Examination:

From (Semester/Year): _____

To (Semester/Year): _____

3. Comments:

4. Student signature _____

5. Approved (Please print after signature):

a. Committee Chair _____
Signature Date

b. Graduate Studies Advisor _____
Signature Date

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature



DEPARTMENT OF SPANISH AND PORTUGUESE PH.D. COMPREHENSIVE EXAM PETITION TO POSTPONE

1. **Must be typed**
4. **Must be approved by Examination Committee Chair and GS Advisor**
5. **Submit to Graduate Studies Office for Graduate Studies Committee approval**

1. Name _____

2. Petition to postpone Ph.D. Written and Oral Comprehensive Examination:

From (Semester/Year): _____

To (Semester/Year): _____

3. Comments:

4. Student signature _____

5. Approved (Please print name after signature)

a. Committee Chair

Signature Date

b. Graduate Studies Advisor

Signature Date

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature



DEPARTMENT OF SPANISH AND PORTUGUESE DISSERTATION CHANGE OF COMMITTEE PETITION

Changes for **Fall Semester** final defenses are due by **July** of same year.
Changes for **Spring Semester** final defenses are due by **December** of previous year.

1. Name _____

2. Scheduled Defense Date _____
(Semester/Year)

3. Please make the following changes to my examination committee:

Present Dissertation Committee

Primary Area of Study (Director)

First Secondary Area of Study

Second Secondary Area of Study

New Dissertation Committee

Primary Area of Study (Director)

First Secondary Area of Study

Second Secondary Area of Study

4. Student Signature _____ Date _____

5. Changes approved by present Dissertation Director: _____
(Dissertation Director)

Official Use Only

Approved by Graduate Studies Committee:

Director of Graduate Studies Signature

Date