

**PHD HISPANIC LITERATURE APPLICATION PACKET**  
UNIVERSITY OF ARIZONA, TUCSON, AZ  
DEPARTMENT OF SPANISH AND PORTUGUESE

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APPLICATION MATERIAL ENCLOSED

- ✓ Application for Graduate Admission to the Department of Spanish and Portuguese
- ✓ Statement of Purpose
- ✓ Recommendation Forms
- ✓ Envelops for recommendation forms/letters
- ✓ Application for Graduate Assitanship/Associateship in Teaching
- ✓ Description of the PhD. HISPANIC LITERATURE Program
- ✓ Checklist

CONTACT INFORMATION

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Dr. Katia da Costa Bezerra  
Director of Graduate Studies &  
Graduate Advisor  
Department of Spanish & Portuguese  
Modern Languages 532  
PO Box 210067  
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Tucson, AZ 85721

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

Email: [iselag@email.arizona.edu](mailto:iselag@email.arizona.edu)  
Phone: (520) 621-3125  
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Please mail this application to: Director of Graduate Studies, Department of Spanish & Portuguese, The University of Arizona, Modern Languages Building Room 545, Tucson, Arizona 85721-0067. The above information will be useful in determining possible recipients of Graduate Minority Fellowship and Scholarships.

## CHECKLIST

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Checklist is to help you complete your application to our department and the university. All application materials should be received by the deadline. Incomplete files will not be reviewed.

- Graduate application to the department
- Statement of Purpose (written in Spanish, 1-2 pages).
- Writing Sample in Spanish (term paper from most recent degree related to your field of study).
- Three letters of recommendation requested (In a sealed envelope or mailed by the recommender to the department.)
- Graduate College Admission application done online
- One set of official transcripts/records requested from all institutions attended or currently attending

### OPTIONAL

- Graduate Assistant/Associate in Teaching application
- CD with recorded presentation in the language you wish to teach (see Guidelines for Preparing CD)

### ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS:

- English translations of all official foreign transcripts/documents (see Graduate College Instructions and Information sheet)
- Financial Guarantee form
- TOEFL score
- TSE score or SPEAK score (SPEAK is administered at the University of Arizona, to be taken before application deadline)

## GUIDELINES

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### TIMELINE

In order to begin studies in this Department, you must apply for admission to the Graduate College and to the Department of Spanish and Portuguese by **January 15** for the fall semester, **August 1** for the spring semester.

### OFFICIAL TRANSCRIPTS

Please note that the completed application requires one set of official transcripts/records from all institutions attended. These official transcripts must be sent directly from the institution to the Department of Spanish and Portuguese or enclosed in an envelope sealed by the issuing institution. A separate degree certification is required if the degree is not posted on the transcripts/records. All foreign documents for admission to the University of Arizona must be sent with a certified English translation. To be official, transcripts/documents must have the original seal of the institution and signature of a responsible official/Registrar.

### (3) LETTERS OF RECOMMENDATION

You will also need to provide three letters of recommendation. The recommendation forms/letters should be attached to the completed "Recommendation Form". Letters of recommendation must be mailed directly to the Department of Spanish and Portuguese by the recommenders. Specifically, your three recommendations should be by professors with whom you have studied and who can inform us of your academic potential in your chosen area. It would be helpful to us in evaluating your candidacy if you would ask your professors to comment on how long and in what capacity each has known you, your Spanish, your pronunciation, your knowledge of grammar, your knowledge of literature, and your probable or demonstrated teaching ability. Very important will be her/his opinion of your personal qualities, your initiative, your dependability, and your ability to work with others.

### STATEMENT OF PURPOSE

A Statement of Purpose (written in Spanish, 1-2 pages) where you address your reasons for wanting to join the graduate program, your academic strengths and preparation, and your academic and professional goals, needs to be included. It would also be helpful if you address your evolution as a student of Spanish language and literature. Please use the form provided or a separate typed page. Please note, if you are also applying for a GATship, the aforementioned Statement of Purpose is to be submitted in addition to the statement of purpose required on the GATship application.

### WRITING SAMPLE

Additionally, you will need to submit a writing sample in Spanish. A term paper from your most recent degree related to your field of study is acceptable.

### GRADUATE ASSISTANT IN TEACHING (GATship)

If you are interested in a GATship please complete the enclosed form and submit a cassette with a taped presentation from the sheet entitled "Guidelines for Preparing Cassette Tapes". In addition, the award of GATship provides waiver of out-of-state tuition, partial remission of in-state registration fees, and payment of individual insurance benefits through Campus Health Services. Also, it may be of interest to you to know that a limited number of Graduate Fellowships and Graduate Minority Fellowships are awarded on a competitive basis by the Graduate College. Additionally, a limited number of Graduate Tuition Scholarships and Graduate Academic Scholarships are available on a competitive basis through the Graduate College to students participating in our graduate program.

### ENGLISH LANGUAGE PROFICIENCY

If English is not your native language, you must give evidence of having passed the TOEFL (Test of English as a Foreign Language) exam and score a 550 paper based (PB), 79 internet based (iBT), or IELTS (International English Language Testing System) composite score of 7 (no subject area below a 6). Written proof of the TOEFL score is required and needs to be submitted before application deadline. International Students seeking graduate teaching assistantships must take the TBEST (Task-Based English Speaking Test) exam and obtain an acceptable score of 7 (exam administered by the University of Arizona once admitted to program).

### INTERNATIONAL STUDENT VISA

Foreign students, who must obtain a student visa through this University, are required by the U.S. Government to provide a financial guarantee in the amount of \$42,735. The financial guarantee should be arranged through your local bank or sponsor and should be certified.

If you have any questions, please call the office of Graduate Studies or write to:

Director of Graduate Studies  
Department of Spanish and Portuguese  
Modern Languages 545  
University of Arizona  
Tucson, AZ 85721  
(520) 621-3125 or (520) 621-3123 FAX: (520) 621-6104

For faster processing of your application, please send all application material to the Department of Spanish and Portuguese.







DOCTOR OF PHILOSOPHY  
HISPANIC LITERATURE CONCENTRATION

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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 of 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.

Requirements

Procedures for considering internal M.A. candidate 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 of 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
- (4) 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.

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In addition, all Graduate Associates in Teaching (GAT's) 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 elective 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 of 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

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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)

## FOREIGN LANGUAGE REQUIREMENT

(Approved: April 5, 2002)

It is a necessary academic requirement that all Ph.D. candidates in Hispanic Literature 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.

The candidate must meet this language requirement 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 takes 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 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.

## FINANCIAL SUPPORT

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

**Graduate Assistantship / Associateships in Teaching**, provide 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 Isela Gonzales). GAT applications are also available from the Graduate Studies Office in the Department of Spanish and Portuguese.

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 typed of financial support offered by the Graduate College, please consult the Graduate College web site:

[http://grad/Current\\_Students/Financial\\_Resources/](http://grad/Current_Students/Financial_Resources/)

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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.

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**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.

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**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 positions 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.

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Finally, students are encouraged to consult the website 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."

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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 language 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 website for detailed information regarding these awards: <http://las.arizona.edu/>

## DEPARTMENTAL ACTIVITIES

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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 journals: *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

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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, Nineteenth, Twentieth & 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; modern and 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.
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
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## FACULTY

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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 associate 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. 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.

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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 is an Associate Professor in the Department of Spanish & Portuguese and 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.

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

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Dr. Laura G. Gutiérrez is Associate 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

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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. 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 is a Professor in the Department of Spanish and Portuguese. 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.

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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 Associate 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. 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 a Professor of Spanish 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.

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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 a 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

Dr. Miguel Simonet holds a Ph.D. from the University of Illinois at Urbana-Champaign and is an Assistant Professor of Spanish at the University of Arizona where he specializes in Experimental phonology, speech perception, L2 speech learning, and sociophonetics. He is a native of Majorca, an island in the Western Mediterranean Sea. After finishing his "Licenciatura" in Catalan Philology at the University of the Balearic Islands, he came to the United States to complete graduate studies in linguistics at the University of Illinois at Urbana-Champaign.

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APPLICATION FOR GRADUATE ASSISTANTSHIP/ASSOCIATESHIP

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DATE \_\_\_\_\_

SEMESTER

FALL

SPRING

YEAR 20 \_\_\_\_\_

Before your application for an assistantship/associateship can be considered complete, it must include the following:

1. This application form. This is not an application for admission to the Graduate College. An application for admission must be submitted to the Graduate College directly. The candidate must be admitted to the Graduate College in a graduate program before action can be taken on the application for an assistantship/associateship. See Sec. 8
2. Official transcripts of your academic work from all institutions you have attended/attending, both graduate and undergraduate. These must be sent to the department. See Sec. 5.
3. A minimum of three letters of recommendation, preferably from persons in your own field of concentration who are directly acquainted with your work. Letters of recommendation from outside the field of Spanish and Portuguese may be given less weight in the final analysis of your application. These letters must be recent, i.e., dated within the past year. See Sec. 9.
4. A CD recording of your voice. See enclosed separate sheet "Guidelines for Preparing CD."
5. If you are offered this GATship and you accept this GATship you must comply with the regulations governing all new GATS in the department. You must successfully complete a graduate course in teaching methodology during your first semester in the program.

The Department of Spanish and Portuguese will attempt to notify the candidate of deficiencies in the above requirements, though the candidate must be ultimately responsible for submitting a complete application.

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Applications for positions during the fall semester should be filed before January 15<sup>th</sup>, for the spring semester applications should be filed before August 1<sup>st</sup>.  
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Send all application materials directly to:

Director of Graduate Studies  
Department of Spanish and Portuguese  
Modern Languages Building, 545  
The University of Arizona  
Tucson, AZ 85721-0067

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Department of Spanish and Portuguese

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NAME:

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Last                                      First                                      Middle

CURRENT ADDRESS: \_\_\_\_\_

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City                                      State                                      Zip Code                                      Country

PERMENANT ADDRESS:

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City                                      State                                      Zip Code                                      Country

TELEPHONE

CURRENT \_\_\_\_\_ PERMANENT \_\_\_\_\_

SOCIAL SECURITY NUMBER \_\_\_\_\_ E-MAIL \_\_\_\_\_

DATE AND PLACE OF BIRTH:

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CITIZEN       YES     NO

If a naturalized citizen, give date and place of issuance of naturalization and certificate number.

IF YOU ARE NOT A U.S. CITIZEN, INDICATE THIS CLEARLY ON YOU APPLICATION FOR ADMISSION TO THE GRADUATE COLLEGE. THAT APPLICATION WILL HAVE TO BE PROCESSED THROUGH THE INTERNATIONAL GRADUATE ADMISSIONS OFFICE, WHICH REQUIRES ADDITIONAL DOCUMENTATION. THEY WILL CONTACT YOU ABOUT THIS: PLEASE FOLLOW THEIR INSTRUCTION TO THE LETER.

ARE YOU RELATED TO ANY PERSON PRESENTLY EMPLOYED BY THE UNIVERSITY OF ARIZONA?     YES     NO

RELATIONSHIP \_\_\_\_\_

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EMPLOYMENT RECORD: LIST FULL-TIME EMPLOYMENT SINCE RECEIPT OF B.A. AND ONLY SUCH PART-TIME EMPLOYMENT AS MAY INVOLVE TEACHING OR USE OF SPANISH OR PORTUGUESE. IF YOU HAVE HAD TEACHING EXPERIENCE, PLEASE GIVE DETAILS.

POSITION	EMPLOYER	ADDRESS	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EDUCATION: SCHOOLS ATTENDED BEGINNING WITH HIGH SCHOOL BUT NOT INCLUDING SCHOOL YOU ARE CURRENTLY ATTENDING.

SCHOOL AND ADDRESS AVERAGE	MAJOR/MINOR	DATES	DEGREE/DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NAME AND ADDRESS OF SCHOOL YOU ARE CURRENTLY ATTENDING

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DEGREE SOUGHT \_\_\_\_\_

MAJOR AREA OF CONCENTRATION

MINOR AREA OF CONCENTRATION

DISSERTATION/THESIS TITLE (IF ANY)

DISSERTATION/THESIS ADVISOR (IF ANY)

\_\_\_\_\_

COURSES YOU ARE CURRENTLY TAKING THAT WILL NOT APPEAR ON YOUR TRANSCRIPT

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

STATE YOUR DEGREE OF PROFICIENCY IN  
PORTUGUESE \_\_\_\_\_

SPANISH \_\_\_\_\_

FOR INTERNATIONAL STUDENTS ONLY: (Written proofs of examination scores are required.)

TOEFL \_\_\_\_\_ DATE OF EXAM \_\_\_\_\_ TOEFL –MUST BE 550 OR ABOVE

TSE \_\_\_\_\_ DATE OF EXAM \_\_\_\_\_ TSE – MUST BE 50 OR ABOVE

OR

SPEAK \_\_\_\_\_ DATE OF EXAM \_\_\_\_\_ SPEAK – MUST BE 230 OR ABOVE

ADVANCED DEGREE SOUGHT AT THE UNIVERSITY OF ARIZONA

PROPOSED MAJOR SUBJECT

PROPOSED MINOR SUBJECT (NOT APPLICABLE FOR THE M.A.)

HAVE YOU APPLIED FOR ADMISSION TO THE GRADUATE COLLEGE OF THE  
UNIVERSITY OF ARIZONA?  YES  NO

THE DEPARTMENT WILL NOT CONSIDER YOUR APPLICATION IF YOU HAVE NOT  
APPLIED TO THE GRADUATE COLLEGE ADMISSION OFFICE.

WHAT IS THE CURRENT STATUS OF YOUR GRADUATE COLLEGE ADMISSIONS  
APPLICATION: \_\_\_\_\_

REFERENCES: LIST THE NAMES AND ADDRESSES OF THREE PERSONS WHOM YOU  
HAVE ASKED TO WRITE DIRECTLY TO THE DIRECTORS OF GRADUATE STUDIES,  
DEPARTMENT OF SPANISH AND PORTUGUESE, IN SUPPORT OF THE APPLICATION.

NAME	ACADEMIC RANK	ADDRESS
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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IN THE SPACE BELOW OR BY ATTACHMENT, WRITE/TYPE AN INTELLECTUAL BIOGRAPHY, IN THE LANGUAGE YOU WOULD BE TEACHING, OF APPROXIMATELY 300 WORDS (BACKGROUND, DESIRES, INTERESTS, GOALS, ETC). PLEASE INCLUDE YOUR PERCEPTION OF HOW TEACHING IN THE BASIC LANGUAGE PROGRAM WILL ENHANCE YOUR PROFESSIONAL PREPARATION.

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

The University of Arizona is an EEO/AA employer and does not discriminate on the basis of sex, race, religion, color, national origin, age, Vietnam Era Veterans' status, or handicapping condition in its admissions, employment, or educational programs or activities. Inquiries may be referred to the Associate Vice President for Affirmative Action, University of Arizona, 1609 E. Helen, telephone (520) 621-3081.

## GUIDELINES FOR PREPARING CD

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Please prepare a recorded presentation in the language you will be teaching that describes your professional goals. Please use your normal speaking voice and do not read from a prepared text even though what you have to say will in most cases be similar to the biographic statement written on Page 4 of your application.

The following questions will guide your presentation. Do not limit yourself to just this information.

1. What has your experience been in learning a second language? (Where did you learn it? What methods were used to teach you the language?)
2. If you have taught a second language, what techniques did you use?
3. Why do you want to teach Spanish or Portuguese as a second language?
4. How do you feel that teaching Spanish or Portuguese in a proficiency-oriented program will help you in your career?
5. What do you think you will learn from the experience of teaching Spanish or Portuguese as a second language at the University of Arizona?
6. What talents experiences will you bring to the program that will enhance your teaching?

## REQUIREMENTS FOR GRADUATE TEACHING ASSISTANTS/ASSOCIATES

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Please be advised that the Graduate Council has ruled that Graduate Assistant/Associates in Teaching not be allowed to engage in any commercial activity relative to the courses with which they are assisting at this University (e.g. selling course materials or conducting paid review sessions for courses in which they are directly involved as a Graduate Assistant/Associate in Teaching).

All Graduate Assistants/Associates in Teaching (GATs) must complete training assignments prior to assuming direct instructional responsibilities at the University of Arizona. Any GAT who fails to comply with all requirements will be in violation of the conditions of employment agreed to in the Notice of Appointment form and may not engage in direct instructional contact.

### TRAINING REQUIREMENTS:

1. All GATs who will have direct instructional contact with students are required to fully participate in the Graduate Assistants/Associates Teaching Orientation (“GATO”), presented by The Graduate College and The University Teaching Center. This training is made up of the half-day on site presentation and online components. This session will take place prior to the first week of classes.
2. Any candidate for Graduate Teaching Assistantship who does not participate in the entire orientation program must attend a make-up session sponsored by the University Teaching Center. Make-up Sessions must be completed within the first five weeks of classes. A \$50 to \$105.00 fee per person will be charged to the student to cover costs of the program.
3. Students not meeting either of the two above requirements must be removed from their classroom duties and reassigned to positions (if available) in which there is no direct instructional contact with students (e.g., research, grading, proctoring).
4. GATs are also required to attend their department/academic unit orientation. A two-day workshop of at least a minimum of eight hours each day. This workshop should cover specific information relevant and necessary to individual departments and courses.

### ADDITIONAL REQUIREMENTS FOR NON-NATIVE-ENGLISH SPEAKING GRADUATE STUDENTS:

1. GATs whose native language is not English and who are not citizens of the U.S. or Permanent Residents must demonstrate proficiency with spoken English. The T-BEST test is required in order to have instructional duties. The cost of the first administration of the T-Best and any subsequent attempts is \$60.00 to be paid for by the individual student.

2. All GATs whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score 550 or higher.

(Revised: 12-11-06)

GRADUATE ASSISTANTSHIP IN TEACHING (working on M.A.)

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Annual Stipend:

One Class \$ 6,832

Two Classes \$ 13,664

Eligibility: Graduate from an accredited college or university with a major in a Spanish or Portuguese Language.

GRADUATE ASSOCIATESHIP IN TEACHING (working on Ph.D.)

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Annual Stipend:

One Class: \$ 7,710

Two Classes: \$ 15,420

After Written and Oral (Preliminary) Comprehensive Exams:

Annual Stipend:

One Class: \$ 8,458

Two Classes: \$ 16,915

Eligibility: A Master of Arts degree in Spanish Language or a related field.

(Effective 11-07)